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Teaching Freezing and Teaching Competency of Secondary School Teachers

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Abstract: The present study aimed to examine the relationship of freezing and teaching competency among secondary school teachers and differences of these two variables with respect to gender, type of school, and marital status. A sample of 110 teachers from private and government secondary schools from Amritsar District, Punjab, was selected randomly. Two tools: (i) Teacher Freezing Scale (Taj, 2011) and (ii) General Teaching Competency Scale (Passi & Lalitha; 1975) were used. The findings revealed no significant gender difference in freezing, but a significant difference was found in teacher competency of secondary school teachers. Female teachers were found to be more competent in teaching than male teachers. A significant difference was found in teaching freezing and teaching competency among secondary school teachers with respect to type of school. The teachers teaching in private secondary schools possess higher level of teaching competency than of government schools. A significant difference was found in teaching freezing of secondary school teachers with respect to marital status, but no significant difference was found in teaching competency. Further, a significant and negative relationship between teaching freezing and teaching competency among secondary school teachers was found.

Keywords: Teaching Competency, Freezingness, Secondary School Teachers

Introduction: Education is a process for human illumination and for empowerment and attainment of superior and elevated quality of life (NCTE, 1998). The most important factor in contemplated educational reconstruction is the teacher and his personal qualities, educational qualification, professional training and the place he occupies in school as well as community (Secondary Education Commission, 1952-53). Teaching is an interactive process carried with purposes and objectives (Onah and Ugwu; 2010). The learning process is a prior responsibility of a teacher so that vital processes like cultural transmission, social cohesion, integrity, or human resource progress should be made possible in this modern technological era (Christopher, 2002). Teacher acts as the pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning (Sawhney, 2015). Without good teachers even the best system of education is bound to fail (Nayak, 2010). According to Anderson (1991), an effective teacher is one who achieves the goals set by him or have set for him by others. They are regarded as excellent and competent teachers by parents on the bases of excellent academic achievement of the students (Rehman, 2005). Progressively skilled and compiled teachers are required in the tutorial rooms in light of the fact that the best educational program and the absolute curriculum stay inadequate without a capable and devoted teacher (Sen, 2017).

Teacher freezing refers to the lack of interest and enthusiasm of a teacher in performing teaching duty and inability to innovate in teaching and research. It is being described as the value dimension to the school and college teachers that the community and administrators complain about the teacher indifferences as the main cause of deteriorating standards in education (Taj, 1998). The teaching skills and life-long learning competencies of professional teachers comprise of: performing complex pedagogical duties; to be well-spoken, in good mental and physical health, stable and tolerant; and to have a propensity to work with the younger generation, good communicative and

observational skills, tact, a vivid imagination, and leadership (Shmelev, 2002). Schools of education have acknowledged the urgency to develop culturally competent teachers (Ivanitsky, 1998). Pedagogical culture is, therefore, an integral part of a competent teacher. During teachers' professional career, teachers pass through the four levels of professional growth to achieve the acme of professional competency that are: pedagogical ability, pedagogical skill, pedagogical creativity and pedagogical innovation (Buharkova and Gorshkova; 2007). The National Council for Teacher Education (1998) also stressed that commitment should be the major component of the teacher's training for qualitative education. The main concern of this is to improve the quality of teacher's working life.

Review: Kumar (2006) reported that female teacher educators were found to be more freezed in comparison to male teacher educators (Parkash & Hooda, 2018; Jean, 2018); also low experienced teacher educators were found to be more freezed. Sexena and Jain (2013) revealed that the medium of instruction significantly affected freezingness among teachers; male teachers were found to be more freezed than their counterpart female teachers. Massey (2011) found a significant relationship between teacher freezing and job satisfaction among secondary school teachers. Kamini (2012) found medium freezing among majority of special educators were found towards their profession. Sharma (2013) found that teachers who were employed in government schools were highly freezed in comparison to teachers employed in private schools. Favorable attitudes of teachers showed lower freezing in comparison to unfavorable attitudes among secondary school teachers. Singla (2014) summarized that teacher freezing of secondary school teachers was not affected as such by the gender of the respondents (Kamini, 2012; & Musheer & Rafiqi, 2018). Sharma (2015) revealed a negative and significant correlation in teacher commitment and teacher freezing. Musheer and Rafiqi (2018) observed no a significant difference with respect to different types of school, i.e., government and private. Kaunsar (2022) reported a significant relationship of teacher freezing with teaching effectiveness among secondary school teachers. Rawat (2022) reported that a significance difference in teacher freezing among secondary school male and female teachers.

Deku (2002) observed no significant gender differences in teachers' competency (Anisha, 2008; & Daniel & Francisca; 2010). Jeba (2005) reported a significant correlation between teaching competency and mental health of student teachers. Kukreti (2005) revealed that competent teachers possess higher mean scores than incompetent teachers and also competent female teachers differ significantly from incompetent teachers in knowledge, creative, humanistic and religious values. Lakshmi and Ganesan (2008) reported a significant relationship between the personality type and teaching competency of teachers; teaching competency of extroverts was higher than introverts. Anbuthasan (2013) found that women teachers attained significantly higher mean score on teaching competence as compared to the male teachers; the rural teachers were found to have better teaching competencies than urban teachers. Ahmad and Khan (2016) found that government school teachers are dominating over private teachers at secondary level on the basis of their teaching competence; science stream teachers are more competent than the art stream teachers. Kumari (2019) revealed a significant difference in teacher effectiveness and teaching competency secondary school teachers with respect to gender, type of school and teaching experience. Deepti (2020) reported that female teachers have significantly higher levels of teaching competence in comparison to male teachers. Vidushy and Kishor (2020) reported a significant difference in teacher competence of teachers with respect to teaching experience, but no a significant difference in teacher competence with respect to gender and type of school was found.

Research Methodology: The present study falls under the domain of descriptive research. The survey method was employed in this study.

Sample of the Study: A sample of 110 teachers from private and government secondary schools from Amritsar District was taken for the study.

Design: Inferential analysis on freezingness and teaching competency (gender, type of school & marital status); Correlation analysis on teaching freezing and teaching competency was computed.

Tools Used: (i) Teacher Freezing Scale (Taj, 2011) and (ii) General Teaching Competency Scale (Passi & Lalitha; 1975)

Objectives:

- To find the gender difference in freezingness and teaching competency of teachers working in secondary schools.
- To study freezing-ness and teaching competency of secondary school teachers with respect to type of school.
- To study freezing-ness and teaching competency of secondary school teachers with respect to their marital status.
- To study the relationship between freezing ness and teaching competency of secondary schoolteachers.

I. Analysis of Gender on Freezing ness and Teaching Competency of secondary school teachers:

For the comparison of freezing ness and teaching competency of secondary school teachers, Mean, SD, and t-value were computed on two groups (male and female).

Table 1: Showing Mean, SD, and t-value of Freezing-ness and Teaching Competency of teachers with respect of gender

Variables	Gender	N	Mean	S. D.	S. E _D	t-value
Freezing ness	Male	34	252.03	31.86	8.25	0.98
	Female	76	260.13	43.11		
Teaching Competency	Male	34	88.18	19.99	4.11	2.37*
	Female	76	97.92	19.92		

**Table Value 1.96, significant at 0.05 level of confidence*

The mean score of freezing ness in male secondary school teachers is 252.03 with S.D. 31.86, and that of female teachers is 260.13 with S.D. 43.11. The t-value comes to be 0.98, which is not significant at 0.05 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in the freezing ness of male and female teachers of secondary schools', is not rejected. It may be inferred that no significant differences existed in freezing ness between male and female teachers of secondary schools. It means that male and female teachers of secondary schools possess same level of freezing ness. The result

of present study is supported by the earlier work of Singla (2014); Kamini, 2012; & Musheer & Rafaqi, (2018) who summarized that teacher freezing of secondary school teachers is not affected as such by the gender of the respondents.

The mean score of teacher competency in male secondary school teachers is 88.18 with S.D. 19.99, and that of female teachers is 97.92 with S.D. 19.92. The t-value comes to be 2.37, which is significant at 0.05 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in teacher competency of male and female teachers of secondary schools', is rejected. It may be inferred that a significant differences exists in teacher competency between male and female teachers of secondary schools. Female teachers of secondary schools are found to be more competent in teaching than male teachers. The result of present study is supported by the earlier work of Anbuthasan (2013) and Deepti (2020) who summarized that teacher competency of female teachers is higher than male teachers of secondary school.

II. Analysis of Type of School on Freezingness and Teaching Competency of secondary school teachers

For the comparison of freezing-ness and teaching competency of secondary school teachers, Mean, SD, and t-value were computed on two groups (Private and government).

Table 2: Showing Mean, SD, and t-value of Freezing-ness and Teaching Competency of teachers with respect of Type of School.

Variable	Type of School	N	Mean	S. D.	S. E _D	t-value
Freezing-ness	Private	60	274.72	44.37	6.79	5.53**
	Government	50	237.12	20.07		
Teaching Competency	Private	60	105.18	16.58	3.25	6.94**
	Government	50	82.58	17.51		

****Table Value 2.58, significant at 0.01 level of confidence**

The mean score of freezing-ness in private school teachers is 274.72 with S.D. 44.37. The mean score of freezing-ness in government school teachers is 237.12 with S.D. 20.07. The t-value comes to be 5.53, which is significant at 0.01 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in the freezing-ness among teachers teaching in private and government secondary schools', is rejected. It may be inferred that a significant differences existed in freezing-ness among teachers teaching in private and government secondary schools. The teachers teaching in private secondary schools possess higher freezing-ness than teachers teaching in government secondary schools. The result of present study is not identical with the work of Sharma (2013), who found that government secondary schools teachers are highly freezed than private school teachers.

The mean score of teaching competency in private school teachers is 105.18 with S.D. 16.58. The mean score of teaching competency in government school teachers is 82.58 with S.D. 17.51. The t-value comes to be 6.94, which is significant at 0.01 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in the teaching competency among teachers teaching in private and government secondary schools', is rejected. It may be inferred that a significant differences existed in

teaching competency among teachers teaching in private and government secondary schools. The teachers teaching in private secondary schools possess higher level of teaching competency than teachers teaching in government secondary schools. The result of present study is supported by the earlier work of Kumari (2019), who found a significant difference in teaching competency with respect to type of school teachers.

III. Analysis of Marital Status on freezing-ness and teaching competency of secondary school teachers

For the comparison of freezing-ness and teaching competency of secondary school teachers, Mean, SD, and t-value were computed on two groups (married and unmarried).

Table 3: Showing mean, standard deviation, and t-value of freezingness and teaching competency of secondary school teachers with respect of marital status.

Variable	Marital Status	N	Mean	S. D.	S. E _D	t-value
Freezing-ness	Married	77	252.22	40.41	8.18	2.20*
	Unmarried	33	270.24	36.55		
Teaching Competency	Married	77	93.09	19.85	4.21	1.43
	Unmarried	33	99.15	21.19		

*Table Value 1.96 at 0.05 level of confidence

The mean score of freezing-ness of married teachers is 252.22 and S.D. 40.41. The mean score of freezingness in unmarried teachers is 270.24 and S.D.76.55 and t-value comes to be2.20, which is significant as compared to table value at 0.05 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in the freezing-ness of married and unmarried teachers of secondary schools', is rejected. It may be inferred that a significant differences existed in the freezing-ness of married and unmarried teachers of secondary schools. The unmarried teachers of secondary schools possess higher level of teaching freezing than married teachers. The probable reason for this may be that the unmarried teachers have less liability and find more time to adapt their professional skills than married teachers.

The mean score of teaching competency of married teachers is 93.09 and S.D.19.85. The mean score of teaching competency in unmarried teachers is 99.15 and S.D. 21.19 and t-value comes to be1.43, which is not significant as compared to table value at 0.05 level of confidence. Hence, the null hypothesis, 'There exists no significant difference in the teaching competency of married and unmarried teachers of secondary schools', is not rejected. It may be inferred that is no differences existed in teaching competency in of married and unmarried teachers of secondary schools; rather both the groups possess same level of teaching competency.

IV. Correlation between freezing-ness and teaching competency of secondary school teachers.

To find the relationship between freezing-ness and teaching competency of secondary school teachers, Pearson's Correlation Coefficient was computed and results are given in table 4:

Table 4: Correlation between freezing-ness and teaching competency among teachers

Variable	N	Coefficient of Correlation
Freezing-ness	110	-.51**
Teacher Competency	110	

** Table value 0.181, significant at 0.01 level

The table 4 reveals that the coefficient of correlation between freezing-ness and teaching competency among secondary schoolteachers. The coefficient of correlation between freezing-ness and teaching competency among secondary school teachers comes out to be -.51 The obtained value of 'r' is significant at 0.01 level of confidence. It becomes vivid that there is a significant and negative relationship between two variables i.e. freezing-ness and teaching competency. Hence the Hypothesis, 'There exists no significant relationship between freezing-ness and teaching competency among secondary schoolteachers' is rejected. It is further inferred that freezing-ness plays an important role in teaching competency of secondary school teachers; less freezing-ness implies better and effective teaching competency. The results are in tune with the earlier works of Kaunsar (2022) who also reported a significant relationship of teacher freezing with teaching effectiveness among secondary school teachers.

Findings of the study

- No significant difference was found in teaching freezing of male and female teachers of secondary school.
- A significant difference was found in teaching competency of male and female teachers of secondary school. Female teachers were found to be more competent in teaching than male teachers.
- A significant difference was found in teaching freezing among secondary school teachers with respect to type of school.
- A significant difference was found in teaching competency among secondary school teachers with respect to type of school. The teachers teaching in private secondary schools possess higher level of teaching competency than of government school teachers.
- A significant difference was found in teaching freezing among secondary school teachers with respect to marital status. The unmarried teachers of secondary schools possess higher level of teaching competency than married teachers.
- No significant difference was found in teaching competency among secondary school teachers with respect to marital status.
- Further, a significant and negative relationship between teaching freezing and teaching competency was found.

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The Mother Goddess in Indian Religion, Philosophy and Spirituality

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Abstract: The religion and society of ancient India was matriarchal. That tradition and culture influenced the religious philosophy and spirituality of the patriarchal Aryans. Matriarchy is observed even today in Indian religion, philosophy and spirituality. According to sociologists, there is a link between agrarian economy and matriarchy. Because agriculture was invented by women. As a result of social evolution, the matriarchal society has changed into a patriarchal society, but the field of religion, philosophy and spirituality, India is still matriarchal. The presence of Mother Goddess is very significant in Indian culture and civilization.

Keywords: Mother Goddess, Tradition, Culture, Philosophy, Spirituality, Indian Religion.

The Mother Goddess in Indian religion, philosophy and spirituality:

There are two distinct streams of Indian religion, philosophy and spiritual theory. One of them is patriarchal and the other is matriarchal or nature dominant. These two streams have been running equally since ancient times and till today. Indian heritage does not mean only the heritage of Vedic Aryan culture. Nonvedic Lokayat philosophy, Tantric doctrine, Vaishnava philosophy, Sahajiya philosophy, Baul theory, Shakta Sadhana - etc. and many other schools of thought and paths have equally enriched the Indian tradition. Except the Vedic religion and philosophy, all the rest are nature-oriented or mother-oriented. Some religious sages like Shankar or Manu point out that women are the gates of hell, but in the majority's theory, women are Shakti Swarupa (the supreme power), Mokshadatri (the only way to salvation), Goddess Mother.

The Mother Goddess in Tantra: The main tenets of Tantra are two, Shiva and Shakti. In some tantras Shiva is said to be preeminent, in some tantras Shakti is said to be preeminent and in some tantras Shiva and Shakti are said to be identical. In Tantra nature is said to be Chaitanyamayi (source of life, full of life) as the main element of the world. In Bengal, many women practiced tantra as well as men. Even housewives used to practice Tantra in between housework. Sadhan Kamal Chowdhury's book "Women's Contribution to Buddhist Tantra Sadhana" reveals the names of many Tantra Sadhikas who were gurus of male Siddhacharyas. Sri Ramakrishnadev's Guru was also a Bhairavi. The attitude of gender inequality towards the Tantrasadhikas of Bengal was not revealed. They were equal to male tantrics.

The Mother Goddess in Baul spiritual Theory: Baul Sadhana theory can be identified as a mixture of Hindu and Buddhist elements and individuality. Baul gives equal importance to women and men in couple Sadhana, Baul sadhana is impossible without women. Purusha can be found only by worshiping Prakriti according to Baul as both possess the same Body. We can name man as Powerdigar, but being nature, man has no independent existence outside of his manifest nature, that is why nature is the real world and creator. Creation and the process of creation must be understood in nature and not in any other way. This theory is revealed through the Baul song.

“Purush powerdigar
Ange chilo prakriti tar
Prakriti prakrita sansar

Sriste sarbajana

Mayere vajile haya tar baper thikana".

Here worship is offered to that person who is simultaneously Purusha and Prakriti. In Baul's view, woman is Ananda Sahachari, Mahamaya, the mother of the state of creation and the Mahashaktirupini (the supreme power) of Loy Bilay (creation and destruction).

The Mother Goddess in Shakta philosophy: In Shakta philosophy, Devi Matrika is described as the only original principle of the universe. Sri Sri Ramakrishna says Adya Shakti Lilamayi, Kali is the one who creates, sustains and destroys. Kali is Brahma, Brahma is Kali. This truth is highlighted in Shakta Giti

-
"bal ma tomay ki diye puji go brambhamayee ?
ami dekhini brambhande kichu ache toma boi
bramha hate paramanu, sakali tomar tanu
ma go annya bastu tribhubane tumi bine ache kai"

The Goddess Matrika in Vedic philosophy or theistic philosophy: One of the major philosophies among the Vedic philosophies, Samkhya philosophy recognizes only two main theories, Purusha and Prakriti, among them Prakriti is said to be the main one. Purusha are insignificant and indifferent. But Prakriti in Sankhya means not only primordial matter but also the female principle. Samkhya philosophy is not only materialism, but the feminine dominant thought of Prakriti, which is feminine in Sanskrit grammar. According to Samkhya, nature is eternal and self organ. Nature has no cause; nature itself is its own cause. Nature is the ancient mother of all creation.

The Nature or Maya in Vedanta Philosophy: According to Vedanta philosophy, the world is not different from the God. But common people consider the world as different from God. And the cause of this ignorance is Maya or Prakriti. Just as fire has the power of burn, God also has the power of maya. Maya, the creative power of the infinite eternal God, is also infinite and eternal. Maya first turns itself into desire and then into determination. Maya has no separate entity apart from God. But it is not possible for God to create the world without Maya.

The Mother Goddess in Buddhism: Originally Buddhism was atheistic. Mahayana is one of the main branches of Buddhist philosophy. These Mahayana Buddhists introduced many deities and Tantra practices to Buddhism. Thus arose Tantric Buddhism. Vajrayana is a major branch of this Tantric Buddhism. Here the original Buddha is visualized as a deity with the name Vajradhara. His power (Shakti) is Prajnaparamita. Prajnaparamita is Mahadevi (the supreme mother goddess), Sarveswari. In Tantrik Buddhism, she is said to be the only way to salvation.

Matrika worship has been practiced in India since the pre-Aryan period. Excavations at Harappa Mohenjo-daro found many clay idols of Matrika Devi. Aryans were herdsmen and warriors. After coming to India, goddesses entered the spirituality and religion of the patriarchal Aryans like Vasumata, Saraswati, Usha; Lakshmi etc. are the Vedic goddesses. Even today, the goddess is worshiped all over India with fervent devotion. Perhaps this matriarchal religious culture is associated with agricultural predominance. Because agriculture was a women's invention. Only women can give birth to children - this characteristic of women led the ancients to think of women as a reservoir of mystical power. Ancient society was matriarchal. Later, with the progress of civilization, after all the secrets were removed, the position of women in the social sphere and also in the sphere of religion was degraded. But some agrarian

societies still follow the tradition of matriarchy in religion. Indian society is a prime example of this. The reason for this maternal preference is probably not historical, economic or sociological but the reason for this is psychological. Women gives birth to children, nurtures them. Keeps all the family with affection, compassion, service, care and love. Without giving dignity to this sacrifice, this selfless love of women, they are discriminated against in the society. Perhaps this creates a sense of guilt in people's subconscious mind. As a result, they consciously bow down to Devi Matrika.

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Ecofeminism as a Tool for Peace and Sustainable Environment

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Abstract: *The goal of eco-feminism is to comprehend how feminism and ecology interact. It is predicated on the notion that women's oppression and environmental damage are linked problems that require joint attention. Eco-feminists contend that the patriarchal culture in which we currently live is to blame for both the mistreatment of women and the deterioration of the environment. Eco-feminism draws on the core tenets of feminism, such as the value of intuition and cooperation, the revaluation of nonlinear or patriarchal structures, and an approach to life that respects biological processes. These concepts are infused with eco-feminism's devotion to the environment and understanding of the connections made between women and nature. Eco-feminists evaluate how gender roles influence conduct to demonstrate how social norms unfairly oppress both women and the environment. The philosophy contends that these norms lead to an inadequate understanding of the universe, and its proponents advocate a different worldview that emphasizes the sacredness of the land, the dependence of humanity on nature, and the value of all life. While there are many different ways to think about and advocate for the environment, all eco-feminists agree that there must be a connection between healthy ecological and healthy lives that work towards peace. The goal of this qualitative study was to learn more about eco-feminism as a strategy or tool for the simultaneous promotion of peace and environmental sustainability.*

Keywords: *Eco-feminism, Women's Oppression, Environmental Damage, Gender Equality, Peace, Environmental Sustainability.*

Introduction

Eco-feminism combines political activism with intellectual criticism, much like the societal revolutions from which it originated. In its assertion that the systems of patriarchy and capitalism are responsible for the environmental harm caused by capitalism as well as for the subjugation of women. Ecological feminism or Eco-feminism integrates feminism and environmentalism. Any approach to addressing one need to take into account how it affects the other so that neither environmental gains nor the advancement of women's equality should come at the expense of the other. Eco-feminism asserts that humanity and the environment can only benefit from a paradigm shift that favours collaboration and care over disruptive and domineering behaviours. The notion that environmental supremacy and the empowerment of women are inextricably linked can be developed in a number of ways.

Classifying Eco-feminism:

There are two separate schools of thought on eco-feminism. These are- Radical Eco-feminism and cultural Eco-feminism.

Radical eco-feminists contend that in order to devalue nature and women, the mainstream patriarchal culture treats both equally. On the other side, cultural eco-feminism promotes a connection between women and nature or the environment. They argue that due to their biological characteristics, such as menstruation, pregnancy, and lactation, as well as their gender roles as family nurturers and food providers, women have more close contact with nature. Both the idea and the activities that makeup eco-feminism emerged at the same time all over the world.

In essence, the concept of eco-feminism promotes social, cultural, and environmental peace, integration, and harmony.

Western Vision:

Early eco-feminist writers such as Carolyn Merchant from the US and Val Plumwood of Australia championed a viewpoint where women are attributed with greater ties to the environment. These promoted "the feminine principle" as a preventive measure against environmental devastation by promoting qualities that sustain nature. This "essentialist" perspective, which commonly takes the view of a woman to be an earthly mother/goddess, has unfortunately also depreciated eco-feminism and generated disappointment among its early proponents. Due to its beginnings in a white, middle-class, Western environment, this eco-feminism stance has not only come under fire for its essentialism but has been charged with being elitist. Eco-feminism draws on the core feminist tenets of gender equality, the revaluation of non-patriarchal or nonlinear systems, and acceptance of biological processes, holistic interconnectedness, and the importance of intuition and cooperation. Eco-feminism expands on these ideas by emphasizing environmental protection as well as the connection between women and the natural world.

Indian Viewpoint:

The 'majority world' voice of Vandana Shiva, a well-known eco-feminist activist, and thinker from India, has provided a counterweight to this, and it may be argued that in majority world contexts, gender and environment have been stated more forcefully and had a greater influence. According to her, women and nature have a complex and close relationship as well as a shared history because they have both experienced being exploited, degraded, and dominated by an andocentric mindset. The exploitation of nature, when it is seen that women fight to maintain their means of subsistence and are deprived of their primary occupation, inspiration for creativity, and respect for life. Vandana Shiva uses the first epoch-making movement, Chipko, as an illustration in this context. In this movement, women in the Himalayan Garhwal district hugged trees as a form of protest against the commercial logging of trees. This movement is now well-known and respected all around the world.

Shiva's viewpoint differs from that of Agarwal (1992), another exemplar of Indian eco-feminism. Women cannot be viewed as a monolithic population that varies based on class, colour, culture, and caste, according to Agarwal. She contends that unless the political, social, and economic aspects inherent in gender domination are addressed, gender oppression cannot be distinguished as the only factor contributing to the deterioration of women and nature.

Eco-feminism's Dealing with Peace:

In the context of environmental activism, analyses of intersectionality, racial, social class, and gender discrimination have been used. Academic feminists and environmental activists from all across the world have joined the global movement known as eco-feminism. Although there are many different ways to think about and advocate for the environment, all eco-feminists agree that there must be a connection between a healthy environment and a healthy life. Eco-feminists hold patriarchy accountable for practices of cultivation and consumption that treat nature as a resource to be exploited and abandoned, as well as for gender inequality, the plight of the poor, Indigenous peoples, and other social ills. According to Vandana Shiva, development initiatives that supported industrialization on a Western model instead of addressing local poverty did little to nothing but enrich their Western donors. This was done to create the illusion of progress. Even worse, they tend to replace local traditional ecological practices on a big scale with environmental damage. Shiva makes a distinction between spiritual and material poverty. Although

material poverty is present and quite obvious in underdeveloped countries, it is often compared to the supposedly higher level of living in developed ones. Shiva in 2016 said that the relationship between a lack of spirituality and alienation from nature is less obvious to Westerners themselves, yet it is nonetheless extremely real. Spiritual poverty exists amid worldly abundance in industrialized countries, as seen by the prevalence of depression, addiction to drugs, and personal conflict.

Eco-feminism and Contemporary Thought:

Sandra Harding along with other feminist scientists has made the case that advances in science and technology have made a contribution significantly to patriarchal control on a global scale. Science and the ensuing technological advancements have been given an air of certainty and inevitability due to the scientific method's purported value of neutrality and objectivity. The truth is that the rich and powerful have had complete control over science and have benefited from it. Its false appearance of being a constructive force for all of humanity has served to hide such negative outcomes as the exploitation of earth's resources, destabilizing and polluting battle technologies, and unrestrained consumption. Harding et al. maintained that it's critical to acknowledge the legitimacy of indigenous knowledge-acquisition practices. To adequately analyze and critique these practices and their outcomes, it is also crucial to realize how social settings as well as value systems affect all types of knowledge generation, including Western science. Without these criticisms, science and technology are going to keep to be a factor in extending the wealth gap between rich and poor countries, which will lead to increased suffering and political unrest.

Eco-feminism in Recent Discourse:

Academic feminists and environmentalists from first and third-world countries are all part of the growing global movement known as eco-feminism. When Vandana Shiva proclaimed that due to their shared history of being oppressed, devalued, and ruled by a stereotypical perspective, women and nature have an extremely complicated and tight relationship, this essentialist perspective as well as stronger social-economic critiques, which addressed the connection between gender disparity and degradation of the environment regarding women's contribution to social reproduction, made the late 1980s and early 1990s a fruitful period for eco-feminist writing.

The United Nations Conference on Environment and Development (UNCED), where women's environmental organizations fought for women's and environmental rights to be taken into consideration simultaneously, saw the first significant practical influence of eco-feminist ideas in 1992. For the first time, it was decided that the rights of women and rights regarding the environment could not be separated during this conference and the Beijing Fourth Women's Conference in 1995.

Relevance and Current Approach to Eco-feminism in India:

The movement known as eco-feminism believes there is a link between the destruction and exploitation of the natural environment and the humiliation and exploitation of women. In the 1970s, it blossomed into a significant activist and academic movement but over time, it became irrelevant. But as global movements for climate justice and action grew stronger, so did the concept of eco-feminism. One can concur that eco-feminism is still important in the context of contemporary environmental discourse. Both environmental harm and climate change, which are two of the most pressing social challenges facing the world today, are feminist issues. Eco-feminism is therefore still relevant in contemporary India.

Eco-feminism in literature:

Numerous ecofeminist movements have existed in India. The 1970s saw one of the earliest eco-feminist movements in India. The Chipko Movement, which was a nonviolent demonstration against forest

destruction in the Uttarakhand region, was known as such. To embrace is what the word Chipko signifies. Vandana Shiva has made significant contributions to the field through her books like Eco-feminism, The Violence of the Green Revolution (1993), Staying Alive: Women, Ecology and Survival in India (2010), and Biopiracy (2012). Many of these novelists' works from the 20th century are recognized as powerful examples of "modernism and feminism." The writings of Indian women authors have gotten more attention as a result of Arundhati Roy and Kiran Desai winning Booker Prizes. The theory and growth of eco-feminism in India have been influenced by the fiction written by Indian women on the connection between women and the natural world.

The *Narmada Bachao Andolan*, which gave tribal and Adivasi women a platform to express their voices, is another illustration of an eco-feminist movement in India.

Conclusion:

Eco-feminism is raised as a voice of protest against deforestation which conjugates women's empowerment over the patriarchy and capitalistic movement, where women have been symbolized as an incorporated unit of nature, and degradation or depletion of the environment or nature is similar to ill-domination or suppression of women from their right to live free and fair. The origin of eco-feminism though started in the West but it spreads throughout the world even in Asian countries like India because of its great vitality and significance. The term 'eco-feminism' though originated and prevailed in the West and was dispersed or transmitted in the East, the prime concept was already developed in India, especially in Bengal. In religious concepts, women are considered the beautiful Mother Nature (*Parama Prakriti/shakti*) or the source of all human beings or the source of all energy (*Adi Shakti* or *Para Shakti*) through which women have the prerogative to get such status or honour in society. In literature, several poets and essayists like Tagore have compared women with nature. We have got a lot of elaborations and illuminations on women in his writings. Thus, the concept with that specific term might have come from different origins but the conceptualization, actualization, and realization of the concept of eco-feminism is age-old and significant in the Indian perspectives.

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Human Rights and the Values in the Context of India

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Abstract: *A new global order cannot exist until all people are included in it. Every person on the globe affirms a variety of values that together constitute human dignity. Discrimination is pervasive throughout India, which makes it difficult to exercise one's civil rights in every area of society. It is not just an Indian issue; it is a worldwide challenge. The dignity of person is being violated in numerous locations around the globe. Human dignity and freedom of expression are the base of the idea of human rights. The word "human rights" was first used in the early 1800s by British political philosopher John Locke in his book "The Second Treatise of the Government." However, it didn't really take off until the latter half of the 20th century, particularly in 1950, 1960, and 1970. As a matter of fundamental belief, the UN insisted that all of its members guarantee human rights in their various national territories. Numerous actions have been done by the Indian government and other non-governmental organizations. Human rights are supported by constitutional provisions to raise awareness of and increase sensitivity to human rights among all people. If educational values were spread among social groups as well as individuals, all of these things would have been feasible. All people can benefit from fundamental human rights thanks to educational principles. In light of this context, an effort has been made to a) understand what human rights are, b) know about the notion of human rights, c) highlight the provisions of the Indian Constitution that support human rights, and d) discuss the idea of educational values. e) Comprehend the connection between educational principles and human rights; f) discuss how the federal and state administrations protect human rights; and g) offer some closing thoughts.*

Key Words: Human Rights, Educational Values, Social Degradation, Social Group.

Introduction: Human rights are the general term for all universally recognized rights. Societies in various parts of the world gradually incorporated these liberties. But all around the world, there are human rights violations. In his 17th-century book "The Second Treatise of the Government," British political thinker John Locks used the word "human right" for the first time. On the other hand, it became well-known as a global movement in the second half of the 20th century. Human rights organization mushroomed throughout the 1950s, 1960s, and 1970s. It became a big political issue during this time. The United Nations saw the protection of human rights as a core value and required all of its members to do so (General Assembly in Paris on 10th December 1948). The UN General Assembly adopted the Universal Declaration of Human Rights (UDHR), a statement outlining universal principles relating to freedom and human rights (General Assembly Resolution 217 A). India suffers from widespread discrimination, which makes it challenging to exercise one's civil rights in all spheres of life. It is a global problem; it is not simply an Indian problem.

The Indian government and various non-governmental organizations have taken numerous measures and included provisions into the constitution to safeguard human rights. This and other provisions of our constitution incorporate human rights. All of these things would have been possible if social organizations and individuals shared educational values. Fundamental human rights are available to everyone, and human values prevent social degeneration. This essay attempts to deal with this issue.

Objectives of the Study:

1. To understand what human rights are?
2. To know about the notion of human rights.
3. High light the provisions of the Indian Constitution that support human rights.
4. To discuss the idea of values.
5. To comprehend the connection between human values and human rights.
6. To discuss how the federal and state administrations protect human rights
7. Offer some closing thoughts.

What Human Rights:

There is no single definition of human rights because they cover a broad variety of interconnected issues. Human rights are built on the principles of human dignity and freedom of speech. It is a fundamental human right to exercise one's freedom of thought and behaviour as long as doing so does not interfere with the freedom of others or undermine society. Jack Donnelly, one of the most well-known proponents for human rights, defined them as privileges that one has just by virtue of being a person. Every person has a right to certain fundamental liberties from the moment of conception in the womb. These liberties are known as human rights. Simply put, human rights are those fundamental values that, absent them, prevent men from leading honourable lives. The Universal Declaration of Human Rights was adopted by the UN General Assembly in 1948 in Paris (General Assembly in Paris on 10th December 1948). The definition that all people have inherent worth and are entitled to equal and inalienable rights can be used to wrap up this section. These rights are the pillar of universal freedom, justice and peace.

The notion of human rights:

Human rights are the moral precepts or norms that specify particular standards of human behaviour which are consistently safeguarded by legal rights under both domestic and international law. Regardless of their place of origin, location, language, religion, ethnicity, caste, or any other distinction, everyone has fundamental human rights. The UN General Assembly introduces the UDHR as a common benchmark of success for all individuals and all nations with the hope that every person and every organization of our society would attain it. The UN General Assembly created 30 articles to safeguard and preserve human rights.

Here we mention some important articles which are advocated for human right strongly. These are –
Article 1: state that every human being is born free and with the same respect for themselves and others. They should behave towards one another in a brotherly manner because they are gifted with reason and conscience.

Article 2 states that without regard to any factor, including race, colour, sex, language, religion, political opinion, national or social origin, proper birth, or other status, everyone is entitled to the freedoms and rights outlined in this statement. The political, juridical, or international status of the nation or territory to which a person belongs is also irrelevant, regardless of whether it is independent, a trust, non-self-governing, or subject to any other restrictions on sovereignty.

Article 3 states that everybody has the right to life, liberty, and security of the person.

Article 4 states that no one shall be kept as a slave and that all forms of the slave trade are forbidden.

Article 5 states that no one shall be tortured or subjected to cruel, inhuman, or degrading treatment or punishment.

Article 7 states that everyone is treated equally before the law and is entitled to equal protection under the law. Each and every person has a right to equal protection from any kind of discrimination that violates this Declaration as well as from any encouragement to such discrimination.

Article 8 states that in the event that his fundamental rights under the constitution or the law are violated, everyone has the right to an effective remedy from the appropriate national tribunals.

Article 9 states that no one may be arbitrarily detained, imprisoned, or exiled.

Article 10 states that everyone has a full equal right to a fair and public hearing before a tribunal that independent and impartial in determining their rights and obligations as well as the validity of any criminal charges brought against them.

Article 11 states that 1. Everyone has the right to unrestricted travel and residence inside each state's boundaries.

2. Everyone has the right to travel outside of their own nation and then come back.

Article 15 states that 1. Everyone has the right to nationality.

2. No one's right to retain their nationality or to change their nationality can be unfairly taken away.

Article 16 states that 1. Men and women of full age have the right to marry and have children without restriction based on race, country, or religion. They have a right to equal protection before, during, and after marriage.

2. Only with the willing partners' free and informed consent may a marriage be consummated.

3. The family has a right to protection from both society and the government because it is the primary natural social unit.

Article 17 states that everyone has the right to own property both individually and jointly.

2. No one's property may be taken from them without justification.

Article 18 states that everyone has the right to freedom of thought, conscience, and religion, which includes the freedom to change their religion or believe and the freedom to publicly or privately express their religion or belief through teaching, practice, worship, and observance.

Article 19 states that everyone has the right to freedom of expression, which includes the ability to hold opinions without retaliation.

Article 20 states that 1. Everyone has the right to freedom of expression, to assemble in peace, and to form associations.

2. No one may be forced to join an organization.

Article 21 states that 1. Everyone has the right to participate in the governance of his or her country, either personally or through representatives chosen at will.

2. In their nation, everyone has a right to equitable access to public services.

3. The foundation of governmental authority shall be the will of the people.

Article 23 states that 1. Everyone has the right to work, to a free choice of employment, to fair and benevolent working conditions, and to protection from unemployment.

2. Everyone has the right to equal remuneration for equal effort without any form of discrimination.

3. For the sake of defending their interests, everyone has the right to create and join trade unions.

Article 24 states that everyone has the right to leisure and rest, which includes a reasonable restriction on working hours and occasionally taking paid holidays.

Article 26 states that 1. Everyone has the right to an education, according to Article 26. At the very least, elementary and fundamental levels of education must be free. The first grade must be completed. The

general availability of technical and professional education is required, and merit-based access to higher education is required for all.

2. Education must be focused on fostering respect for basic freedoms and human rights as well as the complete development of the human personality. It will advance the UN's efforts to maintain peace by fostering mutual respect, tolerance, and friendship among all nations, regardless of race or religion.

Article 27 states that 1. Everyone has the right to freely take part in community cultural activities, appreciate the arts, and benefit from scientific advances.

2. Everyone has the right to the defense of the material and moral interests deriving from any literary, scientific, or artistic work that they have contributed to.

These human rights should be safeguarded and protected in all civilized societies: the rights to life, food, shelter, and other basic requirements the right to freedom, the right to dignity and liberty, the right to health, and the right to education.

Basic characteristics of human rights:

1. Human rights are fundamental liberties to which every person is naturally entitled.
2. Human rights are universally and equitably upheld by everyone.
3. Political motives cannot suspend or revoke human rights since they are inalienable.
4. One cannot stop being a human being or lose these rights; they are inalienable.
5. Human rights are unalienable; they cannot be separated into separate categories based on importance or necessity.
6. All human rights are interconnected and complementary components of a larger framework. For instance, one's ability to participate in politics is directly impacted by their ability to express themselves, gain some education, and even meet their fundamental needs.

The Idea of Values:

By placing a strong emphasis on the development of beneficial habits, qualities, attitudes, beliefs, skills, and interests, education serves as a catalyst for the physical, mental, emotional, social, and spiritual growth of both social groupings and individuals. If our nation's educational system is to meet the aforementioned urgent need, our institutions must cultivate democratic citizens. R.K. Mukherjee claims that values are arbitrary preferences, standards, and aspirations that later arise from socially sanctioned motivations and goals that are internalized through conditioning, education, or socialization. The development of the ability to distinguish between good and evil is encouraged through value education. Real and motivated by beliefs, this discrimination exists.

Basic characteristics of values:

1. Value education involves several different steps.
2. It is a technique of instilling good behaviours indirectly and directly. It aids in the formation of good behaviours. It aids in the growth of both a group's and an individual's proper character, senses, and attitude.
3. It is in everyone's best interest to act as a potent tool for social, societal, and global reconstruction.
4. Numerous environmental elements, including those from the home, school, peer group, community, media, and societal ethics in general, have an impact on how people form their values.
5. It addresses the entire spectrum of intellectual, social, political, social, and spiritual dimensions of personality development.

Comprehend the connection between educational principles and human rights:

Axiological Consideration of Human Rights Conservation- This is the theory of value: axiology. It discusses ideas like right and wrong, bad and evil, worthwhile and precious. All of these are employed to rank things, occasions, deeds, etc. on a scale that runs from negatively to neutrally to positively. So, according to Fox 1984, Necess and Rothenberg 1989, and Watson 1985, happiness has positive worthwhile suffering has negative value. Human rights are both a practical and moral issue. The values of education guide goals. The goals must be consistent with the values. Our goals are human rights and its conservation. It will be achievable through inculcate values among common people in general and individual in specific.

Human values, in particular, influence the protection of human rights by

1. Awareness: To support individuals and social groups in developing awareness and sensitivity to issues relating to human rights,
2. Knowledge: To assist both social groups and individuals in gaining a fundamental comprehension of human rights and the issues that surround them.
3. Attitude: Encourage the development of social ideals, a deep-seated concern for human rights, and the drive to take action to defend and advance them.
4. Developing one's abilities to address issues relating to human rights
5. Ability to assess: To assess various human rights-related programmes.

Human rights and values are closely tied to one another. Through proper education, which promotes the growth of moral, cultural, social, and democratic qualities as well as a cooperative living attitude among the general people, values related to the preservation of human rights can be generated or instilled in the minds of common people in general and individuals in specific. Additionally, it aids in halting violent cultural degradation and value erosion.

The federal and state administrations protect human rights:

The protection of human rights has always been a priority for the Indian Constitution. The Indian Constitution makes provisions in behalf of minorities, women, people of colour, people with disabilities, and ST, SC, and OBC racial and ethnic groups. In this regard, I should draw attention to the following clauses of the Indian Constitution:

- 1- Article 14: Equality of Law
- 2- Article 15(1): The state is not to discriminate against any citizen on any ground.
- 3- Article 16: Equal opportunities in the matter of public appointment
- 4- Article 19: protection of certain rights regarding freedom of speech
- 5- Article 21: Protection of life and personal liberty
- 6- Article 23: Right against exploitation
- 7- Articles enjoin the state to provide
- 8- Adequate means of livelihood are available to men and women.
- 9- Equal pay for equal work
- 10- Not forced by economic necessity to complete evocations.
- 11- Article-42: Ensures the provisions for human conditions of work and maternity relief.
- 12- Article-44: Uniform civil code
- 13- Article 51A: Preserve the dignity of women.
- 14- Article 243D: Reservations of seats for women belong to SC and ST in every panchayats.
- 15- Article 243T: Reservation of seats for women belongs to SC and ST in every municipality.

Different acts are also enacted for the conservation of human rights in India:

1. The Hindu Marriage Act, 1955

2. The Hindu Succession Act, 1956
3. The Special Marriage Act, 1954
4. The Dowry Provisional Act, 1961
5. The Medical Termination of Pregnancy Act, 1971
6. The Code of Criminal Procedure Act, 1973
7. Indian Evidence Act, 1872. [1139(a), 113(b), and 113(c)]
8. The Family Court Act, 1984
9. The Muslim Women Act, 1986
10. Factories Act, 1986
11. The Commission for Women Act, 1992
12. The prenatal diagnostic technique act, 1994
13. National Communication for Women Act, 1992
14. The protection of women from domestic violence act, 2005

The central and state governments have implemented a variety of initiatives to protect human rights, including the Integrated Rural Development Programme, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA-2005), Deendayal Upadhyay Grameen Kaushal Yojana Working Women Forum, Rashtriya Mahila Kosh, and Rajib Gandhi Mahila Kanya Shree, Sabuj Sathi, Sukna Samridhi Yojana, Vikas Pariyojana, and more.

Offer some closing thoughts:

Human life depends on having access to human rights. These rights are fundamental prerequisites for living in a dignified manner. Positive relationships exist between several characteristics, such as the exponential increase in the human population. These include the nation's economical situation, political stability, and educational attainment levels, treatment of women and children. These things may be considered stopping the value erosion and protect human right.

1. Raising women's educational status.
2. Availability of birth contraception.
3. Put a focus on your financial health. Education has a tight relationship with each and every virtue.
4. Stopping value deterioration should come first. Coordination, sympathy, affection, a sense of community, and tolerance are generally lacking within the family.
5. Making every effort to instill value-oriented education in educational institutions is therefore imperative in order to adequately protect human rights.
6. In order to protect human rights, every nation should cooperate.

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**An Evaluative Study of the Status of Using Ict Facilities in Under Graduate Level: An
Appraisal of Baksa District of Assam**

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Abstract: Today, Information and Communication Technology (ICT) is having a generous influence on higher education system all over the world. In India, use of ICT in higher education has been increasing day by day. Government of India is taking so many initiatives in implementing ICT in higher education. In this paper an attempt has been made to study the impact of ICT in higher education especially in under graduate level. Two factors have been identified to study the impact of ICT, e.g. Availability of ICT facilities and use of ICT facilities in the under graduate level of education. The present study has been conducted in two colleges in Baksa of Assam. For primary data collection an information schedule and a self prepare questionnaire was developed and used by the investigator to 100 ongoing undergraduate students from different semester of two colleges in the Baksa district of Assam. In the Analytical part percentage technique was applied to analyze the data and to interpret the result. The findings of the survey claimed that use of ICT facilities in undergraduate level of education is not very good.

Key Words: ICT, Accessibility of ICT tools, Uses of ICT.

Introduction: At present, technological interventions are gaining importance in the field of higher education. Different ICT driven tools are increasingly helping students to learn, communicate, transmit and study both on and off campus. Some of the universities and colleges too have responded positively to new technological changes and are continuously transforming their learning processes. Digitization of higher education in India is growing popularity in various ways e.g. digital libraries, increased mobile connectivity, cloud based data management, Wi-Fi enabled campuses etc.

Government of India under its 'Digital India' launched various initiatives to make education in India accessible and equitable. Prominent among them include: National Mission on Education through ICT (NMEICT), SWAYAM, SWAYAM PRABHA, National Digital Library (NDL), e-YANTRA, VIRTUAL LAB, FOSSEE, SPOKEN TUTORIAL NATIONAL ACADEMIC DEPOSITORY, PLAGIARISM DETECTION SOFTWARE, Annual Refresher Programme In Teaching (ARPIT) etc.

Statement of the problem:

The present problem is stated as, "An evaluative study of the status of using ICT tools in Under Graduate level: an appraisal in Baksa District of Assam". Through this study an attempt has been made to highlight the awareness of the environment among the college students.

Objectives:

1. To study the availability of ICT facilities in the undergraduate level of education.
2. To study the usages of ICT facilities in the undergraduate level of education.

Assumptions:

The present study assumed that the ICT facilities of college in the Baksa district are not satisfactory. Hence, there is need of improvement in the use of ICT in under graduate level of Education.

Need and significance of the study:

Present era is the era of digital science and technology. The use of ICT in classroom is now important for giving students opportunities to learn and apply digital skills. Hence, studying the accessibility and use of ICT in the colleges is the need of the hour. So, in this paper an attempt has been made to study the status of using ICT tools in under graduate level of education, especially in the Baksa district of Assam.

Delimitation of the study:

The present study is limited to the Baksa district of Assam only.

Methodology:

The present study is descriptive in nature. A survey has been conducted to draw the relevant data. For primary data collection an information schedule and a questionnaire was developed and used by the investigator to 100 (50 male and 50 female) ongoing undergraduate students from different semesters. There are 5 provincialised colleges in Baksa district of Assam. In the present study two provincialised colleges were selected; namely, Gyanpeeth Degree College and B.B. Kishan College. Percentage technique was applied to analyze the data and to interpret the result. However, for secondary data collection the sources were journals, books, internet etc.

ANALYSIS AND INTERPRETATION OF DATA

The results of the present study are presented and analyzed in the order of objectives of the study.

OBJECTIVE 1: To study the availability of ICT facilities in the undergraduate level of education.

To understand this objective an information schedule was used. The collected information is tabulated in the table no 1.

Table 1 availability of ICT facilities

Sl. No.	Availability of ICT facilities	Gyanpeeth Degree College		B.B. Kishan College	
		Response	No	Response	No
1	Availability Information Technology lab in college	Yes	1	Yes	2
	Availability of high-speed internet for IT lab	Yes	1	Yes	2
4	Availability of high-speed internet for IT lab and for personal devices via Wi-fi	No		Yes	
4	Availability of online multimedia/video-conferencing during lectures in the classroom (Smart Classroom).	Yes	1	Yes	2
5	Availability of advanced library with Wi-fi	Yes		Yes	
6	Availability of digital classroom	Yes	2	Yes	3
7	Availability of projector in the classroom	No		Yes	2
8	CCTV Cameras across campus and classrooms	Campus	Classroom	Campus	Classroom
		Yes	No	Yes	Yes
9	e-library	No		Yes	

The above table indicates that both the colleges have Information Technology lab, high-speed internet for IT lab, Smart Classroom, advanced library with Wi-fi, digital classroom, CCTV Cameras across campus. The above table indicates that B.B. Kishan college has high-speed internet for IT lab and for personal devices via Wi-fi, projector in the classroom and e-library.

OBJECTIVE 2: To study the usages of ICT facilities in the undergraduate level of education.

To understand this objective a self prepared questionnaire was used. The collected information is tabulated in the table no 2.

Table 2: Usage of ICT facilities

Description of Query	Opinion of students (%) response	
	Yes	No
Usage of most recent innovation of ICT in college	22	78
Use of sight and sound gadget instead of Chalk and Board	15	85
Usage of web for doing assignments and activities	10	90
Usage of Wi-fi in the college to access information	21	79
Usage of video-conferencing for live class lectures for the students who are not able to attend the class	05	95
Usage of ICT for attendance recording system.	Nil	Nil
Use of online teaching through online apps	35	65
Use of ebooks/e-journals	25	75

The above table indicates that 95% students have opinioned that no use of video-conferencing for live class lectures for the students who are not able to attend the class. 90% students have opinioned that no use of web for doing assignments and activities. 85% students have opined that no use of sight and sound gadget instead of Chalk and Board.

Major findings:

After discussion and result analysis following facts are observed-

1. It has been observed that both the colleges have Information Technology lab, high-speed internet for IT lab, Smart Classroom, advanced library with Wi-fi, digital classroom, CCTV Cameras across campus.
2. It has been observed that B.B. Kishan college has high-speed internet for IT lab and for personal devices via Wi-fi; projector in the classroom and e-library.
3. It has been observed that the majority of students have opined that no use of video-conferencing for live class lectures for the students who are not able to attend the class.
4. It has been observed that the majority of students have opined that no use of web for doing assignments and activities.
5. It has been observed that the majority of students have opined that no use of sight and sound gadget instead of Chalk and Board.

Conclusion:

Now-a-days use of ICT facilities has been increasing day by day. In this regard the University Grants Commission (UGC) the apex body of higher education has also introduced so many initiatives. But in practically, the scenario of the use of ICT facilities in the under graduate level of education is not up to the mark. So, it's time to be serious enough how to tackle the situation.

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A Vision of Education Proposal by Sri Aurobindo

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Abstract: The aim of the paper is to revisit the life and works of Rishi Aurobindo with special reference to the Spiritual Upliftment. Aurobindo's view of Chitta and Manas. The primary aim of the research paper is to identify the education proposal by Sri Aurobindo. Various articles and research papers are reviewed to complete her research work. The work and life of Sri Aurobindo are discussed in detail. Aurobindo's educational philosophy revolves around the concept of spiritual development. The curricular aims are discussed and analyzed. Some strategies to implement the educational philosophy of Sri Aurobindo are identified. Scope for further research is also mentioned.

Keywords: Atma-samarpan, Karma, Idealism, Bhakti, Jnana, Naturalist, RajaYog, Supramental

Introduction: "The supreme truths are neither the: rigid conclusion of logical reasoning nor the affirmation of the Creedal statement, but fruits of the soul's inner experience" - Sri Aurobindo.

Sri Aurobindo Ghosh was an idealist. He was a revolutionary poet, philosopher, writer, and spiritualist. His focus is to integrate all aspects of life through education. His aims of education include self-perfection, discipline, physical and mental development, mortality, physics, and vital education. The main point of education is to acknowledge the holistic development in a person. Real education, according to Aurobindo, provides a free and creative environment for children and it can develop the 4-fold of austerities and liberation. Sri Aurobindo said that "education should be based on mother tongue, interest of child, learning by doing and individual abilities.

Sri Aurobindo's ideology of education is not only about acquiring information, but the development of Spiritual Practice, practical life, and building knowledge about culture.

Aurobindo quotes:

"When reason died, wisdom was born".

The guiding principle of Sri Aurobindo's philosophy was the a weakening of the individual as a spiritual being. Sri Aurobindo talked about spiritual education (four types of classrooms) in school room of (collaboration, silence, consultations) and lecture room. By this it develops the principle of humanity in a person by science and Vedanta and spirit and matter. According to Aurobindo, divine life is the ultimate destiny and the universalisreal. Sri Aurobindo talked about the four levels of education: chitta, manas, intelligence and knowledge. He believed in transforming the power of man's inner reality by spiritual practice. The synthesis of yoga highlights the comprehensive path of realization of inner self. As per Sri Aurobindo, integral education helps to bring out to full advantage, making the person for the full purpose of life.

"True knowledge is not attained by thinking. It is what you are, it is what you became." Sri Aurobindo Ghosh.

LITERATURE REVIEW:

Debbarma, S (May 2017) "A study on Educational thoughts of Aurobindo Ghosh with relevance to present educational context." International Journal of Applied Research, Vol.7, Issue 5, ISSN 2249-555X. In the study the researcher tries to identify Aurobindo Ghosh contribution in the field of education to bring a good outcome of Teaching-learning process. Hence, the researcher has undertaken the study to enable the students with the latest new pedagogy of teaching-learning.

Behera, H (July 2021) "A study on educational thoughts of Sri Aurobindo Ghosh with special reference to five principal aspects." International Journal of Creative Thoughts, Vol. 9, Issue 7, ISSN 2320-2882. Sri Aurobindo (1872-1950) bases his philosophy on the original Vedanta of the Upanishads. Sri Aurobindo believes that earlier Vedanta represent an integral or Balanced view of life. This article reviews the five principal aspects of a "complete integral education" envisioned by Sri Aurobindo and Mother Mirra Alfassa and elucidated in their writings. This pedagogy encourages holistic development of an individual.

Sheikh, H (December 2020) "Philosophical Thoughts Of Aurobindo: Its Impact On Modern Educational System" International Journal of Engineering Applied Sciences and Technology, Vol.5, Issue8, ISSN No.2455-2143, Pages 232-234.

This paper focuses on Aurobindo's belief in integral education, based on his philosophy of education, leading man to the fullest extent through harmonious Development of himself—physical, vital, mental, psychic, and spiritual. Aurobindo translated his ideals into a system of education through his Pondicherry Ashram School, now named Auroville.

Dey, K (2021) "A Study on Philosophy and Educational Thoughts of Sri Aurobindo Ghosh" International Journal of Trend in Scientific Research and Development, Vol.5, Issue 2, January-February 2021, Pages 864 & 865.

The education field always needs someone to enrich the field of education for learning in a better manner. Several Indian educationists contributed to it. Shri Aurobindo also contributed a lot for bringing changes so that the future generation can gain a better system and ideas in education. It has been mentioned in this paper that it deals with his involvement in which his philosophy of life and social psychology influence spiritual education. It also has dealt with the principles of Educational philosophy on Mind, Knowledge, Intelligence and Consciousness that is a very essential part of spiritual Education.

Anikesh, R (July 2016) "Analytical study of the Pedagogy of Sri Aurobindo Ghosh" International Journal of Educational Research and Reviews, ISSN 2329-9843, Vol.4(7), pp. 859-862.

The paper revealed that Sri Aurobindo Ghosh's system of education was psychological. His pedagogy is particularly rooted in individual attention and promotes creativity, encourages dialogue, and attempts all-round development of the individual. The study further revealed that in future, teacher need not bind himself either to the ancient or the modern system but select only the most perfect and rapid means of mastering knowledge and the teacher should put the child onto the right road, to become perfect and encourage him to follow it, watching, suggesting, helping but not interfering.

Ahmed,M, Godiyal, S (July 2016, 2021) "Study of Educational and Philosophical thought of Aurobindo Ghosh and Its Relevance in Present Education Scenario" Asian Basic and Applied Research Journal, 3(1):166-170, 2021, Article no.ABAARJ.486.

The current paper concentrates on the Study of educational and philosophical thinking of Aurobindo Ghosh and its significance in contemporary education. Aurobindo's theory is relevant to the modern system of education. Sri Aurobindo's theory is relevant in respect of all round development of the child, compulsory education at least up to the age of 6-14 years, lifelong and continuing education, vocational education, creativity, study of science and technology, literature etc.

Objectives:

- To study the life of Rishi Aurobindo Ghosh
- To know about the works of Rishi Aurobindo Ghosh
- To understand Aurobindo's philosophy of education
- Tounderst and Aurobindo's views on spiritual education
- Tounderst and Aurobindo's philosophy of integral yoga

Methodology:

- Qualitative approach is followed while doing the research.
- Various article sand journals were reviewed while doing the study.

Discussion:

Life:

Aurobindo Ghosh or Rishi Aurobindo was born on 15th August 1872 at Calcutta in India. He was a poet, philosopher, Indian nationalist, yogi. He was educated at Christian Convent School in Darjeeling. When he was seven years old, he went to England for further study and lived there for 14 years. He was an astute student who qualified the Imperial Civil Service(ICS) examination. In the University of Cambridge, he became adept in classical and modern European languages. On his return to India, he started studying yoga and various Indian languages which included Sanskrit. In 1893, he joined as a lecturer in Baroda College. He started yoga in the year 1904. A journal named "Vande Mataram" was started by him. He fought for India's freedom from the rule of the British. He faced one year imprisonment as are percussion. Then after two years he left India for Pondicherry in 1910 where he surrendered himself in developing his yoga which was called the 'Integral Yoga' that is giving yourself totally to the Divine Being. It included yogic practices of Asanas, Pranayama, Shat-kriyas, Mudras and Bandhas, Dharana and Dhyana for the individual development. In the words of Sri Aurobindo "The principle of Yoga is the turning of one or all powers of our human existence into a means of reaching divine being". In Pondicherry, he transmitted spiritualism through the magazine. 'Arya' which helped in establishing Sri Aurobindo Ashram. He spent the remaining part of his life in Sri Aurobindo Ashram and surrendered himself in spiritual up lift ment by devoting himself in yoga. Thus, Aurobindo had transformed himself from a politician to a philosopher. He died on 5th December,1950 at the age of 78 in Puducherry, India.

Works:

His major works include **Savitri: A Legend and a Symbol**. This is an epic. This book is about Satyavan and Savitri in Mahabharata. **The Life Divine** is a book that tells us how man evolved and gradually started possessing supramental power and how the material world became divine. **Integral Yoga** is a book about spiritualism. Integral yoga is about Raja Yog, Bhakti Yog, Karma Yog, Jnanaand Japa Yog.

Essayson the Gita are essay son self-discipline. **Synthesis of Yoga** upholds Aurobindo's principle of surrendering oneself to the Divine Being. And the Divine Being shall himself bring perfection in all human beings. **Future Poetry** talks about how poetry evolved and how the future poetry will be like that is spiritual poetry. Other works include *Letterson Yoga, Uttara para Speech, The Human Cycle, The Durga Stotra, The Ideal of Human Unity, Sri Aurobindo on Himself, Hymns to theMystic Fire, Tales of prison life, Songs to Myrtilla, Collected Poems and Plays, On theVeda, The Foundations of Indian Culture, The Renaissance in India with A Defense ofIndian Culture, etc.*

Aims of Education:

1. Aurobindo stresses that a child must be physically developed and pure to be spiritually developed. Spiritual development is possible only after physical development.
2. Aurobindo stressed that senses should be pure. And this can be attained by means of education and the practice of pranayama.
3. Another aim of education is to gain mental development. That indicates the development of creative power, imaginative power, ability of reasoning and thinking. To observe, comprehend, compare, classify, generalize, and judge. That is possible by education.
4. Education should aim at developing the conscience of children. The teacher has a great role to play in the development of a child's conscience.
5. Another aim of education is to facilitate the moral development of children as well as the emotional development. The children should learn to love others, have sympathy towards everyone and be considerate towards all human beings.
6. Education should focus on spiritual development. Each human being should be divine from within. Divinity should be developed; then only can a human being realize the beauty around.
7. Education helps one to realize one's real self. It helps in the personality development of an individual - his intellect, emotion, mind, intuition.

Curriculum:

According to Aurobindo Ghosh, the curriculum should develop the potentialities of every child. The child should find interest in the curriculum. The subjects of the curriculum should develop the child mentally and spiritually. The curriculum should be motivating for the children. The curriculum should make the children creative. The curriculum keeps the children updated.

According to Aurobindo, the curriculum should be like this at different stages –

At **Primary level**, the medium should be mother tongue. The subjects should include English, National History, Painting, Social Studies, Arithmetic, French, Literature, Art, and General Science.

At **Secondary level**, the medium should be mother tongue, including subjects like English, Chemistry, Biology, Health Education, Physiology, Physics, Art, French, Arithmetic, and Social Science.

At **University level**, subjects should be English Literature, Physics, Chemistry, Biology, French Literature, Sociology, Zoology, Botany, Psychology, International Relations, and History of Science.

Apart from this, there should be provision for Vocational Education which include Sewing, Engineering, Photography, Shorthand, Carpentry, Dramatization, Indian and European music, Nursing, Dancing, Typing, Art, Painting, and Cottage Industries.

Physical Education which includes Games, Physical training, Health education, Gymnastics. International Education which promotes feelings of love, mutual respect, and cooperation for each other. Moral Education that is right behavior and conduct, correct actions. It helps in the moral development of a child.

The curriculum should be child-centric and cater to the needs and aspirations of every child, the curriculum should give freedom to every child to learn on their own so that they can develop naturally. The teacher should foster love and concern for every child. Education should be imparted through the mother tongue for better understanding of subjects which a child might find difficult.

Curriculum should include cooperative learning. Curriculum should develop the potentialities of every child and ensure their all-round development that is a holistic approach. The teacher's should teach the children keeping in mind the abilities of the children and should adopt teaching strategies accordingly.

Spiritual Education:

Aurobindo focused on spiritual education from a very early stage. The child has some divinity within himself which must be developed as he journeys through life. The child must discover his inner talent and work toward his aspirations. Aurobindo emphasized that everyone should have faith in God. Education should develop a child spiritually which means that the child should learn to recognize the beauty around, cooperate with others, foster love for one another, gain knowledge, speak the truth, be self-confident, have self-control, be able to express himself, live in peace and harmony with everyone. If these aspects are met, then the aims of spiritual education will be accomplished.

Strategies of implementation of Aurobindo's Philosophy in Modern Education System:

- According to Aurobindo, we must surrender ourselves to the Divine Being (Bhakti) and must always do what is right (Karma). We must gain knowledge (Jnana).
- Aurobindo's philosophy of education stresses on learner-centric education. The modern education system should aim at focusing on the needs of the learners. They must be given opportunities to participate in various activities and give their own views and opinions during a class.
- Aurobindo stressed the development to the child. The modern system must strive to develop the potentialities in the child. The child's talents must be nurtured with full care.
- Yoga Education should be implemented in the modern education system. According to Aurobindo, through yoga one can discover one's capabilities and develop the gradually and self-perfection can be attained. Aurobindo always emphasized on surrendering oneself to the Divine Being (atma-samarpan). Yoga must be included in the curriculum for its immense benefits- it reduces stress, it increases focus, reduces anxiety, and helps to connect with one's inner self.
- The teacher must teach the children with care and affection. And must address the needs of the children.
- Aurobindo emphasized the philosophy of idealism. That is he focused more on spiritualism. He focuses on the religious education of the child. The modern education system must ensure the spiritual development of the children following this philosophy.
- Aurobindo was a naturalist. He believed that the child's senses must be trained for their mental development. Modern Education should aim at the holistic development of the children. Also, the children must learn to struggle and achieve. The children must learn from their experiences in life and not by mere instruction.

Further Studie:

These research papers will pave a new horizon in the field of educational research on Aurobindo. Further research can be done in the following areas-

1. Educational Strategies to implement the educational philosophy of Sri Aurobindo.
2. Curricular areas following the educational philosophy of Sri Aurobindo.

3. Teacher Education with special reference to the philosophy of Sri Aurobindo.

Conclusion:

Aurobindo's philosophies hold a vital place in modern times. His philosophies make us understand how a child can develop morally, spiritually, mentally, physically with the proper guidance of a teacher and how a child can develop his inner divinity going through the path of life. Aurobindo stressed on the holistic development of every child. He also laid emphasis on the importance of yoga and yogic practices which is evident from his works.

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**Enlightened Narratives: Portrayals of Women's Empowerment and Education in Indian
English Literature**

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Abstract: *Women's education has been a topic of discussion among Indian English writers for many years. The issue has been explored from various angles, including the historical, social, and cultural contexts in which women's education has been viewed. Some writers, such as Shashi Deshpande, Anita Desai and Jhumpa Lahiri, have focused on the challenges faced by women in pursuing education, particularly in traditional societies where women are expected to prioritize domestic duties over academic pursuits. They have also highlighted the impact of education on women's empowerment and their ability to challenge patriarchal norms.*

Other writers, such as Arundhati Roy, Gayatri Chakraborty Spivak and Chitra Banerjee Divakaruni, have examined the intersection of gender, class, and education, highlighting the additional barriers faced by women from marginalized communities. Overall, Indian English writers have emphasized the importance of women's education as a means of promoting gender equality and social progress. They have also underscored the need for a more inclusive and accessible education system that addresses the specific needs and challenges faced by women.

Keywords: *Women, Empowerment, Education, Literature, Society, Identity.*

Introduction: When crafting the introduction for an article discussing women empowerment and education as portrayed by various Indian women writers, it is crucial to provide a captivating overview that highlights the significance and diversity of perspectives covered in the piece. Indian English Women Writers have contributed significantly to the field of literature, particularly in the areas of women's empowerment and education. Some of the notable writers in this regard are **Shashi Deshpande** (1938 to Present), **Anita Desai** (1937 to Present), **Gayatri Chakraborty Spivak** (1942 to Present), **Chitra Banerjee Divakaruni** (1956 to Present), **Arundhati Roy** (1961 to Present) and **Jhumpa Lahiri** (1967 to Present). Through their works, these writers have highlighted the struggles, challenges, and triumphs of women in India, and have given voice to their experiences. They have explored a range of themes, from gender inequality and discrimination to the importance of education and self-empowerment. Their writing not only helps to raise awareness and inspire change, but also provides a platform for women to share their stories and perspectives. In this way, Indian English Women Writers have become powerful advocates for women's rights and have helped to shape the discourse around issues related to gender and education in India.

Education and empowerment have long been integral to fostering gender equality and social progress, particularly for women in India. In a country where challenges persist, remarkable strides have been made towards empowering women through education. In this article, I delve into the inspiring narratives woven by a diverse array of Indian women writers, as they explore the themes of women's empowerment and education. From the introspective tales to the bold and thought-provoking works of the above-mentioned women writers, I embark on a literary journey that sheds light on the transformative power of education in

the lives of Indian women. This paper will uncover the myriad voices and perspectives that shape the discourse on women empowerment and education in contemporary India.

Sashi Deshpande's Literary Exploration: Empowering Women through Education:

Sashi Deshpande is a renowned Indian English writer who has often focused on the experiences of women in her works. In her writings, Deshpande portrays the struggles and challenges faced by women in traditional Indian society. She explores themes such as gender discrimination, patriarchy, and the constraints imposed on women's lives. Deshpande's treatment of women in her works is characterized by a deep empathy and sensitivity towards their experiences. She portrays women as complex, multidimensional individuals with their own hopes, desires, and fears. Through her characters, Deshpande highlights the importance of education and economic independence in empowering women to challenge patriarchal norms and achieve their goals. One of Deshpande's most acclaimed works, "**That Long Silence**", portrays the life of a middle-class Indian housewife who struggles to find her identity and voice in a society that values women primarily as wives and mothers. The novel explores themes such as marital discord, infidelity, and the challenges of balancing personal aspirations with societal expectations.

In Sashi Deshpande's novel "**That Long Silence**", the treatment of women is a prominent theme. Deshpande explores the challenges and constraints that women face within Indian society, particularly within the context of marriage and domesticity. The protagonist, Jaya, is portrayed as a woman who struggles to find her own identity and voice within the confines of her marriage. She experiences a sense of suffocation and suppression as she navigates the expectations placed upon her as a wife and mother. Deshpande sheds light on the issues of patriarchy and gender inequality that persist in many traditional households. Through Jaya's story, Deshpande delves into the complex dynamics of marital relationships and the societal pressures that shape women's lives. The novel highlights the importance of individuality, self-expression, and the quest for personal fulfillment for women in a patriarchal society. Deshpande's work brings attention to the challenges faced by women in navigating their desires, dreams, and aspirations within traditional structures. It invites readers to reflect on the status of women in society and encourages conversations about gender roles and expectations. Overall, in "**That Long Silence**", Sashi Deshpande offers a nuanced portrayal of the treatment of women, shedding light on the struggles, aspirations, and resilience of women in the face of societal norms and expectations.

In her other works, such as "**The Binding Vine**", "**Small Remedies**" and "**Moving On**", Deshpande continues to explore the experiences of women, including issues such as domestic violence, widowhood, and the complexities of mother-daughter relationships. Sashi Deshpande is a wonderful author who explores the theme of women empowerment and education in her works "**The Binding Vines**", "**Small Remedies**" and "**Moving On**". In these novels, Deshpande portrays female characters who navigate the challenges and societal expectations placed upon them, while also emphasizing the importance of education in their journeys.

In "**The Binding Vines**", Deshpande delves into the life of a woman named Urmi who confronts patriarchal norms and restrictions. Through Urmi's experiences, the author highlights the transformative power of education. Urmi's pursuit of education becomes a means for her to break free from traditional constraints and discover her own identity, thus empowering herself.

Similarly, in "**Small Remedies**", Deshpande explores the lives of two women, one of whom is an accomplished photographer and the other an abandoned child. Education, particularly in the form of artistic expression, becomes a source of strength and liberation for these characters. The author emphasizes how education can provide a platform for women to assert their independence, express their creativity, and challenge societal limitations.

In "**Moving On**", Deshpande focuses on the story of a woman named Sumi, who seeks to rebuild her life after her husband's death. Education is depicted as a catalyst for Sumi's personal growth and empowerment. By engaging in further studies and pursuing a career, Sumi finds a newfound sense of purpose and independence, ultimately shaping her own destiny.

Throughout these works, Deshpande effectively showcases how education empowers women by enabling them to challenge social norms, explore their potential, and assert their agency. By portraying characters who strive for knowledge and self-development, Deshpande encourages readers to recognize the transformative impact education can have on women's lives. Overall, Deshpande's treatment of women in her works is characterized by a nuanced and empathetic portrayal of their experiences in traditional Indian society. She highlights the importance of education, independence, and agency in empowering women to challenge patriarchal norms and achieve their aspirations.

Anita Desai's Narrative Tapestry : Unveiling Women's Empowerment and Education:

Anita Desai is an Indian English writer who has often explored the experiences of women in her works. Her treatment of women is characterized by a deep understanding of the complexities of their lives and the challenges they face in traditional Indian society. In her works, Desai portrays women as individuals with their own desires, aspirations, and fears. She explores themes such as gender roles, patriarchy, and the constraints imposed on women's lives, particularly in the context of family and marriage. One of Desai's most acclaimed works, "**Clear Light of Day**", explores the lives of three sisters who are struggling to come to terms with their past and their relationships with each other. The novel highlights the challenges faced by women in traditional Indian families, including the weight of familial expectations and the constraints imposed by gender roles.

In Anita Desai's novel "**Clear Light of Day**", the treatment of women is a significant aspect explored throughout the story. Desai's work delves into the lives of female characters and sheds light on the societal expectations, constraints, and challenges they face in the context of Indian culture. The novel primarily focuses on the Das family and the experiences of the four siblings: Raja, Tara, Bim, and Baba. Among them, Bim and Tara are the central female characters whose lives and perspectives offer insight into the treatment of women. Bim, the eldest sister, is portrayed as a strong and independent woman who has chosen a path different from societal expectations. She has prioritized her education and career over marriage and family. Bim's character challenges traditional gender roles by embodying a woman who seeks fulfillment outside the confines of domesticity. Tara, on the other hand, represents a more traditional role of a woman who adheres to societal norms and expectations. She is married with children and has embraced her responsibilities as a wife and mother. However, her character also showcases the limitations and unfulfilled desires that can arise from conforming to societal expectations. Through the contrasting lives of Bim and Tara, Desai explores themes of choice, duty, and personal fulfillment for women. She delves into the complexities of gender dynamics, highlighting the struggles, sacrifices, and aspirations of women within the context of a traditional Indian family. Desai's portrayal of women in "**Clear Light of Day**"

Day" prompts readers to reflect on the societal expectations placed upon women and the impact those expectations have on their individuality, dreams, and overall well-being.

In her other works, such as **"Fasting, Feasting"**, **"The Zigzag Way"** and **"Baumgartner's Bombay"**, Desai continues to explore the experiences of women, including issues such as domestic violence, the complexities of mother-daughter relationships, and the impact of cultural and societal norms on women's lives. Anita Desai is known for her portrayal of strong female characters who struggle against patriarchal norms and societal expectations. In both **"Fasting, Feasting"** and **"The Zigzag Way"**, Desai explores the themes of women's empowerment and education.

In **"Fasting, Feasting"**, Desai presents the story of two sisters, Uma and Aruna, who live in a traditional Indian family. Uma is denied the opportunity to pursue education and is instead forced to care for her parents, while Aruna is sent to America to study. Through Uma's character, Desai highlights the limitations placed on women in Indian society. Uma's desire for education is thwarted by her family's expectations of her as a daughter and caregiver. However, she eventually finds a measure of empowerment through her relationship with a young servant boy, who teaches her about independence and self-worth.

In **"The Zigzag Way"**, Desai tells the story of a young American man, Eric, who travels to Mexico to research his dissertation on a Mexican poet. In Mexico, Eric meets a young woman named Teresa, who is also an aspiring writer. Through Teresa's character, Desai explores the challenges faced by women in pursuing education and creative aspirations. Teresa's father disapproves of her desire to be a writer and expects her to marry and have children. Despite these obstacles, Teresa continues to write and eventually publishes a successful novel. In both novels, Desai upholds the theme of women's empowerment by showcasing the ways in which women strive to overcome the limitations imposed on them by society. Through her characters, Desai emphasizes the importance of education as a means for women to achieve independence and self-fulfillment.

Overall, Desai's treatment of women in her works is characterized by a nuanced and empathetic portrayal of their experiences in traditional Indian society. She highlights the importance of education, independence, and agency in empowering women to challenge patriarchal norms and achieve their aspirations.

Interrogating Power and Pedagogy: Gayatri Chakraborty Spivak's Contributions to Women's Empowerment through Education:

In the works of Gayatri Chakraborty Spivak, the treatment of women is a significant theme that she addresses with depth and critical analysis. Spivak is a renowned postcolonial feminist scholar and her writings explore the intersections of gender, race, class, and post-coloniality. Spivak emphasizes the importance of recognizing the multiple ways in which women are marginalized and silenced within dominant power structures. She challenges traditional perspectives and offers alternative narratives that disrupt established norms and ideologies. Through her works, she examines the experiences of women in postcolonial contexts, highlighting the complexities and inequalities they face. One of Spivak's notable contributions is her concept of **"strategic essentialism."** She acknowledges the limitations of essentialist categories but suggests that in certain contexts, it can be strategically useful for marginalized groups, including women, to assert their collective identities as a means of resistance and empowerment.

Furthermore, Spivak interrogates the representation of women in literature and discourse. She critically examines how women are often objectified or excluded from dominant narratives, emphasizing the need

for diverse and inclusive perspectives. Her work encourages readers and scholars to question the underlying power dynamics that shape the portrayal of women in literary and cultural productions. Overall, Spivak's writings on the treatment of women offer a nuanced and critical analysis of gender dynamics within postcolonial contexts. She challenges prevailing norms, amplifies marginalized voices, and provides insightful interventions to foster a more inclusive and equitable society.

One of Gayatri Chakraborty Spivak's most important works related to women empowerment and education is her book **"In Other Worlds: Essays in Cultural Politics"**. In this book, Spivak critically examines the intersectionality of gender, race, and class, and explores the ways in which women's empowerment and education are intertwined with larger socio-political structures. She delves into the challenges faced by marginalized women and discusses strategies for promoting their empowerment through education. Spivak's work emphasizes the need for a more inclusive and transformative approach to education that addresses the systemic barriers faced by women in society. By challenging existing power dynamics and advocating for women's agency and equality, Spivak's work has made significant contributions to the discourse on women's empowerment and education.

Exploring Strength, Empowering Minds :Chitra Banerjee Divakaruni's Journey of Women's Empowerment and Education:

Chitra Banerjee Divakaruni is a prolific Indian English women writer whose contributions to literature have been significant and far-reaching. She is a noted author whose works often explore the experiences of women, particularly those of Indian descent. Her writing often upholds the themes of women's empowerment and education in various ways. She is known for her ability to weave intricate stories that explore the complexities of the human experience, particularly those of women, and her writing has been widely acclaimed for its depth, sensitivity, and authenticity.

One of Divakaruni's primary contributions as an Indian English women writer is her portrayal of the experiences of Indian women living in both India and the United States. Through her novels, short stories, and poetry, she has given voice to the struggles and triumphs of women who are often marginalized and overlooked in both societies. Her characters are complex and multifaceted, and they represent a diverse range of experiences and perspectives. Another significant contribution of Divakaruni's work is her exploration of themes such as identity, culture, and tradition. Her writing often grapples with the complexities of living between cultures, and she is known for her ability to capture the nuances of the immigrant experience. Her work also challenges traditional gender roles and social norms, and she is a vocal advocate for women's empowerment and education. In addition to her contributions as a writer, Divakaruni is also a respected academic and teacher. She has taught creative writing at various universities and institutions, and she has mentored countless emerging writers. Her commitment to nurturing the next generation of writers has had a significant impact on the Indian English literary community, and her influence can be seen in the work of many contemporary writers.

Overall, Chitra Banerjee Divakaruni's contributions as an Indian English women writer are significant and enduring. Her writing has given voice to marginalized communities and challenged traditional gender roles, and her commitment to nurturing emerging writers has had a lasting impact on the literary community. She is a trailblazer and a role model for many, and her work will continue to inspire and

inform readers for generations to come. Through her writing, Chitra Banerjee Divakaruni upholds the themes of women's empowerment and education by highlighting the struggles and triumphs of female characters and emphasizing the importance of education as a tool for women's empowerment. One way Divakaruni upholds the theme of women's empowerment is by portraying female characters who are determined to overcome the obstacles and challenges they face. For example, in her novel "**Sister of My Heart**", the two main characters, Anju and Sudha, face various challenges and obstacles in their lives, including societal expectations and family pressure. However, they both strive to pursue their own dreams and desires, which ultimately leads to their empowerment. Divakaruni also emphasizes the importance of education for women in her works. For instance, in her novel "**The Palace of Illusions**", the protagonist, Draupadi, is portrayed as a strong, intelligent woman who values education and constantly seeks knowledge. Similarly, in "**Sister of My Heart**", Anju and Sudha prioritize their education and use it as a tool for their empowerment.

In addition to her novels, Divakaruni also writes poetry and short stories that explore the experiences of women. Her poetry often celebrates the strength and resilience of women, while her short stories often depict women who are breaking free from societal constraints and pursuing their own paths.

Breaking Barriers, Amplifying Voices :

Arundhati Roy's Resonance in Women's Empowerment and Education:

In Arundhati Roy's works, the treatment of women is a significant theme that is explored with depth and sensitivity. Roy's writing delves into the complex realities faced by women in Indian society, challenging traditional gender norms and highlighting the struggles, strength, and resilience of women. Throughout her novels, such as "**The God of Small Things**" and "**The Ministry of Utmost Happiness**", Roy portrays female characters who navigate a range of experiences, often facing oppression, discrimination, and societal constraints. She sheds light on the intersecting factors that shape women's lives, including class, caste, religion, and politics. Roy's portrayal of women is characterized by nuance and empathy. She exposes the patriarchal power structures that limit women's autonomy, agency, and voice. Her writing explores themes of gender inequality, domestic violence, sexual exploitation, and the stifling expectations imposed on women.

However, Roy also presents women as agents of change and resistance. Her characters defy societal norms and challenge the status quo, fighting for their rights and seeking liberation. They embody strength, resilience, and the capacity to challenge oppressive systems. Roy's treatment of women in her works is marked by a deep understanding of the complexities and contradictions inherent in their lives. She confronts the realities of sexism and misogyny while also celebrating the power and potential of women. In summary, Arundhati Roy's works offer a profound exploration of the treatment of women in Indian society. Through her nuanced portrayals, she exposes the challenges and injustices faced by women while also highlighting their strength, resilience, and capacity for change.

In Arundhati Roy's novel, "**The God of Small Things**", the treatment of women is a significant theme explored throughout the story. Roy delves into the deeply entrenched patriarchal society of Kerala, India, and sheds light on the various ways women are oppressed and marginalized. One aspect of the treatment of women in the novel is the rigid societal expectations placed upon them. Women are expected to conform to traditional gender roles and behave according to the established norms of their community.

They are often expected to be submissive, obedient, and to prioritize the needs and desires of men over their own.

Furthermore, Roy addresses the issue of sexual repression and its impact on women's lives. The novel portrays how societal taboos and restrictions surrounding female sexuality result in the suppression of women's desires and the enforcement of strict moral codes. This repression leads to consequences such as forbidden love affairs and the stifling of personal growth and fulfillment. The novel also highlights the vulnerability of women to abuse and violence within the patriarchal structure. Characters such as Ammu and Baby Kochamma experience physical and emotional abuse, reflecting the harsh realities faced by many women in society. Roy depicts the damaging effects of such mistreatment on the lives of these women, illustrating the deep-rooted power imbalances that exist. However, amidst the portrayal of oppression, Roy also emphasizes the resilience and agency of women. Through characters like Ammu and Rahel, she showcases their strength and determination to break free from societal constraints and seek their own paths. These characters challenge traditional gender roles and expectations, albeit at great personal cost. Overall, Arundhati Roy's "**The God of Small Things**" offers a critical examination of the treatment of women in a patriarchal society. Through her poignant storytelling, Roy confronts the issues of gender inequality, sexual repression, and violence, while also highlighting the resilience and resistance of women against these oppressive forces.

In Arundhati Roy's novel "**The Ministry of Utmost Happiness**", the treatment of women is a significant theme explored throughout the narrative. Roy portrays the experiences of women from various backgrounds, shedding light on the challenges they face and the societal norms that shape their lives. One aspect of the treatment of women in the novel is the exploration of gender roles and expectations. Roy delves into the traditional gendered divisions within Indian society and the impact they have on women's lives. She depicts the struggles faced by women who do not conform to societal expectations, as well as the consequences they endure for challenging these norms. The novel also addresses issues of violence and oppression against women. Roy exposes the harsh realities of domestic violence, sexual assault, and the systemic marginalization of women. Through her characters, she presents the physical and emotional trauma experienced by women, highlighting the urgent need for societal change and gender equality. Furthermore, Roy emphasizes the resilience and agency of women in the face of adversity. Despite the hardships they encounter, many female characters in the novel demonstrate strength, courage, and a determination to assert their autonomy. Their stories challenge the notion of women as passive victims and instead present them as active participants in their own lives.

Overall, Arundhati Roy's "**The Ministry of Utmost Happiness**" provides a complex and nuanced portrayal of the treatment of women. It raises awareness of the social, cultural, and political factors that influence their lives, and encourages readers to critically examine and question existing power structures.

Jhumpa Lahiri's Narratives of Empowerment : Exploring Women's Education and Liberation:

Jhumpa Lahiri, through her literary works, often explores the experiences and challenges faced by women, particularly those of South Asian origin. Lahiri's writings offer nuanced portrayals of women, their cultural identities, and the complexities of their roles within family, society, and relationships. In her debut collection of short stories, "**Interpreter of Maladies**", Lahiri delves into the lives of female characters who grapple with cultural expectations, marital dynamics, and personal desires. She addresses

issues such as gender roles, marriage, and the struggle for independence, highlighting the conflicts that arise when traditional values clash with the desire for personal fulfillment.

Lahiri's novel, "**The Namesake**", further examines the experiences of women within the context of immigration and cultural assimilation. The protagonist, Ashima, navigates the challenges of adjusting to a new country while maintaining her cultural identity and dealing with the expectations placed upon her as a wife and mother. Throughout her works, Lahiri presents women as multi-dimensional individuals who confront dilemmas, aspirations, and aspirations that are not limited to their gender or cultural background. She explores the complexity of their emotions, their desires for self-expression, and their struggles to reconcile cultural traditions with personal aspirations. By portraying the diverse experiences of women, Lahiri offers a rich and nuanced portrayal of their lives, providing insights into their strengths, vulnerabilities, and the various ways they negotiate their identities within complex social and cultural contexts. Her works shed light on the challenges women face, while also celebrating their resilience and the richness of their inner lives.

In "**Interpreter of Maladies**" by Jhumpa Lahiri, the treatment of women in the workplace is depicted in various ways. Lahiri explores the experiences of female characters who face challenges and discrimination based on their gender. One example is Mrs. Das, who is portrayed as a dissatisfied and unfulfilled woman. She is shown as being constrained by societal expectations and the limitations placed on her due to her gender. Additionally, Mr. Kapasi's profession as an interpreter allows him to observe the dynamics of gender inequality in his interactions with various individuals. Another female character, Mrs. Sen, struggles with adjusting to a new country and feels isolated due to her limited English language skills. Her experiences reflect the challenges that immigrant women often face when trying to establish themselves professionally and socially in a new environment.

Overall, Lahiri's stories shed light on the unequal treatment and limitations imposed on women in the workplace, exploring themes of societal expectations, cultural norms, and the struggle for self-identity.

In "**The Namesake**" by Jhumpa Lahiri, the treatment of women in the workplace is also a significant aspect of the narrative. Lahiri delves into the experiences of female characters who navigate their roles and aspirations within the context of their families and society. One example is Ashima Ganguli, the protagonist's mother. As an immigrant in the United States, she grapples with finding her place in a new culture and balancing her traditional values with the opportunities presented to her. Ashima's role primarily revolves around her family and household responsibilities, reflecting the traditional gender roles prevalent in many Indian households. However, as the story progresses, we see Ashima seeking more independence and pursuing her own interests outside of her domestic duties.

On the other hand, the character of Moushumi, Gogol's love interest and eventual wife, embodies a more contemporary outlook. She is depicted as an ambitious and educated woman who strives to establish her career as a professor. However, Moushumi's journey also highlights the complexities and pressures faced by women in terms of identity, cultural expectations, and the struggle to find fulfillment in both personal and professional spheres.

Through these characters and their experiences, Lahiri explores the evolving roles of women in different cultural contexts. She delves into themes of assimilation, cultural clashes, and the pursuit of personal fulfillment while navigating the expectations and constraints placed upon women in both traditional and modern societies.

Conclusion: In conclusion, the contributions of various Indian women writers in addressing the themes of women empowerment and education have been invaluable. These writers have not only brought attention to the struggles and triumphs of women in Indian society but have also played a significant role in reshaping societal perceptions and promoting gender equality. Through their powerful narratives, these women writers have shed light on the challenges faced by women in their pursuit of education and empowerment. They have highlighted the importance of education as a means of breaking free from traditional norms and societal constraints. By sharing stories of resilience, determination, and personal growth, these writers have inspired countless individuals to pursue education and strive for their own empowerment.

Furthermore, Indian women writers have been instrumental in initiating important conversations about gender discrimination, patriarchy, and the need for change. Through their literary works, they have exposed the injustices faced by women in various aspects of their lives and have encouraged society to challenge oppressive norms and embrace gender equality. These writers have also provided a platform for marginalized voices, representing diverse experiences and perspectives of women in India. Their works have served as catalysts for social change, fostering empathy, understanding, and empathy among readers. It is important to acknowledge and celebrate the contributions of these Indian women writers, as they continue to pave the way for a more inclusive and equal society. Their words have the power to educate, empower, and inspire generations to come. As a teacher, I am grateful for the transformative impact of these writers' works in the realm of education and women empowerment. I will continue to encourage my students to explore and appreciate the literary contributions of these remarkable women. I firmly believe that by understanding and embracing these narratives, we can work towards a more just and equitable society for all.

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Women Empowerment among Schedule Caste Women: An Assessment

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Abstract: India has made progress on a number of fronts, including the empowerment of women from the Schedule caste. Women's "empowerment" and "women's equality with men" is a global problem. To empower women is to provide them the tools to act independently, both for their own gain and for the greater good of society. The primary aims of the study are to investigate the extent to which women are able to influence household management and decision-making due to their level of education, social status, economic standing, and other factors. A descriptive survey approach was used for this analysis. Schedule caste women living in Jhargram, West Bengal, make up the study's population. One hundred women from the schedule caste have been chosen at random to participate in the research. A condensed version of Haldar and Sarkar's (2014) "The Questionnaire for Measuring Women Empowerment" was used to assess the empowerment levels of women from scheduled castes. According to the creators of the scale, the dependability of the scale is between 0.82 and 0.99. Expert opinions are used to determine the reliability of the scale. The current research makes use of a straightforward percentage approach and a graphical presentation. The research also provides valuable recommendations for advancing women from schedule castes.

Keywords: Empowerment, Society, Equality, Economic, Community, Discrimination.

Introduction: Women not only make up the majority of the underrepresented in society, but they also play a pivotal role in the formation of new groups, organizations, and movements all over the world and are becoming more involved in local, national, and international spheres of influence as a result (Karl, 1995). By gaining agency, women may increase their influence in all spheres of life, from the private sphere of the family to the public spheres of the community, society, and country at large (Kulshreshtha, 2010). In the context of women's development, empowerment is a process through which women confront and overcome obstacles, therefore increasing their agency over their own lives and the world around them. It's an active, multifaceted process that helps women find their true selves and their true power in all aspect of life. Mahatma Gandhi rightly commented that "when a man is educated, an individual is educated; when women is educated, a family and a country are educated".

Every civilization has hierarchies of wealth, education, and military service that confer certain benefits and rights. Social stratification is the process through which different social groups are given different statuses and resources. Social inequality is institutionalized by conventions that assign different groups different levels of power, privilege, and status. Those with higher social rank also have more authority and benefits, and vice versa. The concepts of purity and contamination, as well as those of hierarchy, segregation, and corporations, are central to our understanding of caste. There is a common perception that caste is a closed social hierarchy. The Indian social structure was characterized by exclusion based on caste and hardship associated to exclusion. The Scheduled Castes were considered unclean and so untouchable by those who upheld the Caste system, which was founded on ideas of cleanliness and contamination. All the discrimination against and denial of economic, social, cultural, and political rights to Scheduled Castes sprang from this idea. The Scheduled Castes were always considered a minority and so never included in mainstream society. Due to untouchability's prevalence, the Scheduled Castes were

isolated from mainstream society. The Scheduled Castes were considered unclean and dirty by the Indian caste system, which was founded on ideas of cleanliness and contamination. As a consequence, they were excluded from village/town centre and faced prejudice at every turn. The Scheduled Castes were relegated to a lower status in society, and many of them experienced physical and social barriers as a result of these limitations. Disabilities in the areas of work, schooling, society, culture, religion, and government are all included.

Statement of the Problem: Following India's independence, social reformers and planners focused on improving the lives of the country's Scheduled Castes, a population group that makes up a significant proportion of the country but has historically been marginalized. Planners in post-Independence India envisioned Scheduled Castes gaining economic and social standing. Scheduled Castes were given constitutional protection to end their discrimination and exploitation and integrate them into mainstream society. Therefore the problem here is "Women Empowerment among Schedule Caste Women: An Assessment"

Objectives: Main objectives of the study are as follows-

- To find out the women empowerment in relation to Education
- To examine the women's responses for Social Empowerment status
- To find out the women empowerment in relation to Economic status
- To examine the women empowerment in relation to Household Management and Decision-making

Methodology: Descriptive survey method has been used in this study.

Population: Population for the present study consists of the schedule caste women of Jhargram, West Bengal.

Sample: A sample of 100 schedule caste women have been selected randomly for the present study.

Data collection and Tools used: For measuring the empowerment status of the scheduled caste women, a short form of "The Questionnaire for Measuring Women Empowerment" developed by Halder and Sarkar (2014) was applied. The reliability of the scale reported by the developers of the scale is respectively 0.82 and 0.99. The validity of the scale is established by experts' judgments'.

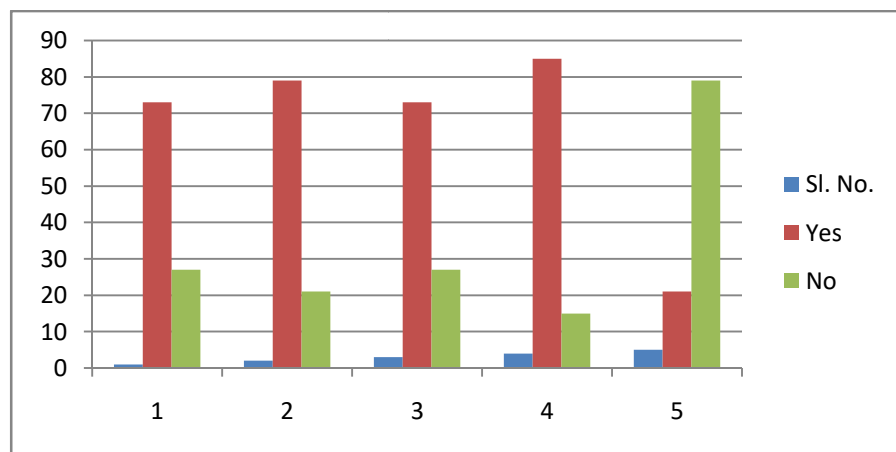
Statistical Technique: Simple percentage system and graphical presentation have been used for the current study.

DATA ANALYSIS:

Percentage distribution of women's responses for Educational Empowerment Status

Sl. No.	Statements for Educational Empowerment	% Yes	% No
1	Women are eligible for any type of job or service.	91	9
2	Opportunities can make women self-dependent.	100	0
3	Women are equal to men in all aspects.	91	9
4	Women can get higher education in any branch of study like men.	100	0
5	I can continue my study with my choice of subject	100	0

Based on these data, the study author concludes that SC women in West Bengal have a very high level of educational empowerment. Almost every facet of their schooling makes them feel strong and capable. They believe they are just as capable and deserving of educational opportunities as males.

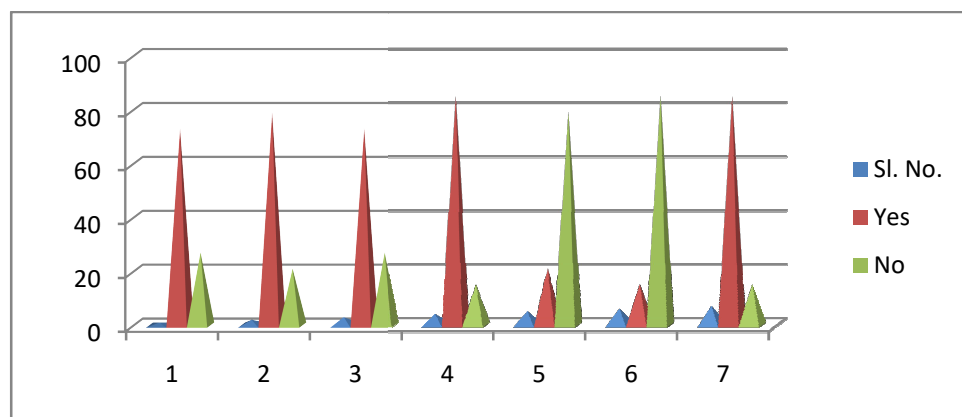


Distribution of women's responses for Educational Empowerment Status

Percentage distribution of women's responses for Social Empowerment status

Sl. no	Statements for Social Empowerment	% Yes	% No
1	Women can fight with any situations like men.	73	27
2	I read newspapers.	79	21
3	I get opportunities to go outside independently	73	27
4	Get opportunities to participate in any socio-cultural programs.	85	15
5	I attend all meetings and associations.	21	79
6	I want to participate in election as a nominee.	15	85
7	I face problems in staying out of home.	85	15

The majority of SC women seem to be pleased with their newfound social standing, as seen in the accompanying table. However, full participation is still lacking. The most important conclusion is that they continue to prefer being politically apolitical.

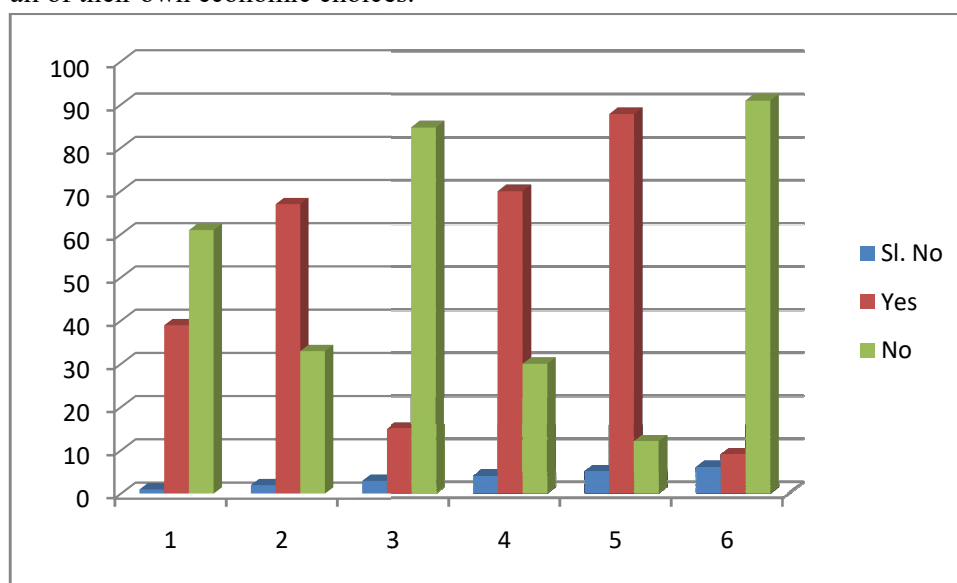


Distribution of women's responses for Social Empowerment status

Percentage distribution of women's responses for Economic Empowerment Status

Sl. no	StatementsforEconomicEmpowerment	% Yes	% No
1	Itakepartonmakingdecisions aboutfamily'sexpenditure.	39	61
2	Itakepartonmakingdecisions aboutbargaining.	67	33
3	Ihavepersonalproperty.	15	85
4	I spend money freely and Independently.	70	30
5	I have personal bank account.	88	12
6	I involved with professional organization.	9	91

According to the data shown in the above graph, SC women have a lower sense of economic empowerment than other women. A crisis of independence has persisted up to this point. They can't make all of their own economic choices.



Distribution ofwomen'sresponsesforEconomicEmpowermentStatus.

Percentagedistribution ofwomen'sresponsesforHouseholdManagementandDecision-makingstatus

Sl. No	StatementsforH.MandD.M	% Yes	% No
1	OnlyItakedecisionabout mymarriage.	64	36
2	Myopinionistakeninmakingimportantfamingdecisions	73	27
3	Iplayactiveroleinmakingdecisionabout propertyselling.	30	70
4	Igetscopetoexpressmyopinionfreely.	88	12

5	Igive vote withmychoice.	100	0
6	Itakedecisionaboutmyfuturesavings.	76	24
7	Itake decision about my health and nutrition.	79	21
8	Iexpectsonchild,notgirlchild.	21	79

The majority of SC women have agency over home management and decision-making, as seen in the table above. However, research also shows that anywhere between 20% and 30% of women lack the authority to make decisions or control their own households. The majority of women do not have a voice in the process of selling a home or other property. The fact that most women would prefer not to have a son is, nonetheless, noteworthy.

Findings:

- ✓ Intheeconomicempowermentdimensionwomen'sresponsesareverylow.Theyarenoteconomicallyind
ependent,free andconfident.
- ✓ It is seen that there exists 20 to 30 percent of women who do not have household-management
anddecision-making power. Most of the women do not have any role in property selling decision.
- ✓

Suggestions:

Release a comprehensive development strategy for schedule caste women that outlines specific plans and activities for improving the lives of SC women in the areas of economic empowerment, political participation, and health.

Adopting and enforcing laws and methods that help women from the schedule castes acquire at least five acres of cultivable land in their own names.

- Reservations for women from the Scheduled Castes in public and private sectors, with an emphasis on increasing the employability of Scheduled Caste women.
- Schedule caste females should be provided with free access to the full range of formal education opportunities, including secondary school, college, and graduate school.
- How? By raising the bar on education.
- Evolve functional and state level perspective plans for mainstreaming schedule caste women into development pograms and market businesses; implement necessary measures to avoid globalization from increasing the issue of schedule caste women's unemployment and poverty.
- The majority of schedule caste women work in agriculture, thus it's important to develop a national labour policy to defend their rights.
- For women of the schedule caste to have unhindered access to healthcare and other social support services, regardless of their caste or gender.
- Make sure that women from SC have their basic rights upheld no matter what, and that those from SC whose rights have been infringed are brought swiftly to justice.

Conclusion: Women from the Scheduled Castes are not less than those from any other caste. The government is making significant efforts to better the lives of schedule caste women in all areas, including social, political, economic, and educational prospects. No one else can help them grow into their full potential; it is something they must come to on their own.

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**Economic Condition and Educational Status of Scheduled Caste and Scheduled Tribe
Population in Lalua Gram Panchayat of Paschim Medinipur, West Bengal**

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Abstract: In the development of an area, participation of all classes of people is largely desirable. Especially if the education of the area is bettered, profitable development is also possible and as a result, the living morals of the particular area can also be bettered. Former Indian Prime Minister, Let Smt. Indira Gandhi has quoted, "Education is a liberating force, and in our age it's also a homogenizing force, cutting across the walls development of societies as well as nations. Thus, a country moves forward on the path of development if the overall area is developed. In this case, the dynamics of profitable and educational status of racial population of Lalua vill Panchayat of West Bengal's Paschim Medinipur quarter has been stressed. Noteworthy is that 15.06 and 33.84 of the S.C and S.T population are knowledgeable in 2011. And 20.21 of the S.T population has a monthly income of lower than Rs. 1000. Besides only 17.31 and 7.4 of S.C and S.T population earn Rs. 4000 per month. So it can be said that knowledge rates and profitable status rates feel to be complementary, which is fluently conspicuous in this region.

Keywords: Profitable development, educational status, population, complementary, homogenizing force.

Introduction: Education and profitable condition are the essential conditions for man timber and nation structure. It's indispensable for development of mortal resources. Education imparts knowledge, chops, and character. After independence, the governments in India reckoned more on knowledge charge emphasizing 3R (Reading, Writing and calculation) to fulfill the expectation s of the Directive Principles of State Policy. Profitable condition helps to make the society socially and culturally stronger. At the background of the New Education Policy, likely to come up shortly, the paper makes a critical attempt to estimate the statistics and status of the education among lines across India. Education plays a vital part in mortal development. It helps the mortal beings achieving one of the most important aspects of mortal life. Achievement of important asked knowledge is important not only for its own sake; it also acts as an instrument for the attainment of a decent standard of living and an indirect instrument for the attainment of on and healthy life. It's truly delicate to capture the achievement of knowledge by a single variable. It can be reflected by a number of partial achievements or ends like enrollment rate, hustler rate(inversely), knowledge rate, adult knowledge rate, womanish knowledge rate, knowledge rate of the racial people and a number of instruments or means like vacuity and access to seminaries, teacher- pupil rate, introductory amenities available in the seminaries, etc. A large number of variables, means and ends, may be linked to explain the present status of achievement of knowledge of a society. Still, it's truly delicate to identify the relative significance of the variables and to arrive at a combined indicator reflecting the development in the present aspect of mortal life.

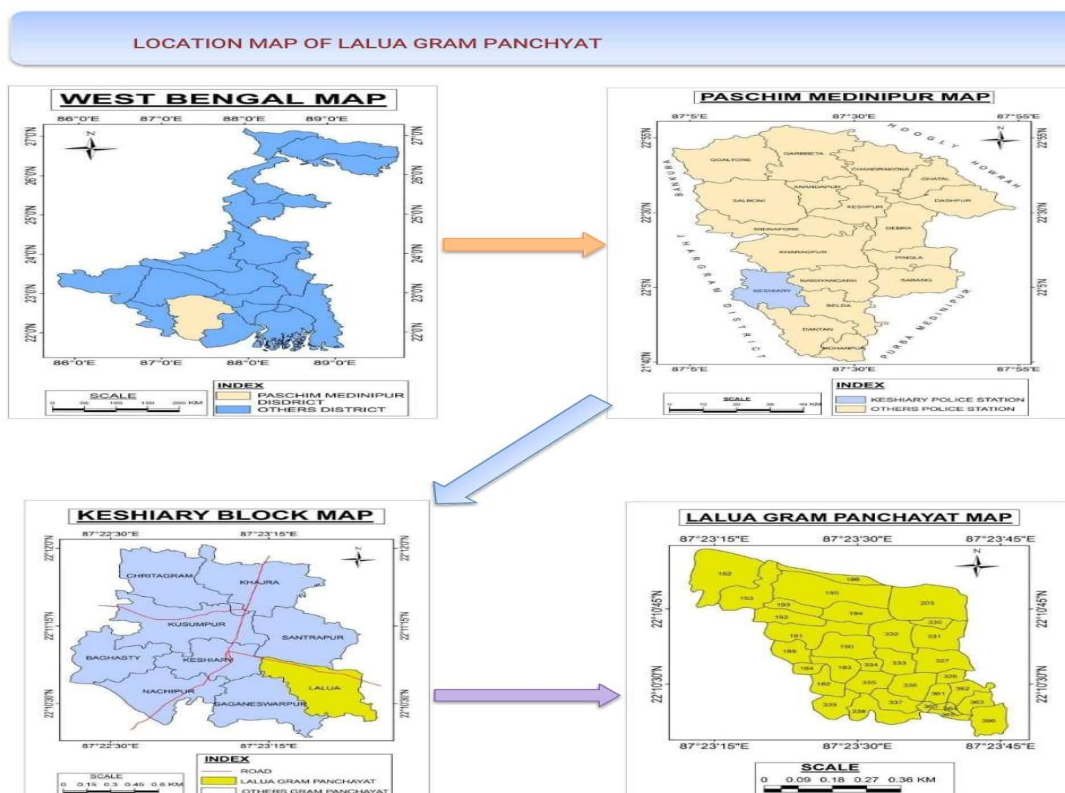
Position of the Study Area

Table: 1 Location of the study area

CO-ORDINATE	LAT-22°10'30"N -22°10'45"N and LONG-87°23'15"E - 87°23'45"E
COUNTRY	INDIA
STATE	WEST BENGAL
DISTRICT	PASCHIM MEDINIPUR
GRAMPANCHYAT(STUDY AREA)	LALUA GRAM PANCHYAT

Source: Lalua gram Panchayat

Paschim Medinipur, positioned in the southern part of West Bengal, has been engraved from the quondam Medinipur quarter. Keshiary is a community development block that forms an executive division in the Kharagapur branch of Paschim Medinipur quarter in the Indian state of West Bengal. Lalua gram Panchayat is located at 22°10' 30" N and 87°36' 45"E. Belda road station are the veritably near road station to Lalua gram Panchayat. Still kharagapur Jn. road station is major road station 30 km near to Lalua gram Panchayat. Lalua gram Panchayat in Keshiary Block in Medinipur West District of West Bengal State, India. It belongs to Burdwan Division. It's located 67 KM towards South from District headquarters Midnapore. 49 KM from Keshiary. 113 KM from State capital Kolkata.



Objects of the Study:

The main objects of the can be epitomized in following way, To find out the educational status and profitable condition of SC and ST people in the study area. Find out pupil registration. To dissect the powerhouse rates of the scholars of different estate.

Database and Methodology:

The present studies have used several styles to reach the objects; a methodical and planned procedure was followed to fulfill the objects of the exploration design. In this environment, at the first step, the content of the exploration design was formulated in important planned way. Inpre-field, we collected the chart of our study area. The field check has done with the help of listed questionnaire by door to door arbitrary slice check where questions were concentrated substantially the "Economic Condition and Educational Status of Scheduled Caste and Scheduled Tribe Population in Lalua Gram Panchayat and some secondary data are collected from the gram Panchayat office of the Lalua GP. Primary data were collected with the help check, Household check, Village chart and vill data and School Survey In post field, important phase of our work is data analysis and mapping. After check and data collection, we prepared a master Table with the help of MS Excel software. Utmost of the charts generated with the help of Arc Civilians software and ERDAS Imagine software. For our analysis, different types of chart and plates are development with the help of master Table.

Demographic Background:

At the below I describe colorful parameters of demography system describe colorful parameters of demography system.

Table: 1 Demographic structure

Total Population (2011)	20032
Total geographical Area	3546.62 Hectares
Regional Language	Bengali, OiChiki
Official Language	Bengali, English,

Population Distribution

At the 2011 Indian census in Lalua gram Panchayat has total population of 20032. of which 50.84% male population and 49.16% female population.

Table: 2 Male and Female Population in Lalua Gram Panchayat

Total Population	20032
Male Population	10185
Female Population	9847

Economy

The main profitable exertion may be primary, secondary or tertiary. Utmost of the people engaged in primary exertion. Primary exertion is carried on in a haphazard manner and husbandry is productive enough and large scale traipsing exertion.

Income Status of Sc and St Population in Lalua Gram Panchayat

Table: 3 income status of SC and ST population (%):

Income(Rs.)	Scheduled Caste	Scheduled Tribe
<1000	7.23	20.21
1001-2000	9.58	21.81
2001-3000	18.11	41.38
3001-4000	47.77	9.2
>4000	17.31	7.4

Source: Field survey

Income status of SC and ST population

Above table shows the total ménage's income from colorful sources of the family. It gives people the capability to buy different goods rather of consuming limited kinds of commodity. It enables the people to pay for different food and non-food particulars. It is seen in the table that out of 75 Scheduled Caste And 75 Scheduled Tribe households 7.23% of SC and 20.21% of ST the respondents stated their income in between Rs, 4000. 17.31% of SC and 7.4 % of the ST households stated income in >4000.

Monthly expenditure of SC and ST population

Table: 4 Monthly Expenditure (%)

Items	Scheduled Caste	Scheduled Tribe
Fooding	51.05	47.21
Clothing	8.32	7.91
Education	15.87	13.12
Medical	9.89	8.11
Festivals	12.87	16.35
Others	2	7.2

Source: Field survey

The Monthly expenditure made by the homes for the consumption of different food particulars like cereals, meat, fish, egg, milk, potato, comestible canvases , fruits, vegetables. Clothing, education, medical carnivals and others purpose. Every ménage spends their earning on copping different food particulars as per their requirements and solicitations. The capability to buy different nutritional food is veritably important for enlarging the capability of ménage's members. The table shows that out of total 150 homes where 75 SC and 75 ST people collectively there income 100. The SC and ST people expenditure Rs.51.05 and 47.21 for submerging purpose,8.32 and 7.91 for apparel,15.87 and 13.12 for education, 9.89 and 8.11 for medical,12.87 and 16.35 for jubilee, 2 and 7.2 Rs. Expenditure for other purposes. So, above analysis shows that SC people more expenditure Rs. For fooding, education, apparel also ST people. SC people more interested about education comparatively ST people.

Year Wise Population Distribution in Lalua Gram Panchayat

Table: 5 Census wise population distribution:

Cens us	Total population	SC population		ST population		Others	
		Male	Female	Male	Fema le	Male	Femal e

year							
1991	15317	2806	2656	1987	1856	3153	2859
2001	17434	3297	2986	2271	2133	3494	3253
2011	20032	3536	3370	2742	2667	3907	3810

Source: Census Report (Panchayat Office)

Above the table shows the year wise total population and SC population and ST population (Census 1991, 2001, 2011), it is shows that the decadal growth of SC, ST and total population. The amount of SC population and ST population in 2011 Census is 6903 and 5409. Where the total population is 20032 (Census 2011).

Education status and attainment

Table: 6 literacy rate (%)

Year	SC population (%)	ST population (%)	Total literacy population (%)
1991	48.76	39.69	63.28
2001	53.49	45.56	68.27
2011	56.25	49.66	72.91

Source: census report (Panchayat office)

As per 2011 census literacy rate of SC and ST population is 56.25 % and 49.66% .From the table it can be noticed that the literacy rates of SC and ST in Lalua gram Panchayat during different period of census are recoded very low when. Still the literacy rates of the scheduled caste and scheduled tribes are low literacy rates compared to total literacy rates. Lack of awareness in education and bad economic condition is residence of sc and st population. Here SC and ST population literacy rate are lower in total literacy .But the literacy are increase decadal wise and the rate of the growth of SC and ST literacy it's expected that the literacy of SC and ST will higher future.

Drop out ratio/ Powerhouse rate:

Powerhouse rate is the proportion of pupils scholars who leave academy during the time as well as those who complete the grade/ time position but fail to enroll in the coming grade/ time position the ensuing academy time to the total number of pupils/ scholars enrolled during the former academy time. It's a critical index reflecting lack of educational development and incapability of a given social group to complete a specific position of education.

Table: 7 Drop Out Ratio (%)

2021 – 2022					2021 – 2022				
Total SC student	Class	I - IV	V – VIII	IX - XII	Total ST student	Class	I - IV	V - VIII	IX - XII
Total SC students enrolment	Total	30.01	28.68	26.82	Total ST students enrolme	Total	25.01	22.38	19.33
	Boys	18.69	17.69	16.99		Boys	14.89	12.98	10.33
	Girls	11.41	10.99	9.83		Girls	10.12	9.4	9

					nt				
Total drop out SC boys and girls	Total	28.08	25.83	22.99	Total drop	Total	22.83	18.83	14.82
	Boys	17.89	16.79	15.69	out ST	Boys	13.99	11.98	9.01
	Girls	10.19	9.04	7.3	boys and girls	Girls	8.84	6.85	5.81
Gaps = (SC student - Dropout ratio)	Total	1.93	2.85	3.83	Gaps =	Total	2.18	3.55	4.51
	Boys	0.8	0.9	1.3	(ST	Boys	0.9	1	1.32
	Girls	1.22	1.95	2.53	student - Drop out ratio)	Girls	1.28	2.55	3.19

Source: School Survey

Owing to lack of awareness on the part of the parents children do not maintain regular school going habitats by their wards. As such SC student from the class I-IV are drop out 28.08 percent and V-VIII dropout students 25.83 percent and IX-XII drop out student is 22.99% .the high dropout rate clearly mirrors the lack of awareness about the fruits of education about the Scheduled caste boys and girls . The above table views reveal that out of every 100 students who entered. For SC students the calculation points at completion of class VIII have to be urgently addressed. The graphic representation of above table for the total with respect to SC and all categories is given above. Owing to lack of awareness on the part of the parents children do not maintain regular school going habitats by their wards. As such ST student from the class I-IV are drop out 22.83 percent and V-VIII dropout students 18.83 percent and IX-XII drop out student is 14.82% .the high dropout rate clearly mirrors the lack of awareness about the fruits of education about the Scheduled Tribe boys and girls . The above table views reveal that out of every 100 students who entered. For ST students the calculation points at completion of class VIII have to be urgently addressed. The graphic representation of above table for the total with respect to ST and all categories are given above.

Termination of education

Table: 8 Termination of education (%)

CATEGORY	SCHEDULED CASTE	SCHEDULED TRIBE
All Primary	49.14	47.29
High School	38.79	41.89
College	11.21	10.14
University	0.86	0.68

Source: Field Survey

In knowledgeable repliers more SC and ST pupil have discontinued their education. The analysis of termination in education of SC's repliers easily shows that repliers 49.14 replier are discontinued their education in primary position 38.79 in high academy position 11.21 in council position and 0.86 in university position. ST's repliers easily shows that out of total repliers 47.29 replier are discontinued their education in primary position 41.89 in high academy position, 10.14 in council position and 0.68 in university position.

Major findings and discussion:

From the above some general assessment has been prepared about the present educational status and economic condition of ST and SC people in Lalua gram Panchayat. These are given as follows:

The profitable condition depends on the primary conditioning like husbandry, forestry etc. maturity of the SC and ST gentries are illiterate throughout all the tale time and repliers. maturity of the listed estate and listed lineage didn't mileage installation at academy position due to the lack of knowledge and fiscal help. It's also set up that the education position of boys SC and ST further than the girls. The regular attendance of these seminars is veritably poor. The powerhouse rate of this academy is veritably high and this is worst in case of lines and especially girls. The success rate of the pupil of these seminars isn't so satisfactory.

Suggestion:

For this above description I find many reasons for backwardness of that gram panchayat. So I give some suggestion to recover this backwardness of that gram panchayat.

The major people are engaged agrarian conditioning, that's why government should take proper focus of agrarian development.

To include their mama language in the syllabus as a third language.

The Govt. should takes action for hotel accommodation in academy.

Some short of comforting guidance should be arranged for the parents to make the apprehensive about the necessity of education.

The child labor should be stopped to the age group 6- 14 times.

Conclusion:

Here I used various diagram, with the help of ARC GIS software. Its help me properly to introduce the diagram .And the diagrams are full fill to represent the tabulation data properly and beautifully. And must be emphasis the suggestion which I give for the above to development of the Lalua gram Panchayat. Form the present study it is observed that the SC and ST population in Lalua gram Panchayat were not initially high educated .But later on they become education found that in 2011 census 34.35 % of SC and 27.01 % of ST population illiterate .Again the environment higher educationis not satisfactory as compared to the other group of people in Panchayat .drop out student morein class VIII. Education is the crucial parameter of social and human development .thus education emergedas the study hope to deprive and improve their socio economic status.

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Classical Sanskrit Literature: An Analytical Study

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Abstract: Sanskrit literary research should be given much greater support in the United States. Because the great majority of our Indian Empire's population are Hindus, and because their languages, religious and intellectual life and philosophy, and, in a word, their whole civilization have their origins in that long-ago past. The present study is carried out to analyze the Sanskrit literature in terms of the great scholars, literatures. It also focuses on the contributions of Sanskrit literature and the value of Sanskrit literature at abroad level. Being descriptive in nature the present study is based on the information gathered from the secondary sources in terms of related journals, books etc. Internet sources have also been followed to collect information for the present study. This research shows that Sanskrit literature spread beyond the borders of India. The literature and the civilization it embodied travelled to other places.

Keywords: Great Scholars, Languages, Religious, Greek Literature, Vedas.

Introduction: The literature of Sanskrit is the biggest and best gift to humanity. The Sanskrit philosophical literature, including the Ashtadhyay of Panini and the dramas, may be analyzed together with the Vedas, Brahmanas, Aranyakas, Epics, and Puranas. The Upanishads constituted the Aranyakas' last chapters. The philosophies of Mimamsa, Vedanta, Nyaya, Vaisheshika, Samkhya, and Yoga are also present in Sanskrit writings. As a result, philosophical writings accumulated throughout the ages. In Sanskrit literature, the puranas play a significant role. The audiences of Sanskrit theatre are the change agents of society, culture, and morality. Sanskrit literature has a plethora of intellectual writings. Sanskrit literature has had a profound impact on many cultures throughout the globe.

Sanskrit literary research should be given much greater support in the United States. Because the great majority of our Indian Empire's population are Hindus, and because their languages, religious and intellectual life and philosophy, and, in a word, their whole civilization have their origins in that long-ago past. India's literary legacy is undeniably second only to Greece's in terms of intrinsic worth and artistic quality among the world's ancient literatures. As a resource for studying human evolution, it is even more valuable than the latter. A more rudimentary kind of belief is shown in its earliest time, making it the clearest literary monument of the globe in depicting the evolution of religious concepts since it is older than any output of Greek literature.

Statement of the Problem: The classical tradition in India is deep and varied. As the birthplace of several brilliant minds and authors, India's Sanskrit literature is unparalleled. Sanskrit, sometimes called the "mother of languages," has a vast literary canon. Common associations with Sanskrit include religious music. Few people are aware of the rich canon of Sanskrit literature, which includes poetry, theatre, tales, and even epics. Classical Sanskrit literature has shifted in meaning throughout time. Historically, it served largely as a means of education, particularly in the context of religious rites. Today, Sanskrit is mostly appreciated for its use in the entertainment industry. Sanskrit is more of a source of entertainment than of education for its adherents. People may attend Sanskrit theatre or folklore performances for no other reason than to be entertained. In India, pure Sanskrit is used in religious ceremonies by priests. It would take a long time for people to appreciate the worth of this old language in the modern world, despite

efforts to resuscitate it in India. Therefore the problem stated is "Classical Sanskrit Literature: An Analytical Study".

Objectives: The present study is carried out to analyze the Sanskrit literature in terms of the great scholars, literatures. It also focuses on the contributions of Sanskrit literature and the value of Sanskrit literature at abroad level.

Method: Being descriptive in nature the present study is based on the information gathered from the secondary sources in terms of related journals, books etc. Internet sources have also been followed to collect information for the present study.

Analysis of Sanskrit Literature

The Vedas are significant because they contain the unadulterated beliefs of the common people, as opposed to those of the priestly elite. They are also significant for the study of the development of therapeutics and magic. The major treasure of the Vedas is Sanskrit literature. The Rgveda, the Yajurveda, the Athrvaveda, and the Samveda are all examples. The Vedic people were farmers and herders, and their pantheon of deities reflected this agricultural and pastoral lifestyle by taking on the characteristics of the elements they worshipped. As one scholar put it, "there is dawn, but there is no twilight" at the high level of civilization that the Rgveda presents us to. The Veda's creator or compiler is unknown. Yajurveda, Athrvaveda, and Samveda are the other three Vedas. Yajurveda is concerned with ritual murder, The Athrvaveda accurately represents widespread belief in the realm of magic and sorcery by including a wide range of spells for curing illness, harming foes, and other purposes. Songs appropriate for sacrifices may be found in the Samveda.

Brahmanas: - As the Vedic era came to a close, ritualism flourished, and prose treatises on religion and the practise of sacrifice were penned. They were known as Brahmanas. Aranyakas (forest-text) were part of the Brahmanas and were both ceremonial and theoretical.

Aranyakas:-Upanishads, or esoteric books dealing with ultimate truth, individual soul, and global soul, rounded out the Aranyakas. Vedangas such as shikshaa and vyakarana and Nirukta are used for exegesis. They're essential. For making appropriate use of the Vedas.

Epics: - The Ramayana and the Mahabharata, two epic poems written in Sanskrit, make up the core of the language's canon. The core of this work is extremely old; it was passed down orally from one location to another until the tales were finally committed to writing; nevertheless, the epics that have survived are not faithful representations of the originals. Parts were interpolated into them at a later date, and the current forms are the consequence of these changes and additions throughout time. Scholars have a hard time figuring just how old the epics are. The Mahakavya work Kirtatarjuniyam was written by Bharavi.

Kalidasa:-Magha, the finest poet and playwright in Sanskrit history, wrote the Mahakavya named Shishupalvadh, which reveals strong influence from Bharavi's Kiratarjuniyam. Other works by Magha include Raghuvasham and Kumarsambhavam.

Puranas: - The puranas constitute a significant part of the canon of written Sanskrit. They may be classified as either "major" or "minor." According to common knowledge, there are eighteen works in each category. Upapuranas is the name given to the smaller puranas. The puranic texts are said to have been written by the legendary Vyasa. True, that's the truth. There is no one creator or time period that unifies these pieces. Over the decades, they took on their current appearances. These books are written by a specific religious group and include a wide range of themes beyond the standard five (creation, resurrection, genealogy, deities, and wise men). Time periods and royal families in the Manu. Sociology

and theology students may learn from these books. They are also a great resource for learning about India's early political history.

Philosophical literature in Sanskrit: - Sanskrit literature has a plethora of intellectual writings. The Vedas contained the philosophical germplasm. and codified into concise Sutras for easy reference. There are six main schools of orthodox thought. Mimamsa, Vedanta, Nyaya, Vaisheshika, Samkhya, and Yoga are the six main schools of Hindu philosophy. In this way, philosophical writings accumulated throughout the ages.

Ashtadhyay of Panini:- When the great grammarian Panini standardised the language with strict norms in the fourth century B. C., he laid the groundwork for what we now call Classical Sanskrit literature. Classical Sanskrit was developed inside the set framework prepared by Panini, in contrast to the unrestrained development and abundance of inflexional forms that the language exhibited throughout the Vedic period.

Dramas:- Sanskrit literature entered its period of decline about the ninth or eleventh century A.D. Poetry, prose, and plays written during this time period. Introducing the world to the greatest dramatists and their works is a joy.

Kalidasa:- Kalidasa is a well-known Mahakavi (great poet) in Sanskrit literature. Seven of Kalidasa's works have been preserved in the Sanskrit language, adding to the ancient language's rich literary heritage. In addition to the aforementioned Vikramorvasheeyam and Malvikagnimitram, Kalidasa is responsible for a total of three dramatic works. Abhignanshakuntlam, No. 3, None of these tragedies is like any other. Every drama has the same three fundamental elements: a hero, a heroine, and an emotional climax.

Bhavabhuti: - Dramatist is another name for Bhavabhuti. Maltimadhava, the poet, seems to have written the Mahavircharita and the Uttaramcharita as his earliest tragedies. The poet's magnum opus is Uttaramcharita. This immediately elevated Bhavabhuti to the pinnacle of Sanskrit poets. In it, the story of Sita's desertion following Rama's rescue of her and his return to Ayodhya from Lanka is dramatised.

Bhasa:- When the late shree Ganpati shastri of Trivendrum uncovered 13 of Bhasa's dramas in 1909–10, it was widely believed that the lost treasure of the plays of the legendary playwright Bhasa had been found, and that Bhasa was no longer only a name. These 13 plays include the following dramas: (1) Madhymvyayog, (2) Panchratra, and (3) Dutvakya. Fourth, Dutghatatkach; fifth, Karnbhar; sixth, Urubhang. The Mahabharata is the inspiration for these six plays. Both Pratma (the seventh) and Abhishek (the eighth) are Ramayana-inspired plays. Harivansh is the inspiration for Balcharitam's play. Both Pratignayaugandharayan (No. 10) and Swapnavasavdatta (No. 11) are based on popular Bhasa era tales about Vatsaraja and Vasvadatta. Neither "12" Avimarak nor "13" Charudatta can be traced back to their original roots. All thirteen plays are generally attributed to Bhasa by academics. Other dramatists in Sanskrit literature that are well read include: D. Harshavardhan: Harshavardhan has authored the Naganand, Ratnavali, and Priyadarshika plays. Mudrarakshas, an epic play, is another of Vishakhadatta's works. Mruchhakatik was written by F. Shudrak. G. Narayana Bhatta: Narayana Bhatta penned Venisamhara. Balramayana, a well-known play, is credited to H. Rajashekhar, who also wrote it. All of these plays add significantly to the canon of Sanskrit theatre. Every major character advised the audience on how to conduct themselves morally. The reader is presented with life's bargains head-on. As a result, audiences saw Sanskrit plays as a force for positive social, cultural, and moral development. In a nutshell, the works written in Sanskrit are a priceless gift to the human race.

Great Contribution of Sanskrit Literature:- The literary masterpieces Kadambari and Harshacharita were written by Banbhata. Bhamaha wrote the seminal poetics text Kavyalankar. Bhartruhari's lyrical poems Nitishatak and Vairagyashataka were also very well received. The Brahmasutra commentary, written by Bhaskara, is known as the Bhaskara-bhashya. Hemachandracharya also authored the fantastic Siddhahemshabdanushasan. Meghadutam is a lyrical poem written by Kalidasa. The famous Kautaliya Arthashastra was written by either Kautilya or Vishnugupta. Kuntal wrote the influential poetics text Vakrokti-jivita. Hemach and racharya, Bhaskara, Bhaskara, Bhamaha, Bharavi, Bhartruhari, Banbhata, and Bharavi. Sanskrit literature was studied extensively by such figures as Kalidasa, Kautilya, Kuntal, and Magha. The wealth of Sanskrit literature is adorned by their imaginative contributions in many different areas. First among the original Smruti's twenty famous authors. Historically considered to be Manusmriti's creator. Manu is called "the father of mankind" in the Rgveda.

Sanskrit Literature at Abroad Level:- It's worth noting that Sanskrit literature spread far beyond India's borders. Cambodia, Malaya, Sumatra, Java, Bali, and the Philippine islands were all influenced by this literature and the civilization it embodied. This famous Sanskrit literature had a significant impact on the cultures of Tibet, Burma, Japan, and Germany. Westerners have had access to Sanskrit texts in translated form for a very long time.

Conclusion: The Vedas, such as the Rgveda, Yajurveda, Athrvaveda, and Samveda, are the great wealth of Sanskrit literature. Aranyakas (forest-text) were part of the Brahmanas and were both ceremonial and theoretical. The Ramayana and the Mahabharata, two epic poems written in Sanskrit, make up the core of the language's canon. The literature of Sanskrit is the biggest and best gift to humanity. Authors of dramatic works in Sanskrit. Famous playwrights who wrote in Sanskrit include Kalidasa, Bhasa, Bhavbhuti, Shudrak, Harshvardhan, Vishakhadatta, Bhattanarayana, and Rajshekhar. Those who study Sanskrit plays might credit them with helping them adopt new values and customs. Banbhata, Bhamaha, Bharavi, Bhartruhari, Bhaskara, and Hemachandracharya are all great writers. Sanskrit literature was studied extensively by the likes of Kalidasa, Kautilya, Kuntal, Magha, and Manu. The wealth of Sanskrit literature is adorned by their imaginative contributions in many different areas.

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The Impact of Digital Socialization on Students Behaviour

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Abstract: *The use of social media has become ubiquitous in today's society. Information of any sort may be quickly accessed by anybody with a mobile device or laptop computer. Increasing numbers of students from all around the globe are logging on to social media sites like Whats-app, Face-book, and YouTube. The purpose of this study is to ascertain how higher secondary students' behaviour is impacted by digital socialization. It also aims to find out the difference of impact between male students and female students. Population for the present study consisted of the students studying at higher secondary level. For the present study the researcher has selected a sample of 80 students studying at higher secondary level. A questionnaire was employed as the research tool, which is a collection of questions that the subjects must answer in order to provide their opinions on a phenomenon (Fraenkel & Wallen, 2000). The researchers created a questionnaire with twenty-two (22) items titled "Social media use on behaviour of school students." A 5-point likert scale was used, with 5 being for highly agreeing and 1 being for strongly disagreeing. For data analysis, the researcher employed a t test and straightforward descriptive statistics. The study found that digital socialization had a significant impact on student behaviour.*

Keywords: Society, Social Media, Everyday Lives, Communication.

Introduction: In the modern scientific era, users of digital communication technologies may become singular in their virtual identities and struggle to imagine the impossible. As a consequence, people who use social networking sites are constantly meeting new people and expanding their social circles. They begin sharing details of their everyday lives with their friends on social media. Their personal information has been exposed and their privacy has been breached due to their use of social media. They are trying to be friendlier by forming many groups in the online environment. The human race has morphed into a species of digital avatars. They're from another planet, so naturally their customs and culture would be different. Attractive features and engaging content are what keep people coming back to these social networking sites. As a consequence, many people begin to use social media in an unhealthy manner.

The use of social networking sites is now ubiquitous. Information of any sort may be quickly accessed by anybody with a mobile device or laptop computer. More and more students in every part of the world are logging on to social media sites like Whatsapp, Facebook, and YouTube. One hundred undergraduates from two Pakistani federal universities participated in a study by Asdaque, Khan, and Rizvi in 2010. Research on internet usage and the consequences on academic accomplishment indicated a negative association between the two, despite being conducted in the same environment. As a result of not identifying the social media networking sites being utilised or emphasising the hours of day when they are most typically used, college students' academic performance worsened. Multiple studies have shown that social media usage has positive outcomes, mostly due to the increased accessibility of previously inaccessible information (Aligwe, Ugochukwu, & Nwafor, 2017; Apuke, 2016; Fasae & Adegbilero-Iwari, 2016).

Review of Literature:

Maliha Hassan et al (2019) determines how excessive social media usage affects socialization. This research takes into account an individual's degree of socialization in real life as well as the average amount of time spent using social media applications to reach its aim. To determine the degree of socialization, a survey was done. 205 East West University students from Bangladesh took part in the poll. A minimal negative association between excessive usage of social media and socialization was discovered after data analysis. It implies that the amount of socialization may not diminish even if excessive usage of social media rises significantly. Because the graph's slope is almost zero. Therefore, it can be concluded that excessive usage of social media has little impact on a person's socialization. An individual's ability to socialize is not being hampered by excessive usage of social media.

Talatu Ibrahim Umar and Murja Idris, (2018) looked into how using social media influences the mental health and academic performance of high school pupils. Batagarawa Local Government in the Nigerian state of Katsina hosted it. Two hypotheses guided the research, which was conducted using a descriptive survey approach. A total of 306 SSII students from four of the seven public secondary schools were selected at random for this research. The researcher administered an English language proficiency test and a validated questionnaire he or she developed. Descriptive statistics like the mean and standard deviation were employed to examine the data. The t-test for unrelated samples was employed to exclude out potential explanations. The study found that social media use is associated with declines in academic performance and antisocial attitudes and behaviours. As a result, it was recommended that parents, teachers, and school psychologists keep a closer eye on how their children use these sites and help them develop better time management skills so that they can devote more time to their studies and less time to socializing.

Antonio Tintori et al (2021) Researching children's prosociality is a challenging but important topic connected to the qualitative development of interpersonal relationships. The major goal of the current research is to pinpoint the psychosocial variables that influence young people's prosocial conduct the most or least favourably. A systematic paper questionnaire was used to poll elementary school students in the spring of 2021. Bivariate and multivariate statistical methods have been used for the data analysis. Analyzing paths has been done. The findings emphasize the importance of parental education level, emotional perception of both good and negative emotions, gender roles compliance, and participation in cyber bullying activities in predicting prosocial tendencies in children. On the other hand, engaging in prosocial behaviours has an impact on screen time as well as how disruptive gadgets are to in-person interactions and how students feel about school. Conclusions: The findings are pertinent and helpful for researching children's prosocial conduct patterns. The educational level of the family, individual status, peer relationships, and societal conditioning are all important influencing factors in these multifaceted phenomena.

Statement of the Problem: Social media has become an integral part of modern society, and its misuse by students has reached epidemic proportions. Unfortunately, many students nowadays would rather spend their time on social media than on studying or interacting with others in person, and as a consequence, they pay less attention in class. A student's academic performance and readiness to enter the profession might suffer if they spend too much time on social media. It's worrisome because parents worry so much about their kids' social media use that they give in and allow them spend time on sites that provide them complete freedom to express themselves online and interact with anybody they want. Multitasking, or the ability to do many things at once, is shown by a student's use of social media during

class. Some students text, browse the web, or "ping" when they are supposed to be studying or working on an assignment, proving that this sort of activity is a distraction. This affects the way they approach their schoolwork. Many students have also taken to strolling along the street with their heads down, glued to their phones. Therefore the problem stated is "The Impact of Digital Socialization on Students Behaviour"

Significance of the Study: Students that use social media regularly hinder their academic advancement since they would rather be online than participate in a variety of extracurricular activities such academic clubs and organizations, quiz contests, debates, athletics, etc. The students and the adolescent period are prone to regular mood swings and poor self-control, which have a significant impact on their appearance and often cause anxiety or sadness about their personality as persons. Thinking persistently in this way may sometimes result in misery. Despite the fact that there are rigorous regulations on the inappropriate use of electronic devices enacted or created by different school authorities, many school instructors and the general public are becoming concerned. In light of this, this research was created to look at how social media affects student behaviour.

Objectives: This study aims to find out the impact of digital socialization on the students behavior at higher secondary level. It also aims to find out the difference of impact between male students and female students.

Hypothesis:

HO1- There is no significant impact of digital socialization on the students' behaviour.

HO2- There is no significant difference in the impact of digital socialization on Male and female students' behavior

HO3- There is no significant difference in the impact of digital socialization on Science students and Arts students' behavior

Methodology: The description survey design was utilised for the study to investigate the influence of the digital socialization on the students' behaviour.

Population: Population for the present study consisted of the students studying at higher secondary level.

Sample: For the present study the researcher has selected a sample of 80 students studying at higher secondary level.

Tools: A questionnaire was employed as the research tool, which is a collection of questions that the participants must answer in order to provide their opinions on a phenomenon (*Fraenkel & Wallen, 2000*). The researchers created a questionnaire with twenty-two (22) questions titled "Social media use on behaviour of school students." A 5-point likert scale was used, with 5 being for highly agreeing and 1 being for strongly disagreeing.

Techniques: The researcher has used simple descriptive statistics and t test for data analysis.

DATA ANALYSIS AND INTERPRETATION:

Table 1: Descriptive statistics of the influence of digital socialization

Variables	Values
N	80
Minimum	30
Maximum	105
Mean	76.66
Median	78
Sd	16.22
Skewness	-0.423
Kurtosis	2.7015

From the above table it is evident that the mean score of the influence of digital socialization is 76.66 with the minimum score of 30 and maximum score of 105. Sd value is 16.22 with the kurtosis value 2.7015. From the mean score it is clearly proved that there is significant impact of digital socialization on the students' behaviour.

Table-2, Difference of impact of digital socialization between male and female

Group	N	Mean	SD	SEM	df	t
Male	40	75.87	17.37	2.7464		0.4336
Female	40	77.45	15.15	2.3954		

95% confidence interval

Form the above table it is clear that the mean value for the male students is 75.87 and SD is 17.37. On the other hand the mean value for the female students is 77.45 and SD is 15.15. The calculated t value is 0.4336 which is less than the critical value 1.99 at 0.05 level of significant. Therefore the null hypothesis is accepted.

Table-3, Difference of impact of digital socialization between Science students and Arts students

Group	N	Mean	SD	SEM	df	t
Science students	30	74.26	16.46	3.0052	78	0.6049
Arts	50	76.64	17.37	2.4565		

Form the above table it is clear that the mean value for the science students is 74.26 and SD is 16.64. On the other hand the mean value for the female students is 76.64 and SD is 17.37. The calculated t value is 0.6049 which is less than the critical value 1.99 at 0.05 level of significant. Therefore the null hypothesis is accepted.

Findings: The major findings of the present study are –

- Arts students are more influenced than the science students.

- Male students are less influenced by digital socialization.
- There is no significant difference in the impact of digital socialization on Male and female students' behavior

Conclusion: The study aimed to determine whether there was a correlation between students' online conduct and their usage of social media in high school. Social media networking will continue to play a significant role in people's lives as a result of the proliferation of the internet and the progress of technology. In the vast realm of social media communication, access to data is becoming more crucial. The behaviour of young people everywhere will be affected by this for some time to come. Unfortunately, this has begun to have a detrimental impact on children's psychosocial behaviour and academic performance, despite the fact that it will enhance both with appropriate usage.

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Role of Ict in Teacher Education Programme in Indian Context

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Abstract: *Information and Communications Technology (ICT) is a discipline of science, technology, engineering, and management that handles information and uses it to address social, economic, and cultural challenges. ICT is one of the factors rapidly modifying and changing the world. A new generation of educators must be trained by teacher education institutions to use the new learning technology in their teaching practices. As a result, ICT use and applications must be accounted for in the curricula of teacher education institutions. Reorganizing the curriculum is necessary, and it must include the essential ICT components. ICT is a useful tool that both teachers and students can use; it is not a replacement. ICT may eventually serve as a mode of transportation. The current study's main goal is to highlight the value of information and communication technology in teacher preparation programmes in India.*

Keywords: *education, Teacher Education, ICTs and Quality*

Introduction: The strategic goals of UNESCO in education are to raise educational quality by varying curricula and instructional approaches, encouraging experimentation and innovation, disseminating knowledge and best practices, and fostering policy discourse. The use of modern information and communication technologies (ICTs) in educational systems around the world to educate students the knowledge and skills they will need in the twenty-first century is becoming increasingly demanded. The 1998 UNESCO World Education Report, Teachers and Teaching in a Changing World, discusses the significant impacts ICTs have on traditional teaching and learning. It forces changes to the teaching and learning process as well as access to knowledge and information for teachers and students. With the advent of new technology, the emphasis on teacher-centered, lecture-based learning is shifting in the teaching profession to dynamic, student-centered learning environments. Fundamental, comprehensive educational reforms depend on designing and implementing effective ICT-enabled teacher education courses. In the whirlwind of rapid technological development, teacher education institutions may either take the lead in transforming education or fall behind. Pre- and in-service teachers must be able to use these modern tools for learning effectively if education is to fully benefit from ICTs in learning. Institutions and programmes for teacher education must lead pre- and in-service teachers and serve as role models for the new pedagogies and learning resources. Technology-Enabled Information and Communication in Teacher Education. Teachers are the cornerstone of any society that is able to function. The use of technology is crucial in teacher preparation programmes. ICT is essential for both pre-service and in-service teacher education programmes in the twenty-first century. It is impossible for a teacher to run the classroom and assert that it is finished without the required ICT knowledge.

Review of related literature: A review of the literature makes it obvious that ICT integration is a mediational process that involves continuing development as opposed to the creation of a finished commodity. To properly integrate technology, educators, students, and school administrators must all put

out effort. This important study covers the circumstances, challenges, and solutions for ICT integration in the classroom. The potential gaps in the available literature are also displayed above to provide clear suggestions for future research into ICT use.

More specifically, Chen (2008) has shown that there is no association between teachers' ideas and their actual practice when it comes to using technology in the classroom. There haven't been many studies that have looked at the relationship between teachers' attitudes and beliefs and their practice, despite the fact that the majority of earlier studies (Chai and Tsai 2010; Palak and Walls 2009; Sang et al. 2010; Serhan 2009) focused more on how teachers' attitudes and beliefs affected actual practice. Another item to look into is the relationship between in-service instructors and preservice teachers. What do they think about their ICT integration beliefs and practices? Comparative research would be very helpful in understanding this perspective. Few previous researches have also examined the challenges or barriers to ICT integration from the perspectives of students, instructors, and administrators when certain instructional styles and activities are involved. This subject should be further explored in future studies.

Objectives of the study:

- Preparation for teacher education program.
- To understand the role of ICT in teacher education.
- To provide information regarding of ICT in teacher education.
- To determine psychological status and maintain of ICT to preparing training scheduled.

Methodology: The present study was design to role of ICT in teacher education for this investigation, the researcher used a descriptive technique. Researchers are used to secondary data sources including books, newspaper, journal, internet and thesis database have been the subject of the study.

Significance of ICT in teacher education: Tezci (2011b) investigated the relationship between teachers' perceptions of school culture and the amount of ICT usage by examining Turkish teachers' impressions from both the technical and motivational perspectives. Since the majority did not believe that their school would give them enough technical and inspirational support, the results showed that their opinions from both sides were not favorable. The use of ICT by instructors did, however, increase as the learning environment got better. According to Ward and Parr (2010), teachers must have faith in their ability to facilitate student learning if they want to successfully integrate technology into their classrooms.

To achieve this, more professional development is required, with a focus on increasing teachers' skills so they may overcome their reluctance to use technology in the classroom. Additionally, to help teachers maintain control while promoting computer-based learning, schools should offer those cutting-edge teaching methods and technological assistance. Overall, to implement effective teaching with technology integration, teachers' knowledge, beliefs, and school culture must change (Ertmer and Otterbreit-Lefwich 2010).

Some suggestion for new approach in teacher education: There are benefits to using ICT in education. Its use not only alters traditional teaching strategies but also encourages teachers to be more creative in adapting and customizing their own tools and techniques (Reid 2002). Collaborative learning, problem-based learning, and the constructivist approach are the most widely used teaching methods for tackling the

challenges of ICT use (Abbott and Faris 2000; Whelan 2008). This is in line with the claim stated by Tezci (2011a) and Palak and Walls (2009) that the successful integration of technology into the classroom depends on student-centered classroom practices. Therefore, it is impossible to execute ICT integration in education in a vacuum.

When it is utilized in conjunction with different teaching methodologies, particularly constructivist ones, learning outcomes might be improved. It is suggested that future academics conduct research on the benefits and challenges of combining ICT with other student-centered practices like collaborative learning across all subject areas in light of this. The findings may provide more detailed advice on how academics and teachers might use ICT. Schools should provide some well-structured learning support while integrating technology into their curriculum and instruction (Whelan, 2008). It is also strongly encouraged that schools offer their faculty seminars or training programmes to improve their ICT competencies and prepare them for potential issues while integrating technology in order to increase teachers' professional growth.

Conclusion:

The teacher plays a key role, and education is highly valued in society. ICT aids In order to educate effectively, a teacher must stay current on new knowledge and skills as well as resources and tools for the digital age. ICT use and information acquisition cannot fully replace the role of the instructor, nor can it can fully take the position of the teacher. One of the main factors driving our society's rapid development is ICT. It might change how knowledge is transmitted to students and teachers, as well as the essence of education. Currently, educators all around the world use technology in the classroom. Laptops, LCD projectors, desktop computers, EDUCOM, radio, smart classrooms, and memory sticks are now part of the conventional media used in teacher education institutions. Thus, it is important to employ information and communication.

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Journey of English East India Company from Trade to Territory: An Overview

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Abstract: The British Empire first began as a business endeavour. The British government actively supported these endeavours via the East India Company. The corporation served as the English trading mission in India. The East India Company handled all trade between India and England. However, the company faced competition from other European trading companies, especially the French East India Company in the eighteenth century, which also maintained its own armed forces and sought to ally with various Indian rulers or win over the rulers favouring the British East India Company. In this post, we'll look at how the British East India Company got its start and grew from its humble beginnings in Bengal. Using secondary resources including books, journals, articles, and magazines, this paper provides a descriptive account of the topic at hand.

Keywords: British Empire, Commercial, Political Success, East India Company, Administration.

Introduction: Early modern capitalism was ushered in by merchant trade corporations like the English East India Company, which acted as agents of empire. A trade monopoly that connected Asia and the West was the East India Company. Although there were other firms like it, both British (like the Virginia company in North America) and foreign (like the Dutch East India Company), the East India Company was so successful at amassing riches and power that it eventually eclipsed its competitors. In particular, it predated the British government as the head of state in many regions of India, a position it attained by its aggressive pursuit of the country's resources and commodities. Its history provides a fantastic jumping-off point for research on the interplay between commerce and emblem at a formative period of globalization. During the 1600s, Dutch and Portuguese corporations were making a lot of money off of the lucrative ocean-going spice trade in the Indian Ocean, and English merchants began to take notice. The "Governor and Company of Merchants of London trading with the East Indies," received a royal license from Elizabeth I in 1600.

Research Question: The researcher has formulated the following research questions-

- How did the British east India Company broaden the commercial and political success over India?
- How did East India Company begin trade in Bengal?
- How did Company Rule Expand and Set up a New Administration?

Objectives: The present study has been carried out with the following objectives-

- ✓ To study the establishment of British East India Company in India.
- ✓ To study the company started trade in Bengal.
- ✓ To discuss how the company expanded

Method: Using secondary resources including books, journals, articles, and magazines, this paper provides a descriptive account of the topic at hand.

Broadening Commercial and Political Success: In the eighteenth century, the EIC's trade income improved due to a number of economic causes. The EIC gave metal products and metals (like as copper), saltpeter, weapons, naval munitions, calicos and other Indian fabrics, and of course opium in return for Chinese tea imports that had reached about 5 million lbs. annually by 1750. Improved coordination of a dynamic global commerce organization was what the EIC and the British in general were able to accomplish in the 18th century. They successfully transformed their North American and other colonies into both a consumer market for manufactured goods and a supplier of essential food and building materials. Because of this, commerce with Northern Europe and the Middle East increased, as did the profitability of re-exporting goods like tobacco, cotton, silk, indigo, and naval supplies. Meanwhile, the EIC expanded into new parts of East Asia and tightened its grip on India. While exports and imports both increased, the proportional importance of commerce with Europe declined in favour of trade with the American colonies and Asia, and textiles gained ground at the expense of spices. The Company's success may be attributed in part to its superior management. The EIC established a committee-based management structure with bonuses for top executives. The EIC's agents (trading officials) were given discretion to make personal deals as part of the company's design. It was difficult to find a balance between empowering agents to increase commerce and protecting the company's interests. Some analysts have compared the EIC to a prototypical contemporary multinational because to its adept handling of the war and subsequent expansion into new international markets.

The East India Company has exceptional ties to American history due to its global reach; for example, the tea that was thrown into Boston Harbour in 1773 belonged to the company. The Sugar Act (1764), Stamp Act (1765), and Townshend Acts (1767) all served to sour relations between the colonies and Britain before 1773. Despite British concessions in response to colonial resistance, including a reduction in the number of tariffs kept and the severity with which they were imposed, the tax on tea persisted. Then, in 1773, the EIC lobbied the British government to enact the Tea Act. This shift was seen as detrimental to the success of American merchants and shippers since it permitted the EIC to circumvent them by sending tea straight to the colonies, where it would be sold solely via its appointed agents. Most of the tea previously consumed in the Americas was imported from England by American merchants. Once the tea arrived in the Americas, it was distributed through a series of (colonial) middlemen before finally being sold to a colonial merchant and colonial consumer. It was reasonable to think that the EIC could use its newfound authority to protect a wider range of goods. The colonists' anger stemmed in part from their concern for the future of the economies they had helped to establish. The controversy demonstrated the high and unpredictable political costs governments might face when adopting a single step in favour of a preferred commercial interest.

East India Company begins trade in Bengal: On the banks of the Hugli River, England established its first factory in 1651. From here, the Company's merchants—called "factors" at the time—conducted their business. The plant also included offices for Company executives and storage for export items. The Company successfully wooed merchants and traders to set up shop in the area around the plant as commerce grew. By 1696, construction had begun on a fort to protect the town. After two years of bribery, Mughal authorities granted the Company zamindari (landownership) rights over three villages. One of them was Kalikata, which developed into modern-day Kolkata (also spelt Calcutta). It also succeeded in having the Mughal emperor Aurangzeb issue a Farman allowing the Company to engage in duty-free trading. The firm persisted in its efforts to exploit current privileges and gain new ones. For instance, only the Company had been given duty-free trading privileges by Aurangzeb's Farman.

Company employees who also engaged in private commerce, however, were subject to paying the appropriate taxes. They flat-out refused to pay it, costing Bengal a tonne of money.

How trade led to battles: As the early eighteenth century progressed, tensions between the Company and the nawabs of Bengal grew. Following Aurangzeb's demise, the nawabs of Bengal reaffirmed their independence and sovereignty. This trend was shared by other regional rulers at the time. Murshid Quli Khan was the first Nawab of Bengal, and he was succeeded by Alivardi Khan and subsequently Sirajuddaulah. Each of them was an effective monarch. They wouldn't budge on their demands for tribute to ensure the Company could trade, they wouldn't let them manufacture currencies, and they wouldn't let them build up their defences. They believed the Company was cheating the government of Bengal out of substantial funds and weakening the nawab's power. It was deliberately attempting to embarrass the nawab and his officials by not paying taxes and sending them insulting letters. In response, the Company claimed that the unreasonable demands made by regional authorities were harming business operations and that the only way for commerce to improve was for the tariffs to be abolished. It also believed that increasing the size of its colonies, acquiring nearby villages, and reinforcing its forts were necessary to increase commerce. The disagreements escalated into open warfare, culminating in the historic Battle of Plassey.

Company Rule Expands: We may learn a lot about the East India Company and its conquest of Indian nations from 1757 to 1857 if we examine the process in detail. The corporation seldom used military force in an uncharted area. Instead, of annexing an Indian country, it utilized political, economic, and diplomatic means to expand its power. The Company established Residents in several Indian states after the Battle of Buxar (1764). Their role was to represent the Company in political or business matters and further its goals. Company leaders started meddling in Indian states' internal affairs via Residents. They deliberated on who should succeed the king and who should fill key governmental positions. The Company has been known to coerce the states into a "subsidiary alliance" on occasion. The Indian monarchy was prohibited from maintaining its own military under the rules of this alliance. They were meant to be safe from harm as long as they paid for the "subsidiary forces" the company had on hand. The Indian kings were threatened with having land taken away if they did not pay. For instance, the Nawab of Awadh was compelled to cede nearly half of his land to the Company in 1801 due to nonpayment of "subsidiary forces" while Richard Wellesley served as Governor General (1798–1805). Similar arguments were used to justify the relinquishment of territory by Hyderabad.

Setting up a New Administration: One of the many influential people who contributed to the rise of the Company was Warren Hastings, who served as Governor-General from 1773 until 1785. The Company had expanded its influence beyond Bengal to Bombay and Madras by his time. Presidencies were the primary administrative divisions into which the British Empire's possessions were subdivided. Bengal, Madras, and Bombay were the three different Presidencies. There was a Governor in charge of each. The Governor General served as the government's highest official. The first Governor-General, Warren Hastings, instituted a number of administrative changes, most notably in the field of law. In 1772, a brand-new judicial structure was put in place. Criminal cases would be heard in the faujdari adalat, while civil cases would be heard in the diwani adalat. The European district collectors who presided over Indian civil courts relied on the interpretation of Indian law by maulvis and Hindu pandits. There was still a qazi and a mufti running the criminal courts, but they reported to the collectors.

The Brahman pandits' conflicting interpretations of local law based on competing dharma strands were a significant source of contention. In 1775, eleven pandits were tasked with putting up a compilation of

Hindu law in an effort to create standardization. This digest has been translated into English by N. B. Halhed. In addition, by 1778, a compilation of Muslim law was made available to European courts. A new Supreme Court was set up in accordance with the Regulating Act of 1773, and an appellate court, the Sadar Nizamat Adalat, was formed in Calcutta. The Collector was the highest ranking official in an Indian administrative district. According to his job description, he was responsible for taxation and revenue collection as well as the upkeep of peace and order in his area by supervising judges, police officers, and darogas. His Collectorate office gradually supplanted all prior authorities as the seat of power and patronage.

Conclusion: As a result, the East India Company evolved from a commercial trading entity into a formidable colonial empire. This was facilitated by the introduction of steam technology in the early nineteenth century. Six to eight months of sea travel was required before that time to reach India. The three-week voyage duration on steamships encouraged more British families to relocate to India from the United Kingdom. By 1857, the Company had achieved direct control over 63% of India's landmass and 78% of the country's people. The East India Company effectively ruled all of India via direct rule and indirect influence on the country's remaining land and people.

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Psychological Impact of Yogasana: A Study

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Abstract: To maintain health, which is inherently positive, one has to feel strong and capable of resisting illness in general and developing immunity to particular pathogens. One of the most effective non-pharmaceutical therapeutic modalities is yoga. It helps one achieve both inner and exterior harmony by improving mental focus, relaxation, and contentment. The purpose of this research was to examine the positive effects of yoga on mental health, explore the links between certain yoga poses and those effects, and consider yoga's place in the field of sports psychology. This research is descriptive in nature, and it draws its data from a wide variety of secondary sources, such as published books and articles, as well as online databases. The results of the research show that incorporating Yoga into everyday life might have positive effects on both physical and mental well-being.

Keywords: Mental Well-Being, Developing Immunity, Relaxation, Contentment, Psychology.

Introduction: Yoga is now widely revered and recognized as a viable way of life in many parts of the globe. Yoga has been shown to benefit not just the body, but also the mind, according to a large body of research. Yoga, the Indian-originated art and science of preserving one's physical and mental health, is one of the most ancient but dynamic living traditions, growing in popularity in the modern day. Yoga is an effective method of relieving stress and promoting overall health and enlightenment. In so many ways, the quality of our lives is improved by its multidimensional nature. The connection between health and attractiveness is one of yoga's many advantages. Children who do yoga are physically and mentally stronger. It offers strategies for bettering one's physical, mental, emotional, and cognitive well-being. Yoga is sometimes referred to as "mind-body medicine" for this same reason. The Kannada proverb "Yogi - Nirogi" has come to signify that someone who regularly engages in yoga is immune to illness.

The Sanskrit term "YUJ", which means to yoke, join, or connect, is the root of the English word "yoga". This means coming together as a whole person—body, mind, and spirit—in order to find fulfilment, flourish in relationships, and make a positive contribution to the world around you. However, it is believed that yoga has much deeper roots than that, beginning with the oral traditions of yogis in which yoga knowledge was passed down from Guru (spiritual teacher) to Sisya (spiritual student) all the way back to the 'Rishis' (the original explorers of reality and man's inner world).

Yoga is a discipline that combines physical and mental health benefits via breathing exercises, meditation, and stretching. Stress and anxiety are reduced, and one's strength and vitality are boosted as a result. Yoga is seen as the connection between the person and the cosmos (Parmatma) in traditional Indian medicine. By influencing how our ego, desires, and intellect work, it has the potential to significantly improve our quality of life. Yoga has been practised physically, mentally, and spiritually since antiquity, and its benefits can be seen all across the world. As yoga became more mainstream, more people became interested in doing research on the discipline. The popularity of yoga has skyrocketed over the last several decades. While medical science has been unable to prevent these conditions, regular yoga practise may help alleviate stress and anxiety.

Review of Literature:

Natalia Van Doren, (2015) The psychological and physiological advantages of yoga have been suggested by anecdotal and scientific evidence alike. However, little is understood about the mechanisms through which yoga improves mental health. In this study, we survey existing research on yoga and rituals and provide a novel theoretical framework for understanding how yoga's rituals contribute to the attainment of mental health. To be more precise, we suggest a three-factor model in which the synchronized yoga rituals serve as the independent variable, the dependent variable being psychological well-being, and the mediator role is played by prosocial behaviour. We discuss our findings' limitations and provide suggestions for further study.

Farah M Shroff and Mani Asgarpour, (2017) Yoga has potential to improve the emotional well-being of the general public. It's widely accepted, easily available, cheap, and promotes individual initiative. Yoga is a health-promoting activity best practised on an individual level but may also be done in a community setting. It has a social element like tai chi, qigong, meditation, and other holistic practises. Collective yoga practise has been found to improve mental wellness in the general public [24]. Although yoga cannot directly treat the underlying causes of mental illness, it may help its practitioners relax and calm their minds.

Monika Rohal & Prof. Ranjna Bhan, (2020) This research was conducted to learn how doing Asanas and Pranayamas may improve the health and happiness of high school seniors. Sixty-four pupils in the 12th grade were selected from high schools in the Shimla area of Himachal Pradesh for the study. The research used a pretest-posttest design. The participants were evenly split between the experimental and control groups. For four weeks, members of the experimental group were instructed in yoga postures and breathing techniques known as asanas and pranayamas, whereas those in the control group received no such instruction. Ashok K. Kalia and Anita Deswal's (2012) General well-being scale was used to gather data before and after a test. Mean, standard deviation, and the t-test were used to evaluate and interpret the data. The results showed that the Experimental group's General Well-being increased significantly compared to the Control group's, proving that the Asanas and Pranayamas improved the students' well-being.

Significance of the Study: Evidence suggests that in order for yoga and yogic practises to gain widespread acceptance and application, it is necessary to communicate their true worth and significance to the general public. The current state of humanity's affairs makes it clear that now is the time to spread information about yoga and yogic practises to other parts of the world, translating ancient Indian knowledge to the benefit of modern civilizations. Yoga and yogic practises are underexplored, as is the richness and energy of this multidisciplinary field of study. In this light, the importance of the current research cannot be overstated.

Objectives: The present study has been carried out with the following objectives-

- To study the psychological benefits of yoga
- To study the different yogasana and their psychological benefits
- To discuss the role of yoga in the sports psychology.

Psychological Benefits of Yoga:

Mental Calmness: Physical exertion is required for yoga. Putting one's whole attention on one's physical actions has the beneficial side effect of calming the mind. Meditation practises, such as focusing on one's breathing and letting go of one's thoughts, are also introduced to the practitioner of yoga in order to aid in mental relaxation.

Stress Reduction: Stress relief is possible via physical exercise, and yoga is especially effective for this purpose. While doing yoga, it's easy to forget about life's little and big stresses due to the intense focus needed. This not only gives you a vacation from your stresses, but also helps you get some perspective. Stress is reduced thanks to yoga because of its focus on the now rather than on the past or the future. Less tension is felt after a yoga session, and leaner, longer muscles are the result.

Body Awareness: Yoga helps us tune in to our bodies in new ways. Alignment work often requires one to make imperceptible adjustments. This will make our bodies feel more at peace over time. This has the potential to boost confidence and help one stand taller. Yogic practise improves cardiovascular health, physical stamina, strength, flexibility, etc. There are several illnesses that yoga may treat and perhaps help avoid. Breathing may be better controlled and vitality can be increased by yogic practises.



Different forms of Yogasana and their Psychological Benefits.

SURYA NAMASKAR-It is an excellent way to manage stress and depression. You will spend tremendous amount of energy as you move through the two sets of poses.

PADMASANA: Padmasana, the lotus position, is the best asana for quiet thought and reflection. Padmasana is the go-to asana for anybody looking to sharpen their mental focus and attention. This Asana practise gives the yogi a sense of inner calm, isolation, and increased life expectancy. It makes you hungrier and calms your nerves at the same time.

SAVASANA: Savasana is the greatest and easiest way to relax and reduce symptoms of anxiety, tension, sleeplessness, and depression. Strengthen one's ability to focus and think clearly. When practised after other asanas, this posture provides rapid relief from physical fatigue. It's a great way to recharge your batteries on many levels. Brings peace to one's whole being and fills one with joy.

Vajrasana- Vajrasana is best asana of Stress & Tension and Anxiety it make-s the body exceptionally strong and healthy.

Role of "Yoga" in Sports Psychology: The health advantages of yoga extend beyond just treatment. Physical and mental health benefits have been shown. Yoga has several positive effects on the body, including increased flexibility, less stiffness in the joints, stronger muscles and a more upright posture. A player's stamina and balance will both benefit from yoga, and the practise will also activate the endocrine system's glands, aid in digestion and excretion, boost circulation, and strengthen the heart. All of this will undoubtedly aid the team in their quest for improved performance. Anxiety is a moderate response of dread to a stimulus. Due to the intense demands of the professional sports industry, it affects even the finest players. Anxiety causes a cascade of biochemical and hormonal responses because it is a natural defence mechanism against actual or perceived danger or emotional anguish. The neurotransmitter system mediates both the physiological and psychological aspects.

Perception Early perceptual motor development is widely supported by practitioners because of the positive impact it has on physical education. All muscle activity, voluntarily or otherwise, requires perception. Learning certain perceptual motor abilities has been shown to have a weak correlation with reading and writing. Perception relies on a variety of senses, including sight, hearing, touch, smell, taste, and bodily awareness, to gather data. All of their senses are coordinated into a single, sophisticated motor action for every formal action. Perception may be enhanced via consistent practise.

Recommendations:

- ✓ School authorities should include Yogic Practices in their school curriculum so that General Wellbeing among students could be enhanced at every level of education. Yogic practices should be considered a compulsory activity in the school.
- ✓ Parents should also encourage their children to undergo yogic Asanas and Pranayamas regularly.
- ✓ To make youngsters stress free and more energetic with a healthy and sound body-mind, government may take initiatives to incorporate yoga as a compulsory subject in the school curriculum.
- ✓ Yoga, if introduced at the school level would help to inculcate healthy habits and healthy lifestyle to achieve an overall balanced body.

Conclusion: Collectively, these studies show that Yoga may help people of all ages lead healthier lives by lowering stress levels and enhancing physical and mental health via preventative measures. Yoga's potential as a supplementary treatment for mental health issues stems from its potential to boost individuals' sense of agency and competence, as well as their level of physical health and social connection with others.

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**Partition of Bengal After Independence And Prafulla Chandra Ghosh, The First Prime Of
West Bengal: An Overview**

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Abstract: In Indian politics, Dr. Prafulla Chandra Ghosh stood out as a true original. Partition of India and Bengal was unavoidable, thus activists from the 'Abhoy Ashram' determined that they would continue to work wherever they were born, regardless of whether it was East or West Bengal. Dr. P. C. Ghosh may have been born in East Bengal, but he is better known for his contributions to the development of West Bengal. Dr. P. C. Ghosh was, at the time, inclined to become the leader of the West Bengal Legislative Assembly in response to the wishes of his West Bengali companions. The researcher has attempted to investigate Prafulla Chandra Ghosh's contributions to the Tripuri Congress, his actions as head of the Shadow Ministry, the challenges he encountered in that role, and his work as the first premier of West Bengal. The documents of the West Bengal government as well as contemporary periodicals and media have been reviewed extensively. Some political leaders' autobiographies have also been read. (Desai, A.R. ed, 1979).

Keywords: Contemporary Periodicals, Partition of Bengal, Some Political Leaders', Congress Committee.

Introduction: The Partition of Bengal effectively shifted the power dynamic and altered the standing of every political party in the newly formed province. In Bengal's politics before to partition, the All India Muslim League's (henceforth AIML) provincial branches and the Indian National Congress's (henceforth INC) provincial branches had held sway. The Muslim League in West Bengal was the target of partition's most glaring tragedy. Here, it's worth noting that the Muslim League in West Bengal almost completely disbanded after being dominant over Bengali governments since 1937. The remaining Muslim leaders in West Bengal were forced to switch allegiances, with many choosing the Congress. After independence, incumbent provincial Congress committee chairs assumed control of the other provinces, with the vast majority having served as provincial premier between 1937 and 1939. The situation was quite different in West Bengal, however, since the Congress party was never given the chance to preside over the state. Therefore, the leaders of the Bengali Congress did not have a clear mandate in their province at the crucial time when India achieved independence and was later partitioned. Factionalism at every level of the Bengal Congress erupted into open warfare over who would rule the new state. (Kantho, Kaler ,September 2016).It seemed fitting to single out the 'Hooghly Group' in this context. The "Hooghly Group" was comprised of Gandhian followers who, in the mid-1920s, took up spinning, weaving, good works, and village welfare. Its top leaders included a small number of "no-changers." The Arambagh section of the Hooghly district and the city of Bankura served as their primary hubs of operations. During the non-cooperation and anti-chaukadari tax movements of the 1920s, the Congress established deep roots in these rural parts of Bengal. It also garnered enough support among Bengal's middle castes, especially the once-lowly Mahishyas who were knocking on the doors of the twice-born. In the 1930s, one of the most influential members of the Bengal Provincial Congress, Prafulla Chandra Sen, took a stand against the Bose brothers and amassed a large following in this part of south-western Bengal. Atulya Ghosh, a protégé of his and a prominent member of Congress, rose to prominence and assumed leadership of the

Hooghly group. But even after the Bose bloc was kicked out of the Congress, the Hooghly Group still couldn't have much influence in Bengali politics. Since it only had sway over a small area and had just 10 of 250 members in the Bengal Assembly, it faced formidable challenges in becoming the main political force in the province. Its share price didn't start to climb till after partition. (Joshi, V.C. ed, 1973)

Statement of the Problem: The fact is that the most pressing problem that prompted the 1947 partition of India was in undivided Bengal. The political climate of West Bengal, a newly formed province, has been substantially determined by the pressing necessity for a reevaluation of the high politics of India's split. A number of developments, including factional politics inside the conference, began in the decades following 1947 and significantly influenced the congress's future prospects as a governing body. Therefore the problem stated here is "Partition of Bengal After Independence and Prafulla Chandra Ghosh, the First Prime of West Bengal : An Overview".

Objectives: The present study aims at the following objectives-

- ✓ To study the role of Prafulla Chandra Ghosh in Tripuri Congress.
- ✓ To examine the Steps taken by P.C. Ghosh as head of the Shadow Ministry.
- ✓ To study the Problems Faced by P.C. Ghosh
- ✓ To discuss the Activities and Achievements of P.C. Ghosh as the First Premier of West Bengal

Method: The documents of the West Bengal government as well as contemporary periodicals and media have been reviewed extensively. To provide context for the rise and fall of West Bengali politics during the course of our research, we referred to the autobiographies of many prominent politicians.

Background of Prafulla Chandra: In the realm of Indian politics, Ghosh Prafulla Chandra Ghosh stands out as a really unique figure. On December 24, 1891, he entered the world in the Malikanda village in Dhaka district, East Bengal. His mother, Binodini Devi, was a devout and kind person, while his father, Purna Chandra Ghosh, taught elementary school in a rural community. He excelled academically from early on, graduating at the top of his class in Chemistry from Dhaka College in 1913 and again in 1916 as the top student among those graduating with master's and doctoral degrees in chemistry. He earned his doctorate in 1920 from Calcutta University. Some of his scholarly work, titled "Research Papers," was featured in the Journal of the London Chemical Society. In addition, being the first Indian to do so, he was hired as the "Deputy Assay Master" at the Calcutta Mint and given a monthly pay of Rs-500. (Sarkar. Sumit, 1983)

Role of Prafulla Chandra Ghosh in Tripuri Congress: Prafulla Chandra Ghosh, along with eighty (eighty) other Bengali delegates, cast their ballots at the historic 1938 Tripuri Congress in favour of Pattachari Sitarammaia, the candidate backed by Gandhiji in his opposition to Subash Chandra Bose. After Subash Chandra Bose resigned as Congress President in April 1939, Babu Rajendra Prosad took over, and P.C. Ghosh was a member of the Working Committee that Prosad established. P. C. Ghosh and the Bose brothers got along well socially despite their political disagreements. Extreme communal violence broke out in Calcutta before partition, especially after the Muslim League declared 'Direct Action Day' on August 16, 1946. Shortly after, in the month of October 1946, the same communal brutality broke out in Noakhali in Eastern Bengal, and shortly after that, the almost identical situation unfolded throughout the

Bihar holocaust. To restore peace and harmony, the then-77-year-old Mahatma Gandhi hurried to the town of Noakhali, while also avoiding the celebration of Independence Day on January 26, 1947, due to his displeasure with the level of communal hatred that had arisen.

Steps taken by P.C. Ghosh as head of the Shadow Ministry: Prafulla Chandra Ghosh lacked any background in administration. He reasoned that the nation would advance despite his mistakes so long as he continued to prioritise the ordinary people, honesty, and hard work. His second thought was that the policy of the council of ministry would be more easily implemented if the Chief Secretary and other Secretaries were well recruited. With the above in mind, P.C. Ghosh read all of the confidential reports from the highest levels of the administrative and judicial branches. He appointed Sukumar Sen (I.C.S.), Karuna Kumar Hazra (I.C.S.), Ranajit Gupta (I.C.S.), and Shaibal Kumar Gupta (I.C.S.), as Chief Secretary, Personal Secretary, Home Secretary, and Education Secretary, respectively. These hires were excellent, without a shadow of a doubt, since their commitment and honesty on the job were striking. P.C. Ghosh received a letter from Mahatma Gandhi during the 'Shadow Ministry' era, somewhere about midday on a certain day. On June 30, 1947, Gandhiji wrote, "Sardar Vallabhbhai Patel gave a word that there should be a Marwari in your Cabinet - Badridas Goenka or Khaitan. It seems right to me, and it seems wrong not to do it. After receiving the letter from Gandhi, P.C. Ghosh was shocked since he had only recently given his approval to the names of the ministers proposed by the Central Government. Even though Sardar Patel was involved in the approval process, he kept quiet about it at the time. Inducting a minister from the Marwari community was completely irrational. After the phone call, P.C. Ghosh informed Kripaliniji, who in turn told Gandhiji, since Gandhiji was unable to listen in on the discussion. Gandhiji said to Kripaliniji, "If Prafulla thought that the proposal was unjustified, he might think that I had not written him that letter," despite the fact that he knew full well that this was not the case. It's worth noting that P.C. Ghosh didn't hold any animosity against the Marwari people; in fact, he appointed Iswardas Jalan, a member of the Marwari community, as the first Speaker of the West Bengal Legislative Assembly, and Asutosh Mullick, a member of the Marwari community, as his deputy. Iswardas Jalan was elected Speaker not because he was a Marwari, but because of his qualifications. There was no Muslim in the Shadow Ministry or P.C. Ghosh's first Ministry, thus no one informed him of anything. Prafulla Chandra Ghosh had the firm conviction that one competent and ethical Hindu minister could fairly represent all groups, and that a similarly qualified Muslim minister could do the same for Muslims. Regardless of their social status, religious beliefs, or ethnic background, deserving men should be given the chance to shine in the right settings. This approach does nothing except prolong the communal illness by not allowing ministers from all communities to be admitted.(Prayer, Mario, 2001).

Problems Faced by P.C. Ghosh: As the first Prime Minister of West Bengal, Prafulla Chandra Ghosh stepped into a leadership role at a time of great crisis for the state. The food shortage, the communal crisis, and the corruption were the three most pressing issues he faced at the time. There were barely enough grains to last a few days at the government's storage facility. So, the food grain was brought in by steamer and distributed quickly to where it was needed. P.C. Ghosh was able to gather almost one lakhs maund of food grains from his own area (West Bengal) to help with the food shortage. However, Congress trade union chief Maitriyee Basu posed a separate threat. A few days before Durga Puja, Maitriyee Basu showed up at P.C.Ghosh's office and insisted that the food supply department's driver be paid one month's pay in advance. P.C. Ghosh told her that they might have made arrangements for the advance of all the

equal pay holders if she had come to him at least two weeks earlier. Therefore, it was impossible to pay just the food supply department drivers a one-month wage advance. Drivers for the departments that provide food then began stopping work one morning with no prior notice or warning. Premier Ghosh and Charu Chandra Bhandari, the minister in charge of supplies at the time, made an appeal to private transport company owners to lend a hand during the crisis by providing drivers for government vehicles. It is true that restoring community peace was not an easy undertaking, but P.C. Ghosh's actions shown that he was not a guy to bow his head to unlawful and unjustifiable demands. P.C. Ghosh tried his utmost to provide the ideal conditions for the Muslims of West Bengal to live in peace. P.C. Ghosh decided that all religious practises would be carried out in accordance with the arrangement made by the previous British administration after consulting with Khaza Nazimuddin and the Presidents of both the Congress and the Muslim League. This included the Puja, Korbani, Tajia, and processions.

P.C. Ghosh's Attempt to Eradicate Corruptions: P.C. Ghosh, the Premier of West Bengal, focused most of his energy on fighting corruption. He was convinced that corruption was the single greatest impediment to national progress. P.C. Ghosh was able to count on the sympathies and backing of powerful politicians like former West Bengal Governor Chakrabarty Raja Gopalachari and former All India Congress President J. B. Kripalini. Even the state's former chief secretary, Sukumar Sen, felt strongly about the topic. In addition to this, several provincial and federal government officials as well as private citizens have helped P.C. Ghosh. Premier Ghosh believed that an honest and impartial judiciary system and a fair public service commission were the most important bulwarks of a democratic society. After serving as the Secretary of a government agency, it would be unethical for a person to join the Public Service Commission. No former Member of Parliament or Member of the Legislative Assembly shall be admitted to the Judiciary. In response to recommendations made by Premier P.C. Ghosh, Governor Chakraborty Raja Gopalachari created a three-member Service Commission led by former District Judge B.K. Basu to fill positions on the Public Service Commission. Jitendra Prosad Neogi, a professor of economics, and Scientist Sudhamay Ghosh rounded up the group. The issue of whether or not to appoint judges to the High Court never came up; rather, the question of how many judges were required to satisfy the demand of the time did. There were a total of 22 Judges in pre-separation Bengal. P.C. Ghosh reasoned that West Bengal only needed 13 Judges, with 7 assigned to Calcutta and the remaining 6 assigned to the remainder of the state. (Ghosh, Praphulla chandra 1976).

Activities and Achievements of P.C. Ghosh as the First Premier of West Bengal

- First, in the five (5) months prior to his resignation on January 22, 1947, the Prafulla Chandra Ghosh Ministry accomplished the following: The Chief Secretary of the state, Sukumar Sen, eagerly followed orders to have Secretaries include Bengali language comments in case files.
- Second, English instruction was mandated to begin in grade five instead of grade three;
- No government-funded school, university, or hospital would discriminate against any group on the basis of religion or ethnicity (with the exception of Tols and Madrassas);
- Increased government support for rural colleges has become policy. The government has chosen to fund the "Ramkrishna Mission Vidyapith," as well as the "Belur and Shantiniketan" universities. In the month of October 1947, Belur Vidyapith began receiving funding from the government.

The first eight years of schooling, dubbed "Buniadi," or "Basic Education," were designated as such. The foundational elements of the curriculum included the following: i) Teaching and learning would take place in both the vernacular and the mother language. Productive activities, such as thread preparation by spinner, agriculture, etc., would be used to teach students about subjects like history, geography, literature, mathematics, and the general sciences. From the ages of 6-14, all students were required to attend school for a total of 8 years.

Conclusion: Notably, when P. C. Ghosh, leader of the Gandhian Group, became the first Premier of West Bengal, the Gandhian Group immediately became the dominant political force in the state. This prompted the Jugantar and Hooghly Groups to attempt to topple the Gandhians and establish their own authority in the state.

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**Management and Development of the Agricultural Land In Kautilya's Arthasastra: A
Review**

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Abstract: By the word artha Kautilya has not only meant wealth, but also the world or land where the men reside, manuṣyavaṭī bhūmirarthaḥ. The establishment of right on populated land and its adequate protection and utilization are the subject matters of the ArthaSastra. Therefore the present study aims to study the kings' land policy and the assistance offered to the peasants as described in Arthasastra, to know the use of seeds as prescribed by Kautilya and to study the Agricultural managements according to the type of land. Some of the principles of land management shown by Kautilya are very relevant even today, irrespective of the difference of time, space and situation. This is a descriptive study all required information has been gathered by following different books, journals and internet sources. The study concludes that the concept of agriculture was very advanced during the time of Kautilya.

Keywords: Management, Agricultural, Land Policy, Kautilya Anugraha, Arthasastra.

Introduction: In ancient India agriculture acquired utmost importance as it formed the fundamental base of the economy of the country. The principal income of the royal treasury used to come from agriculture. Even today in a country like India, agriculture plays the most important role in the economic life as majority of the population depend on agriculture for their livelihoods. Obviously, we must rely ultimately on industry for the sake of fast socio-economic development of the state or country, but without a solid agricultural foundation, industrial growth in a country like India may stumble against various hindrances. In AS of Kautilya, we get detail guidelines as regards agricultural development and proper land use. Kautilya asserts that prosperity of the country depends on agricultural development.

According to Kautilya agriculture should be a profession of the vaiśyas (the trading class). This was the common practice ever since the VP. Under certain circumstances, however, the king goes against the tradition and prescribes agricultural activities by śūdras (śūdrakaṣaka) especially in newly established villages. The śūdras were mostly peasants. They were needed for the establishment of new settlements. In this regard Romila Thapar's opinion is quite relevant. She said that śūdras were migrated from populous places to new areas. They were brought there beforehand to clean the barren land to make it fit for cultivation. When this area became fit for human habitation, people from other castes came to reside there.¹⁶² Some people think that śūdrakaṣaka is the synthesis of two words śūdra and kaṣaka and kaṣaka means the vaiśyas who were engaged in the professions of trade, cultivation and animal rearing and śūdras were artisans, village servants, agricultural labours etc. They used to serve people from the other castes.

Statement of the Problem: In the present day we often come across the confrontation between a land owner and the government over the issues relating to the transferring the ownership of the land for its better use for the universal benefit. It has also become an issue of debate whether an agricultural land can be used for building cities and promoting industry. All such issues depend on the policies adopted by the government. The process of policy-making sometimes become bumping being confronted with divergent opinions from different corners. In search of a clue we may turn to Kautilya's view regarding policies for the utilization and management of land and review their relevance, if at all, in the present day system.

Therefore the problem stated is “Management and Development of the Agricultural Land in Kautilya’s Arthashastra: A Review”

Significance of the Study: The importance of land-related discussions in Kautilya’s AS has prompted me to take up this subject for an analytical study. It is very interesting to note that the vision of this ancient author is simply amazing. Some of the principles of land management are very relevant even today, irrespective of the difference of time, space and situation. In this regard the present study is significant enough.

Objectives: The present study aims to-

- ✓ To study the kings’ land policy and the assistance offered to the peasants as described in Arthashastra
- ✓ To know the use of seeds as prescribed by Kautilya.
- ✓ To study the Agricultural managements according to the type of land

The kings’ land policy and the assistance offered to the peasants

The lands having adequate fertility, suitable climate and suitable irrigation system were cultivated. Common people survived by producing crops like rice, paddy etc. As the king was the owner of all lands, so it was he who decided which land was to be used for residential purpose. The king would distribute both residential plots and agricultural plots among the peasants. The kings land policy for the peasants was-

First, the king would donate the land to those peasants who had recovered the land and who were paying him revenue regularly. But they would be using the land only themselves, it would not be passed to the next generation. Again, if a cultivator could make a sterile land cultivable then the king would not revoke the land. But in that case, the peasant would have to pay the revenue regularly – karadebhyah kṛtakṣetrānāyaka-puruṣikāṇi prayacchet. akṛtāni kartṛbhyo nādeyāt.

Secondly, if a cultivator agrees to cultivate the land allotted to him, but does not do it, then the king will snatch the land from him and give it to another peasant. But if a suitable cultivator is not available to receive the land, then the king will give it to the grāmabhṛtaka i.e., barbar, potter, blacksmith etc. of the village or a trader, and they will arrange the land to be cultivated. According to Kangle – ‘the confiscation was possible because the newly settled land was originally state property.’ According to Shamasastri grāmabhṛtaka means ‘village labourers’. ‘These persons appear to be state servants since they are included in the salary lists in 5.3.23.’

Thirdly, if a man agrees earlier to till the land, but later does not do so, then he will have to compensate for the financial loss- akṛṣanto’avahīnam dadyuḥ. Fourthly, if the peasant cannot till the land for the lack of equipment, then the king will help him by giving him seed-paddy, cattle, money etc. Later, when the peasant will get his profit from the cultivation, then they will return those things to the king at a convenient time. The king will donate the peasants anugraha and parihāra. According to Kautilya anugraha is exemption in tax for a short time or the giving of useful products for agricultural purpose. When the poor and distressed farmers are completely exempted from paying tax or they are provided with useful products. It is called parihāra. They will be donated in such a way so that the royal treasury will be flourishing in future, rather than depleting.

The king was expected to help in farming in every possible way. The king would make sure that the peasants would till the cultivable land without any hitch. Again, where all the facilities for farming are not

available or water supply is not adequate, then the king would provide the necessary facilities. Normally the water of the river could be used for cultivation in the lands where there was its natural source. Where there was no river, the king would arrange for suitable place to store rainwater to facilitate cultivation - *sahodakamāhāryodakam vā setum vandhayet*. He would encourage the people who would come forward to dig canals voluntarily for agriculture. He would also help to make passage in the land to irrigate and drain out water. He would also provide necessary farming equipment, like axe, basket etc. King would give *anugraha* to others also. The king should also provide land and passage to the persons who wanted to build temple, garden etc. The dams should be constructed over the rivers of the *janapada* either by the king himself or jointly with others. If a person promised to build a dam jointly, but later becomes unwilling to do so, then the king can complete the job with the help of that persons' servants, oxen etc. In that case, the unwilling person has to bear the cost of making the dam, but he cannot get the agricultural profit derived from the dam. Again, if cultivation is hampered for the unjust imposition of revenue, then the king will remove all these obstacles and help the peasants.

The uses of seeds: Previously there were many system of growing crops. There was a preceding ritual of sowing. A handful of seeds with a piece of gold were immersed in water first and then they were sown with a chant (*śloka*) invoking *Kāśyapa*, the lord of creation, with the prayer, may the holy *Sītā* prosper in my seeds and wealth.

Kauṭilya knew it very well that good agriculture could not be achieved through the blessings and good will of the gods only. So he prescribed proper treatment of the seeds before sowing. Some measures for this treatment have been described in the AS. For seven days paddy seed should be kept outside at night to cool it and during day time it should be kept under the sun to dry it. Pulse seeds like yellow lentil or pigeon-pea should be kept outside at night for cooling and under the sun during day for drying for three to five days. Stem—plants like sugarcane have no seed so they need to be treated differently. The stem should be cut into pieces and then those pieces will be planted. The severed portion should be coated with cowdung mixed with honey, ghee and pig fat. Stony seeds (*asthibīja*) like cotton should be coated with cow-dung. Seeds of mango, jack fruit etc. should be kept in a pit to be warmed with grass etc. It means they should be heated and when in due time the plants will be ready to flower and yield fruit then cow-dung and cowbones should be added. Then they will flower and produce fruit.

Agricultural managements according to the type of land: The good or bad yield depends on the nature of the land. Yield differs in the land which depends on rain water from the land which depends on river water. *Kauṭilya* has discussed about two types of land in AS. One is *sthalabhūmi* which depends on rainwater and the other is *oudakabhūmi*, 207 where cultivation is possible with the help of perennial water bodies, lakes or river. *Kauṭilya* opines that smaller *oudakabhūmi* is better than larger *sthalabhūmi* because in this land crops are produced all through the year and yield is absolutely assured. Again, the *sthalabhūmi* is better which produces crops before and after the agricultural season or in the autumn or spring season, where crops ripen with a little rain, and where the undertaking of cultivation is not held up. Again that *oudakabhūmi* is better which is conducive to growing paddies like *vṛhi*, *sāli* etc. But the land which is not conducive to the sowing of these grains is not good. If we consider the smallness and largeness of these two, then larger land which does not grow paddy is inferior to the paddy growing smaller land.

In this way all the lands which are cultivable but still not cultivated, should be used for cultivation. If a villager agrees to share the crops by half he can cultivate and sow such uncultivated land with his own

seed, oxen etc. 208 If the hired labourer uses his master's seed, oxen etc. and employs his own labour for ploughing, sowing etc, then he will get one-fourth or one-fifth of the total produce. In case of an unclaimed land, the tiller can give a share of his produce to the king according to the kings' wishes, but if there is any difficulty in cultivating the land, then the tiller may not retain this system.

The various uses of crops and the estimation of the required amount of agricultural product for the state:

Kautilya has discussed the provision meant for each category. He has also specified different provisions for various categories of man. He was very specific about the different provisions of middle-class people, lower middle-class people, women, children etc. In AS Kautilya says --- An ārya or a middle class gentleman's daily intake will be rice measuring one prastha, one-fourth prastha of sūpa (pulse broth or vegetables), salt measuring one-sixteenth part of sūpa, ghee or oil measuring one-fourth part of sūpa etc. A lower middle class man's intake will be one-sixth prastha of sūpa and ghee, oil etc. measuring half of the sūpa. An ārya women's intake will be one-fourth of her male counterpart and the one fourth intake of the lower middle class man will be consumed by the same category of woman. The middleclass children will have half of what their adult male take. Likewise, the lower middle class children will have half of what their adult male takes. From this statement of Kautilya it is clear that according to the categories of man food intake was different. Wealthy people used to intake better food in greater quantity than the poor people. If this thing is pondered upon then it will seem natural. As the earning of the wealthy people was more, they could afford to eat more food and expensive food as well. As the poor earned less, they could not afford to eat more. This observation of Kautilya conforms that there was discrimination in the society, specially between the rich and the poor. The rich people could afford to take more food and the expensive ones, too.

Different foods were provided for different kinds of beasts and birds. Different food-grains were specified for elephants, horses, bullocks, buffalo, camel, deer, duck, pea-cock etc. Elephants were of three types – good, moderate and wicked. According to their category their foods were different. The monthly ration or provisions for a good elephant will be decided on the height of the elephant. For every aratni (cubit) of its height are allotted rice measuring one droṇa, oil measuring half āḍhaka, ghee measuring three prasthas, salt measuring ten palas, meat measuring 50 palas, meat juice measuring one āḍhaka or curd measuring two āḍhakas, molasses etc. measuring 10 palas etc. To drink in the afternoon they used to get wine measuring one āḍhaka or curd measuring two āḍhakas. To oil the body they used to get oil measuring one prastha and to apply on the head they got one-eighth prastha or ½ kuḍuva oil. To light the night lamp one-eighth prastha oil was provided. They were given two and one-fourth bharas green crops or green grass and (two bharas =40 tulā) two and half bharas dry grass. But there was no rule regarding the amount of straw or the branches of śallakī tree. An elephant can eat them as long as it wants to. In case of horses also food will be given according to their efficiency and worth.

Taxation and penalty system in agriculture:

Kautilya has very skillfully depicted the various aspects of agricultural system. He has discussed about punishment in case this system is misused. The nature of punishment depended on the nature of crime. In AS Kautilya has discussed about various punishments. Punishment is decided after carefully considering each aspect of agricultural system. They are as follow –

1) If the land-owner does not give his cultivable land to the tiller during the sowing time, then he will have to pay twelve paṇas for this type of offence.

- 2) After promising to sow the land during sowing time, if a village-living farmer does not fulfill his promise and abandon the field without ploughing then a fine of twelve paṇas will be imposed on such offender. Again, if the farmer leaves the land without ploughing when there are some problems with the ploughing or farming equipment, or with the irrevocable problems of the field, or if the land is infested with epidemics, unscrupulous king, thieves etc. and the situation becomes intolerable, then there will be no fine for leaving the land uncultivated.
- 3) There will be a fine of 250 paṇas if a person obstructs the waterway needed for cultivation. The same fine will be imposed if a person illegally builds a new waterway.
- 4) If a person builds dam, well, holy place, Buddhist religious place and temple in another man's land, then he will have to pay 500 paṇas as fine.
- 5) If a person collects grains from fields of paddy etc. or sell it without the permission of the king, then he will pay a fine of 53 paṇas.
- 6) If a part of the paddy grown in field is sold without the king's permission, then the purchaser will pay a fine of one paṇa and the seller will pay a fine of one and half paṇas as sītātyaya or recovery of paddy for damaging things related to agriculture. The imposition of this punishment indicates that sole control over the land by the king was the order of the day.
- 7) If without the king's permission someone collects or sells herbs, roots, bulbs etc. from the fields where they are grown, then he will pay 51¾ paṇas as fine.

Conclusion: It can be concluded that the concept of agriculture was very advanced during the time of Kautilya. The author of AS believed that with the proper management of agriculture the economy or the royal treasury will also be well preserved. If the royal treasury prospers then the entire infrastructure of the country will improve.

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Depiction of Parsi Community in 'Such A Long Journey' By Rohinton Mistry

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Abstract: Mistry knows all the ins and outs of Indian politics. His works' rising popularity may be attributed to the fact that they reflect contemporary social and political issues. As a Parsi author, Mistry is especially attuned to the worries of his people. He does this by addressing the actual dangers that the Parsi community faces. Therefore, the Parsi community places a high priority on the question of identity. Mistry's literature is really post-colonial in its presentation since it focuses on the marginalized lower-middle class segment of the Parsis, rather than the dominant upper-middle class. The focus of this analysis is on the discontent and decline of the Parsee community in the book "Such a Long Journey" by Rohinton Mistry. It shows how people see their own fears and hopes, as well as the risks and difficulties of collective and national life. The research team decided that 'Such a Long Journey' was pessimistic about India since it was written from the perspective of a marginalized group, the Parsis.

Keywords: social, political back ground, community, Rohinton Mistry.

Introduction: The conflict between India and Pakistan is the focus of "Such a Long Journey," which is set in that country. The time frame for this lawsuit is post-1970. The tension between public and private life is explored. The protagonist, Gustad Noble, a resident of Bombay, struggles to become a responsible husband and parent despite his wayward son Sohrab, his superstitious wife Dilnavaz, his buddy Jimmy Bilimoria, and the loss of his dear friend Dishwaji, all of whom populate the political canvas on which the story unfolds. He feels betrayed by his loved ones since they constantly disregard him. He has been left entirely alone and unappreciated. Now he's caught up in a government conspiracy that might end his life. Corruption and incompetence in local administration have significant impacts on the novel's protagonists. The 1970s Bangladesh provides the setting for Such a Long Journey. In this story, the lives of regular people are profoundly affected by political events. An introductory historical comment is warranted since the conflicts serve as a narrative pretext for investigating political ethics and the difficulties of personal ethical and moral responsibility.

Mistry knows all the ins and outs of Indian politics. His works' rising popularity may be attributed to the fact that they reflect contemporary social and political issues. Even though he left India and resided in Canada 30 years ago, his knowledge of Indian politics is not remote if we read his story from a political perspective. As a Parsi author, Mistry is especially attuned to the worries of his people. He does this by addressing the actual dangers that the Parsi community faces. His protagonists voice their worries about the community and the effects of change.

Background of the Study:

The Indian Parsi author Rohinton Mistry, who has lived in Canada for the better part of four decades, is very much a product of his postcolonial era. Mistry has authored a number of works, including the short story collection Tales from Ferozsha Baag and the novels Such a Long Journey, A Fine Balance, and Family Matters, as well as the novella Scream. All of these stories centre on members of the Indian Parsi community.

Therefore, the Parsi community places a high priority on the question of identity. Mistry's literature is really post-colonial in its presentation since it focuses on the marginalised lower-middle class segment of the Parsis, rather than the dominant upper-middle class. Even though the Parsis in our nation only number in the tens of thousands, their influence is felt in every sphere of society. Still, there is the middle-class Parsi, whose influence during the Raj days has diminished greatly, bringing them roughly on level with the millions in the nation but leaving them with a more profound feeling of loss. Dinshawji's nostalgic comment, "*Those were the days, yaar. Parsis were the kings*" (SALJ 87) is symptomatic of the sense of loss. Nilufer Bharucha aptly remarks: "*In decolonized India, the exalted position enjoyed by the Parsis during the Raj has been eroded and increasing dominance by the majority Hindu community has marginalized them. Parsis today are trying to reorient themselves to this new much reduced role*".

Importance of the Study:

Unrest and deterioration in many societies are key themes in Indian English literature. The current research analyses the chosen works in great depth. There are a great many difficulties and pains that plague every human existence. No human being can live in this world without encountering some kind of difficulty or tragedy. People get caught up in all kinds of trouble because they don't know how to live in this world peacefully and happily. Ignorance is the root cause of all the problems that plague humanity from infancy till death. It's true that everyone will inevitably experience challenges in their lives. However, some issues are generated by individuals based on their limited outlook on the world. How to make sense of personal anguish and strife has always been at the heart of the human condition. Their mental issues are far more complex than their physical ones. Mental health issues never stop looking for a way to reshuffle their consequences. Then there's the fact that mental instability is such a major issue in today's world.

Objectives: The focus of this analysis is on the discontent and decline of the Parsee community in the book "Such a Long Journey" by Rohinton Mistry. Mistry retells his country's history from the perspective of modern culture, after independence. This retelling of history shows how worries and hopes, risks and challenges of life, and personal, community, and national concerns are seen.

The Portrayal of Parsi Culture and Religion in Rohinton Mistry's Such a Long Journey: In his first work, *Such a Long Journey*, Mistry explores the history, culture, and religion of the Parsi people. The novel's action unfolds in Bombay in 1971. In this story, Gustad Nobel, a pious Parsi residing in Bombay, provides Mistry with a window into 1970s India. The narrative is framed by the backdrop of the 1971 Indo-Pakistani conflict. The novel's unfolding events provide a gradual education on the customs, religion, and culture of the Parsi people.

The novel's focus on the Parsi community's diverse traditions is aimed to create the Parsis' public and private identities via their interactions with other communities. The Parsi characters place a premium on their religious beliefs. As Nandini Bhautoo in her book *Rohinton Mistry: An Introduction* argues that, "*Mistry as a Parsi writer chooses to tackle religion and rituals (because these are important elements of the Parsi identity) in the context of the changes forced upon the community*" (25) It's also vital to pick up on the fact that the Parsi and their distinctive religion are not the only people that place importance on religious ritual. In an effort to restore the Parsi community's culture, religion, and identity, Mistry and other Parsi authors are likely to centralise the community in their writing. A. K. Singh comments on *Such*

a Long Journey: "Mistry's novel, as a cluster of narrative, deals with the Parsi community And its identity, with its national consciousness and then with third Dimension, too viz its identity with the world and the novel is to be studied In this context, if we wish to know the Parsi community as perceived by the Novelist. The novel traces the history of the Parsi in India " (194)

The Parsis feel torn between worrying for their own group and the safety of their country. But in Such a Long Journey, the Parsis are active members of both their local society and India as a whole. Gayatri Spivak, an accomplished researcher, compares the two and finds that a sense of familial connection is preferable than nationalism. Who we are as a people is more essential than where we are, since it is an issue of identity. Mistry paints an accurate image of the Parsi ethnos in India in the late 1960s and early 1970s, including their integration into mainstream society and participation in national events.

The story delves deeply into the idea of collective or "We" consciousness. Even though the Parsis have been established in India for over a millennium, they are considered a diasporic community.

Unrest among Parsi Community:

The ascent of Shiv Sena in Bombay has shook the Parsi community there since the party claims it would provide jobs for the middle class. The party is hostile to South Indians, particularly those from Tamil Nadu who are looking for work. In the book, the Parsi community despises the political party Shiv Sena because its adherents refer to members of the Parsi community as "Parsi Crow-Eaters" and treat them poorly. Dinshawji and Gustadare were worried that if they offended the community's funeral cremations, the Parsis would be seen as "second-class citizens" in the future. With fascist Shiv Sena policies and the illogic of the Marathi language, there is no hope for the minority, according to Gustad. Like black Americans, it would be a case of "two times as good as the white man for half as much" (SLJ 7). Several political issues that had an impact on regular middle-class people's lives are revealed in the story in a delightful way. According to Dr. Paymaster: "Our beloved country is a patient with disease at an advanced stage. Dressing the wound or sprinkling rose-water over it to hide the smell of decaying tissue is useless. Fine words and promises will not cure the patient. The decaying part must be removed. You see, the municipal corruption is merely the bad smell, which will disappear as soon as the decaying government at the Centre is removed" (SLJ 313).

The book is about more than just one person's life. A 'tribe' is a fictional group created by the storyteller to serve as a microcosm of a larger community.

The book tells and retells tales centred on certain historical and geographical locations and eras. Ethnic, community, and national awareness may be communicated via characters like Gustad, Dinshawji, and Billimoria. To quote from the novel:

"This may be but our prophet Zarathustra lived more than fifteen hundred years before your son of God was even born, a thousand years before the Buddha, two hundred years before Moses. And do you know how much Zoroastrianism influenced Judaism, Christianity and Islam" (SLJ, 24).

The work also encapsulates the concerns of the Parsi people. The Parsi community has not only coexisted with Indian society without incident, but has also made significant contributions to India's progress. Gustad concluded that India's minority groups were doomed. He said:

"No future for minorities with all these Fascist Shivsena politics and Marathi language nonsense. It was going to be like the Black people in America twice as good as the white man to get half as much. How could the mute Sohrab understand this" (SLJ, 55).

Several other Parsi characters in the book express their frustration with the novel's shifting focus on community and growing prejudice. This adds to the novel's thematic depth. Massive violence erupts after

agitations led by racial and sectarian groups. Intricate descriptions of ceremonies and the individuals' interpretations of their effects accurately portray the unique characteristics of the Parsi community. Mistry, almost with a caricaturing impulse, focuses on speech patterns and mannerisms of certain individuals. Mistry's depiction of Parsi life is enriched by the use of Parsi - Gujarati terms, which are sprinkled throughout the work. The members of the Parsi faith are acutely aware of both their own unique identity and their position in the larger Indian context.

Fear and Insecurity among Parsis:

Like many other Parsi authors, Mistry is concerned with the preservation of his community's ethnic identity, and as such, his major objective is to capture the worries, issues, unease, and unique character of a Parsi community inside the limit of India. His work celebrates the local and accepts the synergistic nature of postcolonial experience, whether it is in North America or India, by probing the connections between the individual, their community, and their identity. The political and social climate of India plays an important role in his fiction.

Gustad Noble is a positive, optimistic guy who wants the best for his family. His hopes and ambitions are rather low key. He worries about his kid's prospects in life. His advice to his kid is to attend IIT since he believes it will set him up for success in the future. But his kid flatly rejects the idea, saying that he has no interest in attending IIT. He reacts:

"I am sick and tired of IIT, IIT, and IIT all the time. I" am not interested in it, I" am not a jolly good fellow about it, and I" am not going there"

Gustad became irritated by Sohrab's response and kicked him. He doubts his own ability to predict the future since he hasn't yet reached adulthood. He can't believe Sohrab reacted so carelessly. He says:

"What kind of life was Sohrab going to look forward to? No future for minorities, with all these fascist Shivsena politics and Marathi language nonsense. It was going to be like the black people in America – Twice as good as the white men to get half as much."

This statement reveals Gustad's psychological fear about his son's future and life. Because of fascist groups like Shivsena, which advocates only for the Marathi people and the Marathi language, he sees little hope for the country's minorities. As a group, black Americans were diminished by Nazi ideology.

Conclusion: Despite the novel's religious overtones, Mistry tells a narrative full of interesting characters and meaningful symbols. The story is set in India and focuses on the turbulent events of 1971, when India and Pakistan went to war to free East Pakistan (now Bangladesh). The protagonist, his loved ones, and his friends are engulfed in a web of complications made possible by the current climate.

The Parsis are a minority in India, and the novel is not enthusiastic about their future because of this. However, Mistry has a more expansive worldview, one whose idealism is tempered by a pursuit of individual humanity and self-sacrifice in the face of overlooked poverty and despair.

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Role of Begum Rokeya in Women's Education

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Abstract: Begum Rokeya Sakhawat Hossain, commonly known as the emancipator and educator of the Muslim women of Bengal, is of particular significance in understanding the attitude of the Muslim communities of Bengal regarding female education and eventual emancipation. Rokeya, the first Muslim feminist thinker, writer, and educator in Bengal, is revered for her advocacy of women's equality and the empowerment of women through education. She had a progressive, liberal, and scientific worldview and believed that women, and especially Muslim women, could realize their full potential and achieve their goals in life by gaining an education and learning to function independently of males. Rokeya's educational ideas and Her contribution to the field of women's education are the focus of this investigation, as are her suggestions for expanding access to education for women across the world. This is a descriptive paper that draws on secondary sources such as books, journals, articles, and magazines. According to the results of the research, she came to the conclusion that education has the potential to offer women the path to independence, the ability to overcome irrational fears and erroneous discriminatory beliefs, and the means by which they may become fully functioning members of society.

Keywords: Muslim Women, Emancipator, Educator, Contribution, Empowerment.

Introduction: In the annals of women's emancipation in colonial India, Begum Rokeya (1880–1922) stands out like a beacon, illuminating the road towards modernity for Muslims despite strong opposition from traditionalists. She fought tirelessly to include Muslim women in the educational mainstream. She was a pioneer for girls' education in the Muslim community of undivided Bengal under British control, and rightfully so. In the year 1880, she entered the world in the little hamlet of Pairabondh, located in the Rangpur district of undivided Bengal. Zahiruddin Muhammad Abu Ali Sabre was her father. Rahatunnessa was her mother's name. From the time she was five years old, she, like all the women in her family, was expected to hide behind a curtain. At a young age, she had a serious obsession with learning. Rokey's brother surreptitiously taught her to read and write English and Bengali at a time when female education was discouraged. Her father set up her marriage to Khan Bahadur Syed Sakhawat Hossain, a widower who was over forty years old when they wed in 1896 when she was just sixteen. Sakhawat Hossain was a progressive thinker who supported liberal policies. He was a great academic support for her and took care of all the school-related details. Later, with his encouragement, she began having her work published in contemporary Indian publications. Her husband's sudden death in 1909 put an end to her blissful life. After he passed away, she dove headfirst into an ocean of despair. However, she was not prepared to accept her fate. In reality, she was on a high-minded quest. For the liberation of Muslim women in Bengal, she fought fiercely and gave her life. In response to what she saw as an unmet need, she opened a school specifically for young women. Her heart gave out on December 9th, 1932, and she passed away. Her grandeur resides in the fact that she fought for the advancement of women's education in Bengal to the very end of her life.

Both in Bengali and English, she wrote extensively. Her works covered a wide range of topics, including women's rights, utopia, humour, and satire. Her spouse had a major influence on her. Her first published

work, "Pipasa" (The Thirst), appeared in 1902. She compiled two collections of essays, titled "Motichur-I" and "Motichur-II," respectively. In 1924, she published a book titled "Padmarag." These documents are written in Bengali. She also produced few English-language outputs. One of them is the 1908 film "Sultan's Dream." She also penned two articles, "God Gives, Man Robs" (1927) and "Educational Ideals for the Indian Girls" (1931). She made a concerted effort, via her works, to advance the education of women in Bengali Muslim culture.

Statement of the Problem: Rokeya is a famous character in the annals of Indian women's history because of her tireless advocacy for women's rights and education. She had the ability to glimpse the future. If given the chance, she believed women might achieve parity with men in areas such as education, foresight, productivity, and intellect. Her fight for women's and particularly Muslim women's access to education was a watershed moment in Bengal's history of women's emancipation via education. Her ideal educational philosophy combined real-world realism with forward-thinking innovation. Despite being an advocate for women's education, she lacked a true academic background herself. It has really floored us. Therefore the problem stated here is "Role of Begum Rokeya in Women's Education"

Significance of the Study: The name Rokeya has recently become quite popular and respected in Bangladesh. Rokeya's name is being spoken more often as the women's liberation movement gains traction, overcomes obstacles, and advances towards full equality for all women. More than a century has passed since Rokeya was born, yet her magnificence has not dimmed; rather, it is becoming brighter with each passing day. Rokeya's contribution is difficult to pin down to a single facet. Her primary goal was to increase the number of educated Muslim women. Therefore the present study is significant enough for all concerned.

Objectives:

The present study has been carried out with the following objectives-

- To study the views of Rokeya on Women Education.
- To study the Educational thoughts of Rokeya and Her contribution in women education.
- To discuss the recommendations made by Rokeya for the spread of women Education.

Method: This is a descriptive paper that draws on secondary sources such as books, journals, articles, and magazines.

Views of Rokeya on Women Education: She was the voice of women and the lady of letters and people and women and time. Her ideas and activism highlight the value of women's education in creating a strong country. Educating women, in her view, is the key to granting them agency. Her argument was that schooling shouldn't imply conformity to any one set of cultural mores. Education allows us to hone the myriad talents God has endowed us with through practise and study. It is our responsibility to make good mental decisions. The capacity to use our hands, feet, eyes, hearing, brain, and thinking are all gifts from God. Education is when a person is able to perform useful work with their hands, notice the world around them with their eyes and hearing, and think logically on their own. She paints a broad picture of education in her definition, including its goals and purposes, its nature and breadth, and the evolution of its applications. It's clear that she was a firm believer in the power of education to liberate women from

mental slavery. Her speeches, articles, and other endeavours all have the same aim of empowering women via knowledge and it can be seen in her one of the most important pieces of writings that is „Burqa“ she says: *“Unless we receive higher education, society will not achieve progress. As long as we are not equal to our men in the spiritual world, the mere hope of progress is nothing but a mirage. We must cultivate all branches of knowledge”*. She was also strongly opposed to bigotry in any form, as well as inequality, madness, etc. She believed that males oppress and subjugate women, thus she spoke out forcefully against patriarchal societies that deny women, particularly Muslim women, access to education. Due to a lack of knowledge, women lose the capacity to discriminate between freedom and captivity, development and status, in her view, and thus women should break all sorts of socio-cultural and other shackles in order to stand out. Education is crucial to the growth of any community, country, or globe, and everyone should have the chance to pursue it regardless of gender.

Educational thoughts of Rokeya and Her contribution in women education:

Rokeya's approach to teaching stemmed from her own personal experiences. She had a really idealistic outlook. She saw firsthand the oppression that women in the Bengali Muslim community faced as a result of long-standing cultural norms and patriarchal rule. She decided that enlightenment was the key to relieving their suffering. She hoped for the advent of a new era, one in which Muslim women were accorded the same respect as males. She correctly identified the misconception of Islam as the root cause of the Muslim woman's unimaginable suffering. Educating girls and women became her solemn commitment. But it wasn't easy, especially when Muslim women were isolated from society in the name of Islamic law. Only a select few upper-class Muslim women were given the chance to study religion under the guidance of the Maulavis in local mosques. While they were locked up, the Maulavis taught them the holy Quran. At initially, she began publishing works arguing for the empowerment of women via education. She established a school for females in Bhagalpur with her husband's support and encouragement. Syed Sakhawat Hossain, her spouse, left her 10,000 Rupees (about \$210) as a bequest for just such a purchase. It was five months after her husband's death that she opened a high school for girls and dedicated it to his memory. She called it Sakhawat Memorial Girls' High School.

She overcame scathing criticism and other societal obstacles throughout the 24 years she managed the Sakhawat Memorial Girls' School. She put her heart and her into making the school an excellent place for Muslim women to learn. Sakhawat Memorial Girls' High School was first attended by girls from non-Bengali households. However, the Muslim households of Bengal were unconcerned with the education of their daughters. So Rokeya stepped up and took the effort to get Muslim families in Bengal to enrol their girls in her school. She even went door-to-door to persuade the parents into making purdah a school policy. So that young ladies may observe purdah while still attending school, she arranged for a horse-drawn carriage to take them there and back. A complimentary transportation service was then provided for female students at her school. She told the driver to install shutters over the bus windows so that passengers may observe purdah. Girls on the bus would sometimes pass out from the lack of air circulation. She eventually hung curtains in lieu of the shutters. She heard that the bus was like a "moving black hole" from one of her pals. She was a deep thinker who saw the need of providing Muslim women with a well-rounded education. She designed the courses that the girls at her school would take.

Recommendations made by Rokeya:

- For the true understanding of the religious doctrine in the Quran, she recommended the translation of the Holy book into provincial languages. She recommended the reading of Quaran. But she did

not support the parrot like recitation of the Holy Book. She told that the very truth exposed by the Quran should be understood by the Muslim girls.

- She emphasized on physical education because she believed that it would make the women physically stronger, fit and confident. She also gave importance to vocational training because she thought that it would make the women economically independent.
- She also recommended the value oriented education for making the girls ideal daughters, wives and mothers or obedient daughters, loving sisters, dutiful wives and instructive mothers.
- Rokeya dared to go against the norms of the Muslim society for the inspiration she got seeing the efforts made by the British Rulers and the educationalist like Vidyasagar in the expansion of women education. She was also affected immensely by the rationalism of Raja Ram Mohan Roy, Iswar Chandra Vidyasagar and Keshab Chandra Sen.
- She felt the need of good teachers for providing the best education to the girl students of Bengal. There was a lack of female teachers at that time. For creating good female teachers she herself used to train them.

Conclusion: In undivided Bengal, Begum Rokeya was a supporter of girls' education. Despite being a member of the Muslim community, she sought to alter the traditional view of Muslim women, who were denied even the most basic human rights. According to her research, women's personal development was stunted because the so-called orthodox males of the society lied to the community for their own gain. She came to see that education can empower women to become independent, to overcome their fears and prejudices, and to take their rightful place in society. With this goal in mind, she founded a school in Bengal specifically for young women. In an effort to promote education opportunities for Muslim women, she penned works in both Bengali and English. She deliberated on what to teach in order to boost her students' intelligence. Her belief in the need of a well-rounded education is reminiscent of Mahatma Gandhi's "Basic education" philosophy. Her progressive, contemporary views on education are seen in the fact that she advocates for "open air schooling."

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Use of Imagery in Keats's Poetry with Special Reference to 'Ode To Autumn': An
Assessment

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Abstract: Keats' poetry is stunning because he has the rare gift of being able to express intense feelings in the most eloquent and precise words. Pain and pleasure in Keats's poetry arise from his awareness of the transience of all physical phenomena and his innate knowledge of the eternal essence of everything on a spiritual level. This article is an effort to analyse Keats' poetry via the lens of imagery, namely the many pictures found in "Ode to autumn." Because of the nature of the essay's theme, it is only fair to evaluate the ode of choice qualitatively in addition to considering how effectively its lines relate to the essay's central argument.

Keywords: Spiritual Level, Feelings, Pain, Pleasure, Central Argument.

Introduction: In literature, imagery is the use of words to convey an idea. Poets get inspiration by conjuring a world in their heads, and then, while still in that frame of mind, they try to convey that world to the reader via the use of melodic language.

"Imagery, in a literary text, is an author's use of vivid and descriptive language to add depth to their work. It appeals to human senses to deepen the reader's understanding of the work. Powerful forms of imagery engage all of the senses pro lenses"(Wilkinson, 2015).

Keats is often regarded as the greatest English poet of all time. One of his strengths as an artist is his ability to create detailed and striking pictures. His ability to paint vivid mental images with words is unparalleled in his poetry. In reading his poems, the reader encounters many images one after another. Not only does he create stunning visuals, but he also gives inanimate objects feelings, thoughts, hearing, and sight. The reader's mind will be filled with vivid descriptions he can see, feel, and think about. Words in poetry are charged with imagery that allows the reader to relive the poet's experience. Keats's descriptions of scenes and images are so vivid that they make the reader feel as if they are seeing the event firsthand. The sensual aspect of most of his photographs is also striking. In reality, Keats is more often associated with the sensual side of poetry than the introspective side. Poems are said to be sensuous if they make the reader feel something in all five senses: sight, smell, hearing, and taste or touch. His poetry is an exquisite sensory experience. This isn't poetry that's trying to convince its readers of anything so much as it is trying to entertain them. His poetry evokes a wide range of feelings in the reader. Keats preferred the sensual to the intellectual life. As a result, the vivid images he paints with words in his poetry engage the readers' five senses: sight, smell, taste, hearing, and touch. Similar to the great English poet of the Elizabethan era, Edmund Spenser, he has a knack for painting vivid mental images with words. Keats writes poems like this not to impart any profound insight but to please the reader's senses.

Significance of the Study: Poetry relies on imagery for its artistic effect, yet without imagery, no significant literary work can be understood. All poetry, whether written or spoken, and all fiction are animated by a vital core of imagery. A writer has to use figurative language, which signifies something

literal rather than true, in order to convey the subjective beauty, the images of the writer, to the world in the most suitable manner. Because of the way figurative language is constructed, our words get more condensed when we use it. Scholars, students, and anyone interested in this topic will find the current study to be of sufficient relevance.

Objectives: The study has been carried out with the following objectives-

- To study the use of imagery used by Keats
- To study the different types of images used in 'Ode to Autumn'

Method: Since the nature of the essay's theme necessitates a careful evaluation of the ode's quality, this evaluation also takes into account the degree to which the ode's lines are directly pertinent to the essay's subject matter.

Imagery in 'Ode to Autumn': He gives a new perspective on Autumn in his poem "Ode to Autumn," revealing the season's hidden beauty. Because of his profound respect for nature, he is able to gaze into the splendor of autumn and give words to it, telling it to "think not of them, thou hast thy music too" in reference to the spring.

The autumn he describes is one of plenty and satisfaction. It would seem that nature is conveying its beauty and joy to us via the poet's speech.

The poet seems content with the way things are going in nature, which may explain his dispassionate tone. This Ode is emblematic of Keats's attitude; he comments on and observes the beauty around him. In it, he says that although nature itself is an objective reality, the poet's own conceptual reality is what really matters to him.

Keats has sent a letter to his buddy Hamilton expressing his adoration for autumn's splendour. A poet and writer, he writes in "To Autumn" on how the enchantment of autumn splendour pushed him to write about the season. To quote what he has to say:

"How beautiful the season is now – how fine the air I never lik'd stubble fields so much as now- Aye better than the chilly green of the spring. Somehow a stubble plain looks warm- in the same way that some pictures look warm- this struck me so much in my Sunday's walk that I composed upon it" (1819, Letters, P-383)

In this Ode the poet was able to perceive three different aspects of autumn and these three aspects have been described in three stanzas.

Visual Images

Here, he offers a simile in which autumn is compared to a harvester to encourage the reader to see autumn as a human individual. A female harvester appears on the scene. The opening verse describes how autumn and the sun work together to mature all the productions of the world to perfection in time for harvest. With each successive line, the poet draws the reader further into the Autumnal mood and shows them the changing landscape through the power of poetry.

"To swell the gourd, and plump the hazel shells

With a sweet kernel; to set budding more,

And still more, later flowers for the bees,

Until they think warm days will never cease"

(For summer has o'er-brimm'd their clammy cells- Lines 5-6)

The opening verse depicts this time of year, with golden light filtering through the maturing foliage. As the clouds are low, we can see that everything is shown to us objectively, but with an emotional depth that will make the reader feel something.

*"Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drowsed with the fume of poppies, while thy hook
Spares the next swath and all its twined flowers"* (*To Autumn* ' .1820)

With the second verse, autumn is idly occupying a granary floor. There is a sense of inertia and change throughout the poem, yet the two never seem to be at odds with one another; rather, they seem to be inextricably intertwined. The passage of time is implied to be slow and steady. Autumn takes its time because it knows where it's going, what it can accomplish, and what it must leave behind. She (autumn) sleeps, "drowsed with the fume of poppies," and watches the change that is taking place "thou watches the last oozing hours by hours," demonstrating how the rapid change and activity of the first stanza gives way to the motionlessness of the second until the reader is transfixed in the present and time no longer seems to move towards winter. It's as if the poet has seen the whole thing in one shot and is now easily articulating the many different aspects of that one shot in chronological order.

Auditory Images (sounds)

While the first stanza of "To Autumn" focuses mostly on visual imagery, the poet then shifts to focus on auditory imagery. In the last verse, we are transported to the peacefulness of an autumn night.

*"Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The redbreast whistles from a garden-croft,
And gathering swallows twitter in the skies"*
(*Autumn Stanza 3-Line-23-24*)

The day's end officially begins when we reach the last verse. After the relative quiet of the second stanza, the climactic autumn evening brings a cacophony of noises. At this point, the air is beginning to feel chilly, and we hear, "And full-grown lambs loud bleat from hilly bourn;" next, we hear crickets humming, and then the wailing of mourning gnats. Keats skillfully gives us the entire sensory experience of an autumn day. Whatever time of the year, we can always close our eyes and imagine ourselves seated in that setting.

Olfactory imagery (odors, scents, smell)

As we've seen, the poem "To Autumn" contains vivid descriptions of everything a person may see, smell, hear, taste, and feel on a crisp autumn day. The opening verse of the poem immediately begins to pique our interest via the senses of scent and touch. The misty morning air is filled with the fresh scent of flowers. Under the lure of the poem's exquisite language, even the ripe fruits may be smelled. With each description, we get a whiff of the honey, almonds, and fruits that are being mentioned.

*"Drowsed with the fume of poppies, while thy hook
Spares the next swath and all its twined flowers"*(*Stanza 2,Line 6-7*)

Keats ties together the events and imagery from the preceding two stanzas in the final stanza. It shows resignation to the end of Autumn and the coming of death and cold weather. While the "songs of spring" (line 23) have gone and winter is coming, the opening question's allusion to spring provides some solace by reminding us that spring will come again. The poet finds solace in the thought that although autumn marks the end of the natural cycle, it is not without its own beauty. The poem emphasizes the beauty of natural maturity as a means of making up for the loss of the springtime's melody. Although autumn lacks songs, it does have its own unique musical style. While "full-grown lambs loud bleat from hilly bourn" (line 30) and "in a wailful choir the small gnats mourn" (line 27), there is a sadness to the song. And yet, as Autumn draws to a close, the "Hedge-cricket sing" (line 31) and the "redbreast whistles" (line 32) and the swallows "twitter in the skies" (line 33) in preparation for their annual migration to the south for the winter. The poem's conclusion, however, does not seem hopeless to me but rather optimistic. Keats seems to be alluding to the cyclical nature of the seasons by saying that even if winter is coming and Autumn is gone, spring will come again and summer will follow. In that way, I see this poem to be a celebration of both the close of one natural year and the beginning of another.

Conclusion: Keats has always been interested in the drama, life, mystery, anguish, and pleasure found in nature. Through his tender depictions of the natural environment, his poetry transports us to other realms. Keats incorporates all of nature's powers, including its creative, healing, calming, and destructive sides, while Wordsworth concentrates on the expressions of beauty and love in nature. He utilized the beauty and drama of nature to inspire his poetry, which explored themes of the natural world and environmental concerns. At the same time, we saw him ruminating on gloomy and sombre parts of nature in his works, which, we may venture to say, mirrored the hardships he faced.

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**A Study of Attitude towards Environment Pollution of Secondary School Students In
District Malda [W.B.]**

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Abstract: This study focuses on assessing the attitudes of secondary school students in District Malda, West Bengal, towards environmental pollution. The research examines the differences in attitudes between government and private school students, urban and rural students, and male and female students. The study aims to understand the level of concern and awareness among students regarding environmental issues and pollution. The data was collected through a descriptive survey method using a questionnaire administered to a sample of 100 Class-X students from two government and two private schools. The findings reveal that government school students have a lower mean score in their attitudes towards environmental pollution compared to private school students. Additionally, students from rural areas show a lower mean score compared to urban area students. However, there was no significant difference between male and female students in their attitudes towards environmental pollution. The study emphasizes the significance of addressing environmental problems such as water and air pollution, land degradation, deforestation, and the loss of biodiversity. The implications of the study highlight the importance of environmental education and raising awareness among students. Improving the environment is crucial for enhancing the quality of life and ensuring a sustainable future. The study suggests conducting similar research with larger sample sizes, including different educational levels and regions, to gain a more comprehensive understanding of students' attitudes towards environmental pollution.

Key Words: Attitude, Environmental pollution, Secondary school students, Environmental education.

1.0 Introduction:

Institutions are always in the course of evaluation and formation of identity. Humanity's pursuit of unparalleled happiness and convenience has driven them to exploit the natural resources considered "free" to such an extent that it jeopardizes the fundamental essence of nature. In the present day, echoes of pollution resonate from every corner of the world, affecting and endangering every aspect of existence on our planet. The other important skill is the value attitude of the people concerning their environment. The sound of the breeze and through the levels, the song of the keel the sunlight reflecting on the dew drops the gentle touch of the breeze the trite of the fruit bewitch not feasting nature has embedded in itself the beautiful, varied and living functions. Humanity's pursuit of comfort and convenience has bestowed upon us various advancements, including automobiles, electrical appliances, supersonic jets, and improved chemicals for pest control, among others.

It is not a new problem except in the dimensions which we see today. Both humans and other animals initiated their existence on this planet when there were no discernible indications of pollution. The air and water were pure and the soil was fertile for the conservation and protection environment vigorous efforts have been taken globally. Also now the young generation wants to lead a peaceful life but in this materialistic age, the peace has been snatched away by the misuse of science. Climate changing pattern gives global warning loss of precious bio-diversity and depletion in the ozone shield are nature's

warning signals. The earth's resources of air, water and land are finite and man's is causing on environment.

1.2 Environment:

Environment means the surrounding of a species to which it remains adopted speaking to which it remains adopted and to which it continuously interacts for its survival. The environment includes all the factors and forms existing externally, and internally around and in the organism. This environment can be natural or artificial, temporary or permanent, small or large etc. There is no specie limit to the size of an environment even a drop of pond water constitutes an environment.

1.2.1 Types of Environment:

The environment can be conveniently categorized into two distinct classifications:

Natural Environment:-The natural environment encompasses a range of elements derived from nature, such as physiographic features, climate patterns, vegetation types, soil compositions, water bodies, wildlife, and mineral resources.

Man-made Environment:- It is created by human activities and human organizations. The man-made environment is divided into Social, Cultural, Economic, Political, History, Aesthetic, Psychological, Religious and Educational Environments.

1.3 Pollution:

The term "pollution" originates from the Latin word "Pollere," which translates to "to soil" or "to defile." Pollution can be defined as an unfavourable alteration in the physical, chemical, or biological attributes of air or water, capable of detrimentally impacting human health, survival, or activities. It encompasses both direct and indirect modifications in the environment that are harmful and undesirable to organisms, including humans.

The actions of human beings which produce undesirable products and energy which have adverse effects on the environment are called pollution. There are several kinds of pollution and their cause is also many.

1.3.1 Types of Pollution:

Water Pollution:- Water bodies such as ponds, lakes or rivers have been used as dumps for the wastes of villages, towns and cities. There are different kinds of pollutants such as sewage organs i.e. chemicals like detergents and pesticides. In the sea radioactive materials are also being dumped. Certain chemical processing industries discharge mercury components. When we dumped our waste materials into water ponds the water gets polluted and these polluted waters are turbid and not pleasant for drinking.

Air Pollution:- Pollutants in the atmosphere contaminate the air leading to air leading to air pollution. Atmosphere pollution is mainly caused by man. Carbon monoxide, sculpture hexafluoride, ammonia, hydrocarbons and ethylene which are present in automobile exhausts are common air pollutants. Large quantities of particles enter into the atmosphere through technological activities and these are blamed for causing atmospheric pollution.

Noise Pollution:- Sound is produced in many kinds of works. Only when sound is not liked or unwanted we call it as noise. When the loudness of the sound is irritating or undesirable we regard it as noise pollution.

LandPollution:- Soil pollution refers to the contamination of soil caused by excessive use of chemical fertilizers, insecticides, and herbicides. The deterioration in soil quality, resulting from either human activities, natural sources, or a combination of both, is referred to as soil pollution or soil

degradation. This type of pollution is caused by factors such as soil erosion, depletion of plant nutrients, reduction in soil microorganisms, imbalances in moisture content, significant temperature fluctuations, and insufficient humus content.

1.3.2 Causes of Pollution:

The pollution caused by machines, mills, factories, petroleum products etc. given birth to a lot of problems such as soil erosion, the presence of dangerous gases and compounds the layers of smoke and dust prevalent all around are some of the major problems we are facing under its impact out of the smoke and other waste material by-products of mills and factories. The national forest policy has laid down a large of raising the area covered by forest in India to nearly 53.3 soil erosion, drought and CO_2 increase in the atmosphere and directly related to deforestation in decimate feeling of trees must be checked.

1.4 Concept of Attitude:

Attitude represents the extent of positive or negative emotions linked to particular psychological objects.

According to Travers' perspective, an attitude reflects a predisposition that guides behaviour in a specific direction.

Attitude can be described as an individual's perspective, whether supported or unsupported, accurate or inaccurate, that they hold towards a person, object, task, or idea.

The point of view can encompass positive, negative, or neutral perspectives. An individual's attitude can significantly influence their behaviour and overall performance. Attitude represents an emotional connection or personal reaction towards a person or an object, shaped by personal experiences. This can be characterized as favourable or unfavourable. An attitude has been sometime defined as a mental disposition for a certain person or object. The attitude held by the individual may be simple or complex, stable or unstable.

1.5 Environment Attitude:

Environmental attitude refers to the cultivation of a set of values and a genuine sense of care for the environment, along with the encouragement and motivation to actively participate in its protection and enhancement.

1.6 Significance of the Problem:

The analysis of the related study shows that there is much research done in India and abroad. Some of the study's findings Knur (2013), the study focused on environmental education awareness and attitude. The main finding emphasized the importance of promoting sustainable development through environmental education. Sharma (2013), this study examined the relationship between environmental awareness and intelligence among secondary school students in Faridabad district. Specific findings were not provided. Gayatori (2014), the study explored the influence of caste, the father's occupation, and a class of study on environmental awareness among secondary school students in the Chatter district. The main finding highlighted the impact of caste on students' environmental awareness.

As the problem related to the environment are also increasing day by day, now a day's water from the river is also not even fit to bathe or drink. The air we breathe is also not fit for us because it includes poisonous gases like CO_2 , NO_2 etc. So it is very important to solve the problem of the environment as soon as possible. The present study is an effort to access the attitude of pupils in Government and private schools urban and rural towards environmental pollution. This would enable the researcher to know the existing problem if any, about environment so that if there is a need to develop a positive attitude among

the students towards the environment essential steps may be taken accordingly. It also helps to know the difference in level of attitude among students in Government and private schools.

1.7 Statement of Problem:

"A Study of Attitude towards Environment Pollution of Secondary School Student In District Malda [W.B.]"

1.8 Objectives:

- To compare the Government and private school students towards Environment Pollution.
- To study modernization among urban and rural students of secondary school towards environmental pollution.
- To compare the environmental pollution of male and female students at the secondary school.

1.9 Hypothesis:

- There was a significant difference in the private and Government school students towards environmental pollution.
- There was a significant difference in the rural and urban school students towards environmental pollution.
- There was a significant difference in the male and female secondary school students towards environmental pollution.

1.10 Delimitations of the Study:

1. The study was delimitations to two Government and two private schools of Dist. Malda.
2. The study was limited to Class-X students only.
3. The study was confined to 100 students only.

1.11 Definition Of Operational Term Used:

Attitude:- Attitude here is the total of one's thinking, imagination and feeling towards the environment.

Urban area:- Area which comes under the notified area committee and municipal committee and municipal corporation.

Rural area:- Area which is administrated by Panchayats. The present study refers to boys and girls studying in Class X.

Environment Education:- Environment education is the process to create and promote an awareness and understanding of the environment its relationship with man and his activities.

1.12 Method:

A descriptive survey method will be used for the present study.

1.13 Procedure:

To gather data for the study, the researcher compiled a list of both government and private schools in Malda District. From this list, two government schools and two private schools were randomly selected, including one government school from a rural area, one government school from an urban area, one private school from a rural area, and one private school from an urban area. A total of 100 students were chosen to participate. Before data collection, the investigator established a positive rapport with the students and ensured their comfort. The questionnaire was then administered within the regular classroom setting. The students received a clear explanation of the purpose of the test, and comprehensive instructions were read aloud. The students were kindly asked to complete their respondent profiles and

answer all questionnaire questions with great care. This procedure was repeated in other schools as well, allowing the researcher to gather data from a diverse group of 100 students across different schools.

1.14 Selection of the Sample:

The study consists of a sample of 100 students of Class-X in Dist. Malda. 100 students are selected randomly from urban areas 50 each from Government and private schools. 100 students are randomly selected from rural areas 50 each from Government and private schools.

1.15 Tool Used:

Environment pollution attitude scale by S.M. Rajamanickam.

1.16 Statistical Technique:

The following technique will be employed to analyze the data:-

- Descriptive and graphic statistical technique.
- T-test.

1.17 Results:

The attitude towards environmental pollution of secondary school students, data were collected which were analyzed statically to interpret and to draw meaningful conclusions and generalizations for the sake of convenience data have been presented in the tabular form. The data were analyzed by the objectives of the study which were.

- The objective of the study was to compare environmental pollution levels among male and female students attending secondary school. Table 1 presents the count, mean, and standard deviation of students from both government and private schools.

Table-1: Count, mean and standard deviation of Government and private students

School	Count	Mean	Std. Deviation
Government	50	41.80	0.623
Private	50	41	0.622

Interpretation:-

In Table No.1, the data indicates that the average score and standard deviation for Government schools were 41.80 and 0.623, respectively. On the other hand, private schools had an average score of 41 and a standard deviation of 0.622

Table-2: Count, mean and standard deviation of urban and rural school students

School	Count	Mean	Std. Deviation
Government	50	41.53	4.049
Private	50	41.22	4.725

Interpretation:-

Table No. 2 displays the statistical measures for urban and rural school students. It reveals that the mean score and standard deviation for urban school students were recorded as 41.55 and 4.049, respectively. On the other hand, rural school students had an average score of 41.22 with a standard deviation of 4.725.

Table-3: Count, mean and standard deviation of male and female school students

School	Count	Mean	Std. Deviation
Government	50	41.80	4.405
Private	50	41	4.441

Interpretation:-

The statistical data presented in Table No. 3 highlights the mean score and standard deviation for male and female students. According to the table, the average score and standard deviation for male students were found to be 41.80 and 4.405, respectively. In contrast, female students exhibited a mean score of 41 with a standard deviation of 4.441.

Hypothesis-1

H-1 states that "there is a significant difference in the private and Government school students towards environmental pollution.

Table-4: Mean, Standard Deviation, and t- ratio for testing the significant difference in the attitude of Government and private secondary school students towards environmental pollution.

School	N	M	S.D.	D.F.	S.E.D.	T-test	Level of Sig.
Government	50	41.80	0.623	.98	0.78	0.864	S 0.01
Private	50	41	0.623				

N – Total number of students.

M – Mean score of Government and private school students.

S.D. – Standard Deviation of Government and private school students.

S – Significant.

D.F. – Degree of Freedom.

Figure no. 1 means the differential of attitudes towards environmental pollution of Government and private schools.

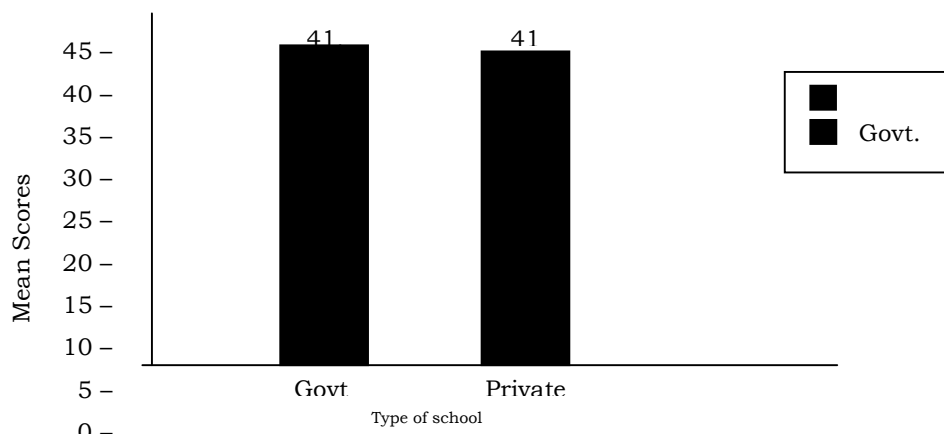


Table No. 4 presents a comparison of the attitudes towards environmental pollution among students from Government and private secondary schools. The table indicates that Government secondary school students ($N = 50$) had a mean score of 41.80 and a standard deviation of 0.623, while private secondary school students ($N = 50$) had a mean score of 41 and a standard deviation of 0.623. The standard error of the difference in means was calculated to be 0.78, resulting in a significant T value at the 0.01 level. This significant difference suggests that Government and private school students possess contrasting attitudes towards environmental pollution. Specifically, the mean score of private school students exceeded that of Government school students. Therefore, it can be concluded that private school students exhibit a more favourable attitude towards environmental pollution, as evidenced by the table.

Thus hypothesis H-1 "There is a significant difference in the Government and private school students towards environment pollution".

Hypothesis-2

H-2 states that "To study of modernization among urban and rural students of the secondary school towards environmental pollution.

Table 5: Mean, Standard Deviation and t-ratio for testing the significant difference in the attitude of urban and rural school students towards environmental pollution.

School	N	M	S.D.	SED	D.F.	T-test	Level of Sig.
Urban Area	50	41.58	4.049	0.69	.98	0.408	S 0.01
Rural Area	50	41.22	4.725				

N – Total number of students

M – Mean score of urban and rural school students.

S.D. – Standard deviation of urban and rural school students.

S – Significant

D.F. – Degree of Freedom.

Figure no. 2 means the differential of attitudes towards environmental pollution of urban and rural secondary school students towards environmental pollution.

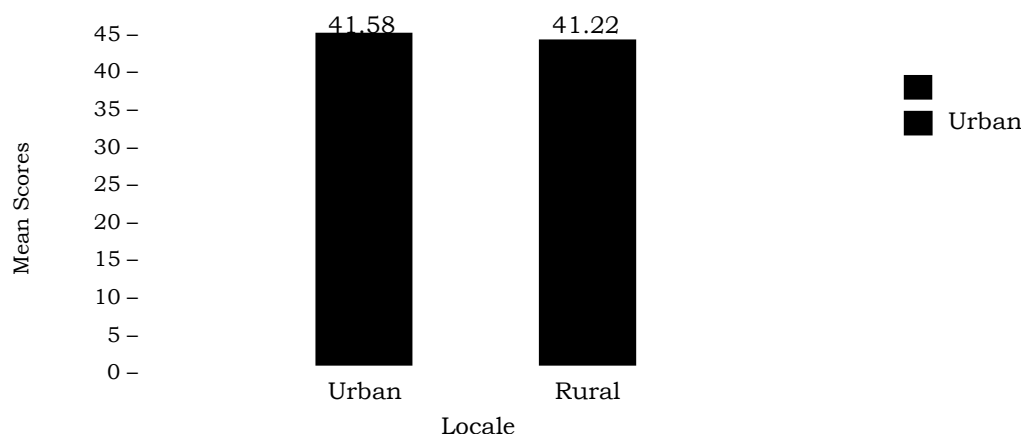


Table no. 5 is the comparison of attitudes towards environmental pollution of urban and rural secondary school students. Table no. 5 shows that the mean score and standard deviation of urban secondary school students (N=50) are 41.58 and 41.22 respectively. The mean score and standard deviation of rural secondary school students (N=50) are 41.22 and 4.725 standard error of the difference of the mean of these calculation values is 0.69 and finally 'T' value is 0.408 which is a significant at 0.01 levels. It means there is a significant difference between the attitudes towards environmental pollution of rural and urban school students towards environmental pollution. This implies that significant differences in the attitude of urban and rural school students towards environmental pollution. As the table shows that mean valuation of secondary school students is more than the mean score of rural school students. Hence it may be concluded that urban school students have a more favourable attitude towards environmental pollution. Thus hypothesis H-2 "To study of modernization among secondary school towards environment pollution has been accepted".

Hypothesis-3

H-3 states that "To compare the environmental pollution of male and female students at the secondary school.

Table 6: Mean, Standard Deviation and T-ratio for testing the environmental pollution of male and female students at the secondary school.

School	N	M	S.D.	SED	D.F.	T-test	Level of Sig.
Male	50	41.80	4.405	0.83	.98	0.864	S 0.01
Female	50	41	4.441				

N – Total number of students.

M – Mean score of male and d female school students.

S.D. – Standard deviation of male and female school students.

S – Significant

D.F. – Degree of Freedom

Figure no. 3 means differential of attitude towards environmental pollution of male and female secondary school students.

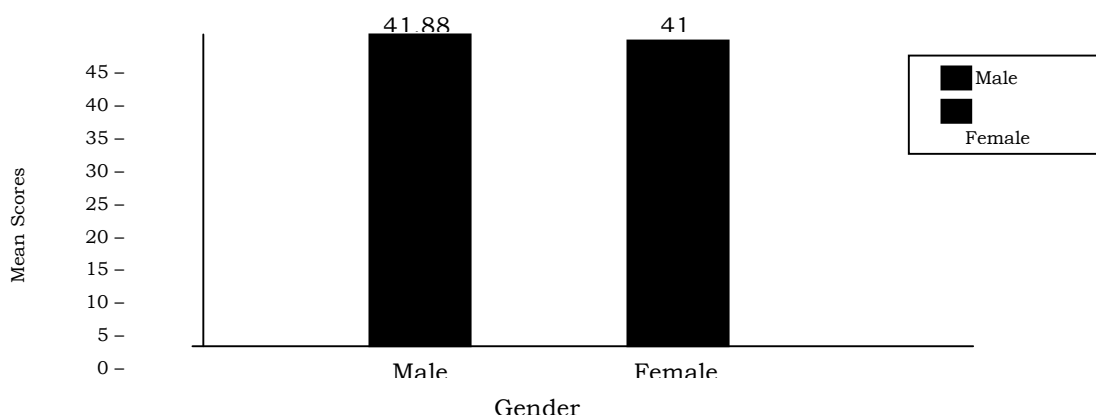


Table No. 6 provides a comparative analysis of the attitudes towards environmental pollution among male and female secondary school students. The table reveals that male secondary school students (N = 50) exhibited a mean score of 41.80 with a standard deviation of 4.405. On the other hand, female secondary school students (N = 50) displayed a mean score of 41 and a standard deviation of 4.441. The standard error of the difference in means was calculated to be 0.83, resulting in a non-significant T value of 0.864 at the 0.01 level. These findings indicate that there is no significant disparity in the attitudes towards environmental pollution between male and female secondary school students. Therefore, it can be concluded that the attitude of male and female students towards environmental pollution is not significantly different, as demonstrated by the table.

Thus hypotheses H-3 "To compare the environmental pollution male and female students at the secondary school.

The analysis revealed that the average score for attitude towards environmental pollution among Government school students was lower than that of private school students. The computed t-value of 0.864 was significant at the 0.01 level, providing evidence of a significant difference in the attitudes towards environmental pollution between Government and private school students.

The statistical analysis demonstrated that the mean score for attitude towards environmental pollution among urban area students was higher than that of rural area students. The calculated t-value of 0.408 was found to be significant at the 0.01 level, indicating a significant difference in the attitudes towards environmental pollution between urban and rural school students.

The analysis revealed that the mean score for attitude towards environmental pollution among male students was slightly higher than that of female students. However, the computed t-value was not found to be significant at the 0.01 level. This suggests that there is no significant difference in the attitudes towards environmental pollution between male and female school students.

1.18 Major Findings of the Study:

- There is a significant difference in private and Government school students towards environmental pollution.
- There is a significant difference in rural and urban school students towards the environment.
- There is no significant difference in the male and female secondary school students towards environmental pollution.

1.19 Implication of the Study:

The present study held great importance in the present context and the finding of the study has implications on education. The environment has undergone a revolution population has been phenomenal resulting in an unprecedented state. Such as water and noise pollution, and land distraction. We noise pollution, land destructions and accumulation of pesticides and residues. The world is moving ahead towards disaster or perhaps we might have reached its brink and may soon destroy ourselves.

The fronts are air, water and land pollution deforestation, acid rain, ozone depletion, loss of biodiversity, greenhouse effect and other environmental issue. A natural resource has assumed arrive proportion and the effects are manifesting themselves in very tangible detrimental forms.

Thus the present study would go a long way in the field to assess the attitude towards environmental pollution of secondary school students. It is crucial to recognize that enhancing the environment leads to an enhancement in the overall quality of life. It is passed onto the another and intimately the whole society can be changed. We can strive to make them sensitive to the environment and see a revolutionary change.

If a study of this type is undertaken in future here are the following suggestions:-

1.20 Suggestions for Further Study:

- A large sample of more than 100 students may be from Government and private schools in urban and rural areas taken under study.
- The present study was limited to boys and girls in secondary school similar work will be done for higher secondary level.
- It may be done in other states and districts.
- It may be done in the tribal and non-tribal areas of W.B.

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Right To Information Act Of 2005: A Public Good

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Abstract: *The paper is an attempt to show the strong connection between peoples' right to know and quality of public administration. The contemporary age may be called the age of the people. There is increasing pressure today almost everywhere coming from the bottom that the people, demanding participation in public decision-making involving planning and delivery of services, and asking for more transparency and accountability in governance. There has been an almost unstoppable global trend towards recognition to the Right to Information by countries, intergovernmental organisations, civil society and the people. The rights to information form the crucial underpinning of participatory, and ensure accountability and good governance. The recent enactment of the freedom of information Act, 2005 make a significant shift for Indian democracy for the greater access of citizens to information, the greater responsiveness of government to community needs. The greater the access of the citizen to information, the greater the responsiveness of government to community needs.*

Keywords: *fundamental rights, central information commission, amendments, constitution, empowerment, democracy.*

Introduction: Right to information means the freedom of people to have access to government information. It implies that the citizens and non-governmental organisations should enjoy a reasonably free access to all files and documents pertaining to government operations, decisions, and performance. In other words, It means openness and transparency in the functioning of the government thus it is antithetical to secrecy in public administration. In 1992, the World Bank released a document entitled 'Governance and Development'. The document has mentioned seven aspects or elements of the governance- one of them being transparency and information.

According to **Thomas Jefferson** "Information is the currency of democracy," and critical to the emergence and development of a vibrant civil society. However, with a view to set out a practical regime for the citizens to secure information as a matter of right, the Indian Parliament enacted the Right to Information Act, 2005.

The RTI act is one of the most important acts which empowers ordinary citizens to question the government and its working. This has been widely used by citizens and media to uncover corruption, progress in government work, expenses-related information, etc. The primary goal of the Right to Information Act is to empower citizens, promote openness and accountability in government operations, combat corruption, and make our democracy truly function for the people. It goes without saying that an informed citizen is better equipped to keep a required track on governance instruments and hold the government responsible to the governed. The Act is a significant step in informing citizens about the activities of the government. All constitutional authorities, agencies, owned and controlled, also those organisations which are substantially financed by the government comes under the purview of the act. The act also mandates public authorities of union government or state government, to provide timely response to the citizens' request for information. The act also imposes penalties if the authorities delay in responding to the citizen in the stipulated time.

EVOLUTION OF "THE RIGHT TO INFORMATION":

The Right to Information is derived from our Fundamental Right to expression under Art. 19 of Indian Constitution. Objections to the Official Secrets Act, have been raised since 1948, when the press laws inquiry Committee recommended certain amendments. In 1977, a Working Group was formed by the Government to look into the possibilities of amending the Official Secrets Act. Unfortunately, the Working Group did not recommend changes, as it felt the Act related to the protection of national security and did not prevent the release of information in the public interest, despite overwhelming evidence to the contrary. In 1989, a committee was set up which recommended limiting the areas where government information could be hidden and opening up all other sphere of information. But no legislation followed from these recommendations.

In early 1990, in the course of the struggle of the rural poor in Rajasthan, the Mazdoor Kisan Shakti Sangathan (MKSS) demanded transparency of official records, a social and it of government spending and a redressal machinery for people who had not been given their due. The campaign caught the imagination of a large cross section of people, including activists, civil servants and lawyers. The National Campaign for People's Right to Information (NCPRI) formed in the late 1990, became a broad based platform for action. Due to this efforts, not only Rajasthan passed a law on the Right to information, but in a number of Panchayats, graft was exposed and officials punished.

In 1997, a conference of Chief Ministers resolved that the Central and State governments would work together on transparency and right to information. Following this the centre agreed to take immediate steps, in consultation with the state to introduce freedom of information legislation, along amendments to the official secrets act and Indian Evidence Act, before the end of 1997. Meanwhile, in 1997, two states passed the right to information legislation (Tamil Nadu and Goa) and the government of India planned to draft what was reworked into the Freedom of Information Bill, 2000.

2001- Parliamentary committee gives its recommendations

2002 - Supreme Court gives ultimatum to the government regarding the right to information & Freedom of Information Act passed in Parliament

2003 - The Act gets presidential assent, but is not notified.

2004 - The RTI Bill is introduced in Parliament and referred to a parliamentary committee; this bill covered only the central government

2005- The **RTI Bill is passed in Parliament**; comes into force from October.

FEATURES OF THE ACT:

The salient features of the act are mentioned below:

- The Act confers on all citizens the right of access to the information and, correspondingly, makes the dissemination of such information an obligation on all public authorities.
- Government bodies have to publish details of staff payments and budgets.
- It provides for the appointment of a public information officer in each department to provide information to the public on request.
- It provides for the establishment of a Central Information Commission and State Information Commissions to implement the provisions of the Act. They will be high-powered independent bodies to act as appellate authorities and vested with the powers of a civil court.

- Certain types of information are exempted from disclosure. These relate to sovereignty and integrity of India, security, scientific or economic interest of the country, cabinet deliberations and so on.
- The Act imposes obligation on public agencies to disclose the information suo-motu to reduce requests for an information.
- The Central Information Commission entertains complaints and appeals in case of offices, financial institutions, public sector undertakings, etc., under the Central Government and the Union Territories while the State Information Commission entertains complaints and appeals pertaining to offices, financial institutions, public sector undertakings, etc., under the control of the concerned State Government.
- The President will appoint a Chief Information Commissioner and Governors of states will appoint state information commissioners. Their term will be of five years.
- The Chief Information Commissioner and State Information Commissioner will publish an annual report on the implementation of the Act. These reports will be tabled before Parliament and state legislature.
- The Act provides for a system of two appeals in case the information is denied: first appeal to the senior of the concerned public information officer within 30 days and second appeal to the Information Commission within 90 days. The decision of the Information Commission is binding.
- The appeals at both stages must be disposed of within 30 days which is extendable by 15 days if necessary. But, in any case the decision must be given within 45 days.
- Its purview does not extend to intelligence and security organisations like Intelligence Bureau, RAW BSF, CISF, NSG and so on. However, information pertaining to allegations of corruption or violation of human rights by these organisations will not be excluded.

NEED FOR RIGHT TO INFORMATION:

On the question of why the right to information, apart from what has been stated above, certain strong grounds have been advanced for its promotion.

- First, availability of this right makes for the empowerment of the people who would otherwise be ignorant about the processes of governance.
- Second, the right to information creates conditions for 'open governance' as the foundation of democracy. By contrast, secrecy in governmental functioning tends to promote corruption, and misuses or abuse of public authority.
- Third, the right to information is an investment in people's trust in government which is the real basis of democratic governance.
- Fourth, what J. S. Mill regarded as the educating influence of local government is the product of openness affording access to government departments and documents and thus enabling citizens to acquire knowledge about the goings on in government.
- Fifth, the right to information, by removing unnecessary secrecy surrounding the decision-making process in government makes the citizens 'co-sharers' in public policy making and administration. This helps improve the quality of overall governance in public interest.
- Sixth, grassroots democracy-the government at the cutting edge level becomes much more authentic and people-centric when people participate directly and observe at first hand how the governance is a sure safeguard against 'secret' government.

- Seventh, people's right of information brings about a major change in the quality of government' by guarding against possible 'capture' of government by powerful private interests, and by making government really 'public'.
- Last but not the least, people's easy access to information about governmental operations as a matter of 'right' makes these operations open and transparent. It ensures accountability and responsiveness to people's needs and demands.

IMPORTANT PROVISIONS UNDER THE RIGHT TO INFORMATION ACT, 2005:

- Section 2(h): Public authorities mean all authorities and bodies under the union government, state government or local bodies. The civil societies that are substantially funded, directly or indirectly, by the public funds also fall within the ambit of RTI.
- Section 4 1(b): Government has to maintain and proactively disclose information.
- Section 6: Prescribes a simple procedure for securing information.
- Section 7: Prescribes a time frame for providing information(s) by PIOs.
- Section 8: Only minimum information exempted from disclosure.
- Section 8 (1) mentions exemptions against furnishing information under the RTI Act.
- Section 8 (2) provides for disclosure of information exempted under the Official Secrets Act, 1923 if the larger public interest is served.
- Section 19: Two-tier mechanism for appeal.
- Section 20: Provides penalties in case of failure to provide information on time, incorrect, incomplete or misleading or distorted information.
- Section 23: Lower courts are barred from entertaining suits or applications. However, the writ jurisdiction of the Supreme Court of India and high courts under Articles 32 and 226 of the Constitution remains unaffected.

PROCEDURE FOR ACCESSING INFORMATION:

Here, we will look at some details related to accessing information.

Request for Information (Section 6): Any person, who desires to obtain any information, shall make a request in writing or through electronic means in English or Hindi or in the official language of the area in which the application is being made to the Central Public Information Officer or State Public Information Officer or the Assistant CPIO or PIO of the public authority concerned. The request should specify the particulars of the information sought by the applicant and should be accompanied by the requisite fee and full details of his identification, i.e. name, address, etc. There is no requisite fee for those who are residing in below poverty line.

When an applicant cannot make a request in writing, the Public Information Officer shall render all reasonable assistance to the applicant making the request orally to reduce same in writing.

The applicants need not to give any reason for requisitioning the information or any other personal details except those that may be necessary for contacting him.

Time limit for Disposal of Request: A request shall be disposed off as expeditiously as possible, subject to the maximum time limit as follows:-

- a) In ordinary course - 30 days;
- b) If the information concerns the life or liberty of a person - 48 hours;
- c) If the request is made to an Assistant Public Information Officer - Normal time + five days;
- d) If the request relates to third party - 40 days;

e) If the request involves information pertaining to the allegation of human rights violation in relation to specified Intelligence and Security Organization - 45 days.

Disposal of Request: On receipt of a request for information, the PIO shall, Right to Information - either provide the information on payment of prescribed fee or reject the request. If the request pertains to information concerning a third party, then the representation made by the third party shall be taken into consideration by the PIO before taking decision on the request.

SOME RELEVANT CASES:

In Union of India v Association for Democratic Reforms and another (2001, p.2112) the Supreme Court held that under our constitution, Art. 19(1) provides for freedom of speech, and expression in case of election would include casting of votes, that is to say, voter speaks out or expresses by casting vote. For this purpose, information about the candidate's antecedents including criminal past of his candidate contesting election for MP or MLA is much more fundamental and basic for survival of democracy. The little man may think over before making his choice of electing law-breakers as law-makers.

Mr. Rajesh Bhatia, Hyderabad (2007100282 Dt 28/05/07) requested for details of tax evasion and it was held that the matter was still undergoing enquiry and, therefore, the information in the present shape cannot be disclosed. Whether it can be disclosed after the assessment has been finalized and the tax liability determined, is a matter which can be taken up at an appropriate time.

In MR. X v Hospital Z (1998, p.296), the Supreme Court held that it was open to the hospital authorities or the doctors concerned to reveal such information to the persons related to the girl whom he intended to marry as she has a right to know about the HIV positive status of the appellant.

RECENT AMENDMENTS:

- The RTI amendments Bill 2013 removes political parties from the ambit of definition of public authorities and hence from the purview of the RTI Act.
- The draft provision 2017 which provides for closure of case in case of death of applicant can lead to more attacks on the lives of whistleblowers.
- The Act proposes to replace the fixed 5 years tenure with as much prescribed by the government.
- The proposed RTI Amendment Act 2018 is aimed at giving the centre the power to fix the tenure and salaries of state and central information commissioners(CIC), which are statutorily protected under the RTI Act. The move will dilute the autonomy and independence of CIC.

CRITICISM:

Denial of Information

- Supreme Court said that Public Information Officers have evaded the general public from getting the rightful information that they are entitled to
- Section 4 of the Act calls for pro-active and voluntary dissemination of information, but only a few Central and State institutions have published relevant information.

NGOs under RTI

- Supreme Court had declared that NGOs are not beyond the RTI Act.
- This was based on an examination of the question whether NGOs are substantially financed by the government.
- Whether an NGO or body is substantially financed by the government is a question of fact which has to be determined on the facts of each case.

- The spotlight falls of several NGOs that have been getting public money and were not covered under the RTI.

Time Consumed in Replying

- According to estimates, nearly 60-70 lakh RTI applications are filed in India every year.
- The nation does not want a scenario where 75% of the staff of public authorities spends 75% of their time in collecting and furnishing information to applicants instead of discharging their regular duties.
- The Supreme Court had ordered disclosure of the requisite information.

Personal and Public

- Various public authorities have denied information on cases/inquiries going on against government officials.
- The other problem has been persisting vacancies in the State and Central Information Commissions.

Conclusion: Though the RTI Act of India is well acclaimed at international level in terms of its provisions, yet its rating for implementation and actual transparency is not upto the mark. This is mainly because of the apathetic attitude of authorities. There may be some conflict with the RTI and other public interests, which need to be harmonised as per our Constitution. Independent structures like RTI regime set up to regulate and monitor the government are vital to a democratic state committed to deliver justice and constitutional guarantees. It needs to be reminded that mere institutional innovation is no guarantee of realisation of the intended results. The right to information is right to be exercised by the citizens; hence its real-life application and use would depend on the citizen's interest, understanding and willingness to make use of this powerful right. At the other hand, the public institutions who are to supply the information should be organisationally ready and mentally prepared to divulge administrative secrets as per requirements of law. The socially-conscious and public spirited intellectuals, whom Gramsci called "organic intellectuals", have a significant role to play in protecting and promoting civil rights of the people. Professor Harold Laski rightly observed that "every state is known by the rights it maintains".

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Coalition Politics in India

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Abstract: *In comparison to other countries, India is pigeonholed by more ethnic and religious groups. Many thinkers regard India as a fascinating place where people of all communities and religions coexist together. The Indian population is polygenetic, with a fascinating mix of ethnicities and civilizations. There are eight "main" faiths, 15 languages spoken in diverse dialects, and a large number of tribes and sects, in addition to multiple castes. How does coalition government affect the responsiveness of coalition parties to voters? We want to learn more about the relationship between political parties' participation in multiparty governments in this essay as well as their voter receptivity. We propose that the divisiveness of policy problems inside the cabinet, as well as ministerial responsibility for policies, influence the amount to which coalition parties respond to voters' policy priorities. To test our hypotheses, we combine data from the Comparative Manifestos Project on issue attention of 55 coalition parties with data on government composition and voter policy priorities from the Comparative Study of Electoral Systems and various election studies from 1972 to 2011 in 45 elections across 16 European countries. Any party can win a majority in the lower house; if they do not, political parties create coalitions in order to secure a majority in the lower house and form a government. The nature, problems, and prospects of coalition governments in the Indian political process will be examined in this research paper. The study of the multi-party system, the emergence of regionalism, and its impact on the pattern of Centre-State interactions is important. Furthermore, because the national government was led by a coalition or minority administration for three decades, from 1989 to 2014, there was no national consensus on a parliamentary majority. Congress ruled from 1952 to 1977 and 1980 to 1989.*

Keywords: coalition, government, Democracy, United Front Government, Multi party system

Introduction: Coalition government is a type of multi-party administration in which a number of minor parties band together to administer the government. A coalition is created when several groups come to terms with one another and agree on a common program or objective to cooperate on. In a multinational like India, a coalition government is always subjected to pulls and pressures.

The name Coalition derives from the latin word "Coalition," which is a compound word. 'Co-alescere' 'Co-' means together, and 'alescere' means to mature. As a result, the term "coalition" refers to a group of people who are growing up together

The fact that India chose democracy and has operated a robust democratic system for nearly 70 years is a significant success. However, it is undeniable that we are in the midst of a period of extreme turbulence. The previous agreement appears to have crumbled; a new balance has yet to be found. The idea that the era of coalition governments, which has already begun in certain states and is currently underway in others, is here to stay in India is unquestionable. The study of coalitions is still in its infancy in India, with only a few years under its belt. However, it has the potential to be extremely significant for our country. These coalitions are an important part of democracy's development. They could be a natural stage in India's transition from a multi-party to a bi-party system, given the country's large number of political parties. Between 1946 to 1952, Pt. Jawaharlal Nehru created India's first-ever administration, which was a coalition government in which, in addition to the Congress, the Muslim League (until partition), the Hindu Mahasabha, the Republican Party, and other minor parties participated. In the early years of independent

India, after the First General Elections in 1952, the Congress maintained a near-monopoly of power, both at the Centre and in the States.

The definition of coalition, according to the dictionary, is "the combination or alliance, short of union, notably political parties." It refers to the fusion of separate bodies into a single body while still allowing them to exist separately. The pairing is intended for collaborative action and is just temporary.

FORMS OF COALITION POLITICS:

Constitutional framework and electoral system of a country determines the forms that coalition politics takes. These are three in nature: parliamentary, electoral and governmental.

(i) Parliamentary Coalition may occur in a situation when no single party enjoys an overall majority. The party which is asked to form a government makes an attempt to rule as a minority government relying upon an arrangement with other party or parties for its survival.

(ii) Electoral Coalition represents two or more than two political parties who enter into an agreement which provides for a mutual withdrawal of candidates in an election so that the concerned parties can avoid splitting of votes in the constituencies where they are strong respectively.

(iii) Governmental Coalition: At the governmental level, there can be different types of coalition. The first type is the national government in which most, if not all, of the main parties join together to meet a national emergency arising out of war or economic crisis. The national crisis necessitates the suspension of party strife and requires the concentration of all forces in a common direction.

CLASSIFICATION OF COALITION THE PARLIAMENTARY COALITIONS CAN BE CLASSIFIED INTO TWO TYPES:-

(i) Pre-election coalitions

Electoral alliances and electoral adjustments are part of the pre-election alliances. Pre-poll agreements between the parties are extremely common. They could come to an agreement on a common platform or just agree not to oppose and even support each other's candidates in specific constituencies.

(ii) Post-election coalitions

The desire of parties to share political power and run the government leads to the formation of a post-election coalition. A postelection alliance will be easier to form if it is preceded by a proto- or pre-election agreement. In a multiparty system, parties and breakaway groups compete for votes to build a majority coalition that will form the cabinet. There are several negotiations and a great deal of give and take. Horse trading and other sorts of exchanges may be prevalent.

Personality, tradition, style, and chance all play a role in the development of any given coalition, with each group attempting to claim a central position. The key position is the one held by the last added group in a minimal winning coalition. The coalition will be dissolved if this group withdraws.

Governments that form coalitions throughout history, various forms of coalitions have existed in political systems all across the world. As enlisted, they are the most important.

Communal Coalition

In Maharashtra, a coalition government consisting of the BJP-Shiv Sena and rebel Congressmen who won elections and supported the BJP-Shiv Sena combination after elections was formed in response to the communal frenzy sparked by the demolition of the Babri Masjid in Ayodhya by the BJP and its alliance. Despite the fact that the secular forces in Maharashtra received a bigger proportion of votes

than the BJP-Shiv Sena coalition, the renegade Congressmen allowed the BJP-Shiv Sena coalition to form.

Secular Coalition

CPI, CPI (M), Congress, RJD, SP, BSP, and other secular-based political parties are among the prominent players who came forth with secular principles to establish the secular bloc.

Positive Coalition

This is also known as a good coalition because it is constructive and formed with the goal of overthrowing the current government and forming an alternative government.

Negative Coalition

This is when political parties join forces solely for the purpose of overthrowing the current government. It does not relieve you of the responsibility of forming a new administration. It does not offer a better option. As a result, such a combination might be disruptive or bad.

An Express Coalition

It denotes a legal and authorized alliance. It's a legitimate partnership with a group that knows what they're getting into. In an express coalition, power is shared in a real, substantial, and true way.

Tacit Coalition

It implies that there is an internal secret. A tacit coalition, in this sense, is just an understanding with a group without really mixing with it. Power is not distributed evenly in this system

FIRST EXPERIENCE IN COALITION IN FREE INDIA:

In 1977 when non congress forces united under the leadership of Morarji Desai in the name of Janta government. The four party Janata governments remained in power for about year's i.e. Once the no confidence motion against Desai was discussed in the lower house Mr. Desai tendered his resignation. The Janta government collapsed like a house of cards in July 1979. [2] Second coalition, a new coalition was formed with Mr. Charan Singh as the Prime Minister in October 1979. This coalition had the support of CPI (M) and the CPI. There was pro west Fernandes and pro-soviet Bahuguna faction in the coalition.

But, once President asked him to seek a vote of confidence in the house within three weeks' time, Mr. Charan Singh tendered his resignation before facing the house. Hence became the first Indian Prime minister who did not face the house. Third coalition was formed in the name of national front. National Front and Samajwadi Janata Party: Issues of Before, terrorism in Punjab 1984, civil war in Sri Lanka were some of important factors that affected the outcome of elections Congress (I) minority government led by National Front by V.P. Singh & Ch. Devlal (Janatha Dal + BJP + Telugu Desam+ DMK + AGP + BJP + Left). Later BJP withdrew on ideological issues, Mandal Commission, Ram Mandir issue. Meanwhile, Chandra Sekar broke away from the Janata Dal.

Since India's Independence on 15 August 1947, Indian National Congress, the major political party instrumental in Indian independence movement, ruled the nation. The first Prime Minister Jawaharlal Nehru, second PM Lal Bahadur Shastri and the third PM Indira Gandhi, all were from the Congress

party. However, Raj Narain, who had unsuccessfully contested election against Indira from the constituency of Rae Bareilly in 1971, lodged a case, alleging electoral malpractices. In June 1975, Indira was found guilty and barred by High Court from holding public office for six years. In response, an ungracious Emergency was declared under the pretext of national security. The next election's result was that India's first-ever coalition government was formed at the national level under the Prime Ministership of Morarji Desai, which was also the first non-Congress national government, which existed from 24 March 1977 to 15 July 1979, headed by the Janata Party,[8] an amalgam of political parties opposed to Emergency imposed between 1975 and 1977. As the popularity of Janata Party dwindled, Morarji Desai had to resign and Charan Singh, a rival of Desai became the fifth PM. However, due to lack of support, this coalition government did not complete its five-year term.

POLITICS OF COALITION IN INDIA:

Just after independence, the Indian National Congress was the only national party which commanded popularity and respect of the people. This party undoubtedly had a mass base and grassroots in India. It remained in power both at the Centre as well as in the states right from 1947 to 1967 and it had a monolithic character. But, it also had a coalition character. The Congress was a grand coalition with great historic antecedents. This was because it was a party of the Centre with a bias towards the left adhering to set of ideals which are shared by other parties and groups, whether rights or leftist. The coalition character of the congress organization formed a predominant model providing both intra and inter-party competitive-cum-coalition model without allowing for the alternative of power as far as possible. It created a very peculiar situation in which non-Congress parties acted essentially as catalysts for groups within the Congress fold to articulate their discontent and grievances in order to bring about leadership changes in the single-dominant party system. This is evident from the Presidential election of August 1969. A group of relatively junior Congressmen (called Young Turks) attracted the leftist organizations who formed a workable coalition to defeat the official Congress nominee. The old guard (known as the Syndicate) associated themselves with the rights forces to defeat the no-official Congress candidate.

The interim government of Jawarhalal Nehru was a coalition of the Congress and the Muslim League. Perhaps, there was also a virtual coalition at the Centre level after the Congress split in 1969, with the Congress (R), CPI and DMK as its more or less stable partners together with some floating ones, choosing to join hands with it from issue to issue. The formation of the first Janta Government at the Centre was the result of an accommodative spirit of its constituent political groups, who agreed that they would each have two members in the cabinet. The power struggle within the coalition was muted at the time of the formation of the Central Government. Once Moraji Desai was chosen as Prime Minister, it was up to him to balance the diverse political elements the Centre. But he kept his own counsel and filled his cabinet with his own blind supporters. This was resented by other groups of the coalition. The Janata coalition collapsed like a house of cards in July 1979 when floodgates of defections opened with the departure of various groups leaders like George Fernandes, H.N. Bahuguna, Bijju Patnaik and Madhu Limaye. Even regional groups like the Akali Dal and the DMK withdrew their support. A new coalition government was formed with Charan Singh as the Prime Minister in October 1979. This coalition included leaders and groups from one end of the spectrum to the other-from the CPM and the CPI on the hand to those who were close to business. The eleventh Lok Sabha election (1996) once again saw a 'huge parliament'. President invited the leader of the

single largest party, Atal Bihari Vajpayee to form the government. He took the oath of the office of the Prime Minister on 15th May, 1996. However, he had to make an unceremonious exit on May 28, 1996 after being in office for only 13 days, without even seeking a vote of confidence in the parliament. This led to the formation of the wide ranging coalition with 13 parties coming together known as United Front. Mr. Dewa Gowda, leader of the United Front became the Prime Minister for 10 months when he was voted out on 11th April 1997. In his place I.K. Gujral assumed office of the Prime Minister from Dewa Gowda on 21st April, 1997. He too was running a coalition government. His 8 months old government resigned after the withdrawal of support by the Congress party. After the 12th Lok Sabha elections BJP and its most wide ranging allies of 18 political parties led by A.B. Vajpayee, as Prime Minister, assumed office on the March, 1998. This also is coalition government. After the 13th Lok Sabha elections Atal Bihari Vajpayee once again led a coalition government. He assumed office of Prime Minister on 13 October, 1999. National Democratic Alliance consists of: BJP 182; Biju Patnaik J. Dal 10; DMK 12, Indian National Lok Dal 5; Janata Dal (united)20; M.Dramuk 4; Manipure State Congress 1; National Conference 4; Loktantrika Congress 2; P.M.A. 5; M.G.R. Dramuk 01; Mijo National Front 01; Shiv Sena 15; Sikkim Democratic Front 01; Trinamul Congress 8; Himachal Vikas Congress 01; Maneka Gandhi Independent 01=275 + 29 TDP supporting from outside.

SALIENT FEATURES OF THE COALITION GOVERNMENTS:

The salient features of the coalition government formed after the fourth general elections are as follows:

1. Unstable coalitions: Coalition government were unstable governments since they had no inherent compatibility amongst to the breakup not only of various fronts but of governments as well.
2. Anti-Congress: The main object of the coalition was to dislodge the Congress Party and to break its monopoly. The high priest of this strategy was the late Ram Manohar Lohia. D.C. Pavate rightly observes: "The Prime reason for such a coalition of opposition groups was not to provide an alternative government with a purposive programme different from that of the Congress but to oust the Congress from power somehow or the other."
3. Lack of polarization: The coalitions were marriages of convenience. They were not formed on principles or on the basis of polarization of political forces. There were widely heterogeneous elements like the CPI and Jana Sangh. It was just for the sake of capturing power that issues of ideological significance were either side-stepped or compromised and non-Congress coalitions of a most heterogeneous variety came into being. Indeed there was no sincere urge for political polarization even among the parties of the same ideology.
4. Based on political defections: These coalitions proved to be dependent upon a few 'Aya Rams' and Gaya Rams' present in almost every Legislative Assembly. Thus, defections really became in charge of the making and unmaking of coalition and for their
5. Political opportunism: The most critical component in the development of the coalitions was political opportunism, coalition governments turned into a session of egotistical, go getter, powerhungry and unscrupulous politicians who had to took after nothing but their personal interests.

THE DECLINE OF COALITION POLITICS (1980- 1989)

The failure of coalition experiment in the form of failure of Janata coalition government to complete its full term gave an opportunity to Congress-recovering from a split in 1978- under the leadership of Indira Gandhi to capture power in the 1980 elections. Congress received a massive victory in 1984 general elections also. Thus, for a decade the coalition politics came to an end at the centre. At the state level, however, the coalition politics continued. Congress, for instance, entered in to an alliance with the National Conference in J and K and with the DMK in 1980 and with AIADMK in 1984 elections in Tamil Nadu. The left parties-led coalition governments were formed in the States of Kerala, Tripura and West Bengal during this period.

It was during this period that the seeds of future coalition politics emerged. Congress despite its electoral triumphs in the plebiscitary elections was continuously losing its ideological and institutional base. As such it was unable to respond adequately to the demands and aspirations of the democratically awakened rural social groups who had been becoming increasingly aware of the significance of their electoral power. Moreover, the over centralisation of power in Congress led to the heightened level of Centre-State tensions.

The ruralisation and regionalisation of Indian politics led to the emergence of regional parties which were supported by the numerically strong and economically powerful rich peasant castes. Telugu Desam in Andhra Pradesh, Akali Dal in Punjab, AGP in Assam were among the regional parties which ensured a freer competition between political parties and increased alternation of a tendency towards personalised control of parties and fragmentation of the parties into splinter groups etc. All these factors paved the way for the end of the Congress dominance at the State level.

What emerged in the States was a bipolarity as along with the regional parties in India Congress even now retained a salience in the party system. It was because Congress continued to command greater popular support that any other party at the national level and also the it was the core around which the party system was structured. That bipolarity at the state level did not, however, yield a bipolarity at the National level as well as became evident from 1989 General elections

ADVANTAGES OF COALITION GOVERNMENT:

Nowadays Coalition government has become more popular due to its some merits like –

- I. The coalition government is more democratic and fairer because it represents a much broader spectrum of public opinion than government by one party alone.
- II. This type of government creates a more honest and dynamic political system, allowing voters a clear choice at election time.
- III. Coalition government provides more continuity in administration. Such government functions on principle of politics of consensus, besides, states are given more power and the base for concept of federalism is strengthened.
- IV. Coalition provides good government because their decision is made in the interest of a majority of the people.
- V. The coalition Government consensus based decisions can be taken considering views of political parties.
- VI. The coalition Government have to compromise with all the principles to accommodate the others, government will be more consensus based, resulting policies will be broadly approved for the benefit of the country.

- VII. Some political philosopher viewed that Coalition Government is more responsible, accountable, transparent Government.
- VIII. The Coalition government provides better quality of policy, enhanced scrutiny and increased attention paid to each policy.
- IX. This type of government has been effective in enhancing democratic legitimacy, representativeness and national unity.

DISADVANTAGES OF COALITION GOVERNMENT:

Coalition Government is not free from its drawbacks. The main weak points of such type of Government are as follows ----

- I. The coalition government is actually less democratic as balance of power is invariably held by the small parties who can better their support for concessions from the main groups within the coalition.
- II. The coalition Government means that a party in the little popular support is able to impose its policies upon the majority by a process of political back-mail.
- III. The coalition government is less transparent, because a party has no real chance of forming a government also.
- IV. Another disadvantage of the coalition governments is as it takes time for decision making process.
- V. Many time reveals that some political parties, national interest is kept aside for accomplishing regional interest.
- VI. The coalition governments are definitely less effective not durable, and non dependable as compared to the government formed by any one party with a definite ideology and principle.
- VII. Generally the coalition governments are considered appeasement policies rather than development policies of the country.
- VIII. Coalition government is unstable as well as model of weak government.
- IX. Most of the time coalition government is failed to give the good government to the people.

IMPACT OF COALITION ON INDIAN POLITICS:

1. Instability:

The parliamentary system of government functions successfully with two political parties. But in India the numbers of political parties have increased in number even at the state level. In Tamilnadu for instance there are DMK, AIADMK and the TMC

2. Weak and Ineffective :

Since the coalitions are heterogeneous they are ineffective and unstable. When a system of coalition operates cabinet secrecy is also thrown to the winds. To secure a consensus within the parties is a very difficult task.

3. Subordination of party Ideology to power: The next impact of coalition system is that there is a subordination of Ideology to power. In the Indian context there is a single party which is dominant in a coalition of several parties.

4. Narrow outlook parties :

Another Impact of coalition on Indian politics, relate to the desire of political parties to maintain political power at any cost, Regional parties do not give up their parochial approach and therefore are narrow in their outlook.

5. Leadership of Prime – Minister undermined:

In a coalition prime – minister cannot take a strong decision even the smallest party in the coalition can hold the P.M to ransom the prime minister has to deal with heterogeneous group of power seekers who make no secret of their real intention.

6. Power shifts from cabinet to the co-coordinator:

The next impact of the coalition in such a system is that power shifts from the cabinet to an extra constitutional authority like co-ordinator or steering committee.

7. The regional parties deciding the fate of National parties:

A large number of regional parties have propitiated since 1989 resulting in the emergence of a confederation of regional parties.

8. Federal system more federal and real: Federal system also tends to more federal and real when coalition system operates at the national and state level. Indian federation being extremely flexible has transformed due to the change in party system.

Coalition experiment in India (Central Government)				
YEAR	NAME OF COALITION	HEAD OF THE COALITION GOVERNMENT	PARTIES IN COALITION	NO. OF YEARS IN COALITION
1977 Sixth Lok Sabha	Janta government	Morarji desai	Janasangha, Bharathiya Lok Dal, Congress (s) socialist party, CFD, Ex-congressmen (Chandrashekhar Group) others (like Akali dal etc)	Two years
1979 Sixth Lok Sabha	Janta government	Charan singh	CPI (M), CPI, Congress I	
1989 Ninth Lok Sabha	National front	V.P. singh	Congress – I, CPI, CPI (M), RSP	One year
1990 Tenth Lok Sabha	Congress government	Chandrashekhar	Congress-I, AIADMK, BSP, Muslim League, J & K National Conference, Kerak congress (M) shiromani Akali Dal, and few independent members.	Eight months
1996 Eleventh Lok Sabha	United front coalition	H.D. Devegouda	Janatha Dal, left parties, teluguDeshan and congress	Ten months
1997 Eleventh Lok Sabha	United front coalition	Inder Kumar Gujral	Janatha Dal, left parties, TDP and congress	One yyear

1998 Twentieth Lok Sabha	BJP government	Atal Bihari Vajpayee	BJP, BJD, Trinamoola congress, samatha party, HVP, SAD, Shive-sena, TDP-Laxmi Parvathi, Lokshakthi, AIADMK, PMK, PDMK, TRC, Anenachat congress, Independents	One year six months
1999 Thirteenth Lok Sabha	National democratic alliance(NDA)	Atal Bihari Vajpayee	Congress (I), lift parties, RJD, SamajaVadi party, Lok Jana Shakthi, JMM, DMK, Nationalist congress party and others	Five years
2004 Fourteenth Lok Sabha	Union Progressive alliance(UPA)	Dr. Manmohan Singh	Congress (I), left parties, RJD, sanajvadi party, Lok Jana Shakthi, JMM, DMK, Nationalist congress party and others	Five years
2009 Fifteenth Lok Sabha	Union Progressive alliance(UPA)	Dr. Manmohan Singh	Congress (I), left parties, RJD, Samajavadi party, Lok Jana Shakthi, JMM, DMK, Nationalist congress party and others	Five years
2014 Sixteenth Lok Sabha	BJP government(NDA)	Narendra Modi	Samatha, BJP, SAD, AIDMK, BJD, TDP, LOK Jana Shakthi, ASSU, Shivasena	Five years
2019 Seventieth Lok Sabha	BJP government(NDA)	Narendra Modi	BJP, AIADMK, JDL, LJP, YSR Congress, TRS, SAD	Till date

Conclusion: In 1980, Congress regained power under Indira Gandhi, and later under Rajiv Gandhi as the 6th Prime Minister. However, the 1989 general election resulted in a National Front-led coalition administration that lasted until 1991, with two Prime Ministers, the second of whom was backed by Congress. The 1991 election resulted in a five-year minority government led by the Congress. In two years, the 11th parliament produced three prime ministers, forcing the country to go to the polls again in 1998. The Bharatiya Janata Party (BJP)-led National Democratic Alliance, with Atal Bihari Vajpayee as Prime Minister from 1999 to 2004, was India's first successful 5-year coalition government. Then, from 2004 to 2014, another coalition, the Congress-led United Progressive Alliance, comprised of 13 different parties, ruled India for two terms, with Manmohan Singh as Prime Minister. However, in May 2014, the BJP won a majority on its own in the 16th general election. (first party to do so since 1984 election) and the National Democratic Alliance was re-elected, with Narendra Modi as Prime Minister and other key positions.

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The Impact of Future Generations on Environmental Ethics

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Abstract: The environment where all organisms, include humans, live and interact with each other. And in this environment is even the wisest man wants to pick his own sugarcane to the exclusion of other animals and plants. Living in harmony with humans and other animals in a healthy, vibrant environment is called environmental ethics. Where everything will be conducted according to rules and laws. Our future generations is not safe according to the current situation of the world. We need sustainable development to protect the future generation. As a result, animal welfarism will be maintained properly and naturally. A strong eco system is needed to keep the environment more secure. Where animals and plants live in the same environment and need bio-diversity, where they can see variation. If these two things are properly maintained and carried forward properly, the natural environment will have an environment of sustainable development. As a result, future generation will get a beautiful, healthy and vibrant environment.

Keywords: Natural environment, ethics, humanity, future generation.

Introduction:

"Ethical behaviour is doing the right thing when no one is else is watching - even when doing the wrong things is legal".

-Aldo Leopold

Natural environment is human best resource. Protecting this resource is a utmost and absolute duty of men. Because men is the best gift of this nature. Plants, from Unicellular organisms to human are inextricably like with each other. So people should walk together with everyone. In the present time i.e. 21st century, people have become dependent on technology and digital. The effect of which is appearing in the world. Biodiversity is being disrupted in the world. The eco-system is affected. Due to which the temperature of the earth is increasing day by day. Which is being morally wronged on them. Which is called moral degradation?

In protecting their own interests, people are no longer attracted to anything other than themselves and their necessity people and subject. As a result, they do not hesitate to destroy them. As a result, humanity has been devastated. The extreme disaster of character and the degradation of values is killing mankind today. Morality is very disturbed i.e. we need to protect the world first. Because if we can protect our earth, then it is believed that it will be possible to protect the existence of everything from the natural environment to different types of animals and plants to human.

Environmental ethics

Environmental ethics is a branch of applied ethics. Which deals with the conceptual issues of the values of various animals or organisms in the environment. And determines how much he has contribute to society and science. This ethics created a bond between environment and people. To be aware of the moral responsibility to preserve and protect the living creatures in the in the environment. To show how steps are being taken to keep the environment healthy from different aspects and to create different types of

relationship between different organisms in the environment. In this 21st century era, various types of technology have improved. In this age of advance technology people are maintaining their own interests. It should be the moral duty of man to advance the interests of both properly and parallel keeping the mind the environment. Preserving the environment has become a major challenge in today's society. Humans should act in such a way that there is no harm to the ecosystem in order to help future generations to achieve into their desired goals. Therefore, values and morals must be present in every person in such a way that the people do not harm the environment and animal's living in the environment in any way while protecting their interests. Therefore environmental ethics is the foremost need.

These ethics absolutely need to start at the grass roots level. Because we know that people cannot server alone. It needs the environment around it for its survival with other organism and animal's. People completely ignore these issues and want to serve their own interests. As a result of which the increase in temperature in the world, heavy rains in some places, no rain in some places, natural disasters likes snowStrom's and landslide are attacking in the earth. To avoid these issues, we need to be more aware of morals, values, good and bad aspects of society. Content should bethought of as 'us'. As a result, it will be possible to work while maintaining all kinds of interests.

Objectives:

1. How can environmental ethics be applied in future life ?
2. How to maintain the balance of the animal and environment.
3. Various measures have been taken to protect the environment. Knowing what actions are morally acceptable and beneficial for future generations.
4. Ensuring that the interests of animals and others species are ethically maintained while making the man human environment fit for purpose.
- 5.

Methodology:

The natural environment is the most beautiful resource of the world. I will use the descriptive method to advance environmental ethics, in order to advance resource. I will use descriptive method as well as conceptual method to understand the content in death. Again at secondary data will use smartphone, internet, television, research paper, journal, newspaper and web resource etc.

Global warming

Globalization, urbanisation, population growth, lack of public awareness etc. in the present world, the warming of the world's environment is increasing day by day. As a result of which the fairness of the environment is disturbed. That known as global warming. Greenhouse gases are responsible for global warming. Which is caused by the increased of Co2 in the atmosphere. Toxic fumes emitted from factory vehicles, urbanization, population explosion, excessive resources extraction etc. are destructing the balance of the environment, as a region of which the temperature of the environment is increasing day by day. The peace and Order of the environment is being disturbed to a great extent, much of which is man made. In the age of 21st century digital technology and advance technology, environmental ethics are being hit to meet the various needs and aspiration of people. And people are fulfilling their needs. India is no exception. India, a third world country, is harming the environment and moving the country forward to portray itself as a first world country. Especially the environment is being polluted as a result of vehicle

smoke, under construction, public explosion etc. thereby disrupting the balance of the environment. Which is against morality.

Human Nature

Human nature is a fundamental concept that dates back to the earliest day of Greek philosophy. Human environment is the environment and created by humans with animal's, plants and birds of the surrounding area is called human environment. People live happily and peacefully in a moral environment. As the ages progressed, people left the cave dwellings and started living in buildings. As a result of which people are changing their environment and their neighbours. While adapting to the society and nature, people are constantly inventing new methods and entering into various competitions, people think the environment is trivial and damaging the environment only for themselves. As a result, starting from humans, animals, plants etc. are losing their natural environment. For which it appears that the time of rain is not happening, the amount of natural storm rain is increasing day by day, the temperature of the environment has also increased abnormally. Humans and other living creatures are no longer regarding their natural environment, which is being morally wronged. And all feel their own interests, he/she kicking himself/herself on feet.

Bio-Diversity

Bio-diversity is a type of thing that we see in an area includes animal's, plants, fungi and even microscopic bacteria which helps to maintain the balance of nature, without such diversity the world would not be so beautiful. This diversity is why we see different species of plants, animals, fungi and bacteria on earth. They depend on earth other to life on earth. They are like a chain of discipline, the dissolution of one of which leads to the dissolution of other works. That is what we call an ecosystem. This ecosystem is a system that are closely related to each other one cannot exist without the other. Therefore, you want to sustain Biodiversity in the world, we have to maintain the existence of everyone from the very grass root level. As a result, the ecosystem will continue to exist. If we do not think about the interest of others while maintaining the interests of the people, the existence of the people will come to a crisis in the future. Therefore, it is a moral duty of humans to protect the interest of all living things and plants. As a result, biodiversity will be maintained.

Sustainable development in environment

In terms of environment, sustainable development is a development that is capable of providing a variety of environments while meeting human needs while simultaneously advancing nature's. Eco-system and essential resources, it can provide a variety of services. Through this development, people can improve themselves along with the improvement of society and environment during times. Through this development, future generations are able to improve the present generation without having to compromise with anyone to meet their own needs, i.e. which means that people do not achieve their personal development, but establish their relationship with the environment and emphasize more on environmental protection. As we all know, sustainable development was first formulated as an institution at the Earth summit in 1972 in Rio-de-Janeiro. The main objectives of which was how to maintain the balance of the environment and properly protect the environment along with its development in almost all countries of the world. The total of 17 sustainable development goals were adopted. Among them to deal with poverty, inequality, climate change, environmental degradation, places etc. in the right amount and in the right

condition. These long term measures were taken to make the environment livable for children. So that people do not violate the interests of the environment along with their interest. Which is abandoned in moral judgement. As a result of such progress, almost every country in the world took some steps to protect our future generation India is no exception. In order to advance this sustainable development, radical change have been made in India, from plantations to control of vehicular emissions, from under construction to agriculture pollution. so that country becomes a pollution free country.

Natural Ethics for Future

Nature based ethics is an ethics where society and nature try to maintain the balance of nature through different good and bad, right and wrong, just an unjust etc. in our society, various animals, plants and people live, natural environment with every one. It is the sole responsibility of humans to protect this environment. Because people are the best resource of this nature. As present we have seen that this environment has become very polluted. Pollution from all sides has engulfed his environment. Human should restore the natural environment back to its proper place. As a result, environmental effects are maintained. We will see in the future that there will not be so much pollution of the environment, there will be no discrimination, no ugliness, no sadness between animals and plants. The environment of the earth will be claim, beautiful and undifferentiated. We will not see any nature now ? There will be no competition, every one will work for everyone. There will be no matter what I say, we will happen to us. If we continue with this one day we will reach our specific desired goal.

Earth Ethics for Future

Man is the most beautiful and best creature in the world. This organism has undergone many changes while living on earth. People have made various advancements in their lives by over taking Technology, as a result of which people have forgotten that the world they lives in depriving the world of its rightful status, harming it, people are moving forward with technology in their lives. There are animals in the world other than human. With the advancement of Technology, there have been many obstacles of the survival of other creature on mother Earth. Climate change has occurred, there are many seasonal change in the world. As a result of which various type of animals become extinct. The only way to avoid this is to reduce the use of those things that are harmful to the earth's climate, animals and plants. Global warming is the worst thing about the current state of the earth. As a result of this warming, we have lost many things from the Earth. Which is abandoned in moral judgement. Because we archive a lot in our life for our happiness, comfort and use of advanced technology but ultimately the earth is being damaged. With which the entire animal and plant world including humans are being damaged. Which is against morality. This green grass world is full of pollution. Humans are primarily responsible for this pollution. As a result of who is good and bad, right and wrong etc. moral rules were not properly observed on earth. Humans will use some technological method to follow this rule. So that we can have a beautiful, pollution free world in the future. And other animals and plants including humans, can live in any order.

Animal Welfarism

. In the current social system, people are very selfish. He doesn't think about anyone but himself. According to the ecosystem, the animals are intimately related to each other from the very grassroots level. Almost every part of the world is connected to each other and is like to a chain. If the chain is broken, almost many part of the world will be disturbed. And since humans are the greatest

creatures on earth, humans have to judge all the good and bad in the world, so that animal protection is maintained. In 1972, India enacted an act for the protection of species of animals (Fauna) and plants (Flora), the main objectives of which is to ensure that the moral rights of wild animals and plants cannot region, for the protection of any interest, for business or in other circumstances. This can be said from the two lines of the poet Sukanta Bhattacharya's poem--- "I will make this world inhabitable for this child, this is my firm commitment to the new born" ("E biswake e sisurbasajogokorejaboami, Nabajatakerkache e amardriroangikar "). That is, since man is the greatest social organism, since man is dependent on technology, since man is a hierarchy extended organism, then man should protect his own interests by protecting the interest of other animals and plants. As a result of which it will be considered in moral judgement, it will be able to sustain its existence in the earth and natural environment.

Finally it can be said that every one should enjoy equal right when it comes to animal welfare. Here I say that we should consider all matters as ours without giving importance to any matter. So that the earth appears again in the form of 'Sasya Shyamla Dharitri'. We have to plan the future in such a way that all kinds of animals and plants will continue to exist on earth. No animal should drive another animal to extinction. As a result, all aspects of society will be maintained and everything morally just and morally acceptable.

Conclusion: Finally it can be said that the environment is our most essential things. And we consider the earth where this environment is located at mother. As a result, bio-diversity will be maintained in the world. In today's society, sustainable development is needed to save the earth. As a result, of which all countries of the earth and environment are maintained. And if all aspects are maintained, moral and Justice aspects will also be maintained. In today's advanced technology, digitalization and competitive era, people's overall interest have been violated. But in future, in order to take the natural environment further, we have to work by maintaining the overall interest of own interest. As a result, the earth's environment, animals, plants etc. can maintain their own impression in the society by protecting their own rights. As a result both moral and social aspects will be maintained. And future generations can be carried forward more securely.

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Relevance of Life and Career Skills in Classroom Situation

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Abstract: Education is the process of overall developments. The real purpose of education in the modern sense is to acquire mental social competence. That is to become a responsible citizen by establishing oneself in a healthy and proper social life. To achieve that goal, self-awareness, confidence, empathy, healthy relationship etc are very important. With India hosting the world's youngest population we help students realize and realize their potential in their potential in their skills and training as part of school to university curriculum. Although education can provide a person with adequate knowledge and information. Psychological skills have an important role in promoting health in a board sense. In terms of physical, mental and social well being. Often we have high educational degrees, but they fail to adapt to their society with daily life behavior. Most cases of the disorder are also found in adolescence. Imparting life skills training through life skills education with help the youth to overcome such difficulties in life. Life and career skills offer a unique opportunity to rebuild their skill while having access to an array of projects and countries. Life skill education is a skill or ability that leads to adoptive behavior.

Keywords: Education, Life skills Classroom, Digital education, technology.

Introduction: We call skills the ability to learn. And life skills are those skills that help people in their academic development. It also helps him to function well in the environment he lives in. Thinking confidence effective communication and creativity these four life skills are essential in a Childs education. Because they help students to improve their academic performance.

The current 21st century education system is mainly based on information and technology. Hence science, mathematics, technology, engineering etc are given priority in every field of education. Because of this, the relationship between teachers and students is decreasing as well as the teaching learning process. Even the population has increased in the society. Poverty is rampant. There is also an increased in the incidence of suicide among students. Even social, emotional and psychological problems. This results in unemployment and loss of job security etc. Through this people will learn to cope with the problems of daily life. Especially these training needs to adolescents, because life skill education empowering them take responsibility for their own actions.

Definition of Life Skills:

Life skills can also be defined as an ability to learn. Because this skills helps a person to adapt to the environment in which he lives and also help him to function properly. Learning life skills is an important area of learning in the teaching learning process of the school classroom. Therefore world organizations like UNESCO, WHO and UNICEF have recommended developing the necessary life skills of students from school to university. Besides the above organizations have also published some guidelines for both

teachers and students. Life skills education has also taken place as an active component even in the curriculum conducted with in classroom. This life skills education is the key to a success full life of a student. So according to World Health Organization (WHO) Life Skill as "The abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF defines life skills as "A behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills". Also we say that life skills are personal competence that enables a person to deal effectively with the demands and challenges confronted in everyday life. A person with life skills is able to transform his knowledge, mentality and values into real power. Life skills lead to healthy behaviors, empowerment. By applying these skills effectively, we can become more aware of our own feelings and those of others. I can understand how others view me. We can be mentally health. And, improving mental health strengthens motivation about oneself and others. Eliminates loss of mental health and behavioral problems.

Types of Life Skill:

- a) **Exercise of Decision making:** Such skillshelp us to take important decisions in our life constructively.
- b) **Problem solving:** This skill enables one to deal constructively with problems encountered in life.
- c) **Creative thinking:** This skill is extremely helpful us to thing about the alternative and conventional of our various activities of our daily lives.
- d) **Critical thinking:** Critical thinking analyzing and evaluating the factors that affect the mentality, behavior values etc.
- e) **Interpersonal relationship:** With these life skills we can establish good relationship and adjusts our emotional and social position. Acquired the ability to socialize with family and outsiders.
- f) **Self-awareness:** The ability to recognize oneself, one's character, strengths and weaknesses, one's desires, one's like and dislike. It is the name of having a holistic, appropriate feeling and idea about oneself.
- g) **Empathy:** It is possible to give mental strength back to the endangered helpless people through empathy.
- h) **Coping with emotions:** Learning how to control them is also a part of life skills. Otherwise, emotion has that negative effect. It causes severe damage to body and our mind.
- i) **Coping with stress:** Learning how it hurts, or how to avoid it is also a skill of life. Ways to reduce stress to achieve a dependable mindset is essential for good health and a vibrant mind.

Role of Teachers In Life Skills Education In The Classroom:

The role of teachers in the life skills of students is immense. Teachers are one of the pioneers in the process of development of students. Although parents, counselors and psychologists can play an important

role in teaching living skills, the impact of teachers on students in childhood and adolescence is profound and far-reaching. Many teachers are ideal in the life of the students. As students spend most of their daily lives in school, teachers naturally influence them. Just as the teacher needs to be aware to how to deal with students outside of the classroom, there is a need for pre –planning to teach quality skills inside the classroom.

a) **GROUP DISCUSSION:** Discussion among the students on any subject is a very effective method and mutual exchange is very important. The teacher will start the discussion and create the environment for any topic related to life. The teacher has to control the process and direction.

b) **CASE STUDY:** Judging and analyzing a specific problem is an effective method. Discussion a student's personal problem and asking for the option of all the members of the group, it is possible for the students to understand the problem correctly. At the same time, his classmates were able to gain sympathy and sympathy for each other by participating in this discussion. This method is also very effective for decision making and learning judicial thinking.

c) **ROLE PLAY:** This is interesting method. Which encourage students creative thinking. Here students actively participate in learning. As a result learning become easier long term and far reaching.

d) **DEBATE:** Judicial and creative thinking can be practiced by establishing a rational statement by adopting two opposing sides in the debate. Also, it is quite helpful in practicing self confidence and perseverance.

e) **QUIZ:** Quiz is very popular method, knowledge is practiced by collecting information on various subject. This method is very effective in increasing motivation.

f) **Story-Telling:** Every child learner has a natural love for stories. The effectiveness of this method lies in the use of characteristics such as interest, imagination, curiosity and creativity of children to present an event or an abstract concept in short time and with little effort.

Conclusion: Life skill education lays the foundation for learning skills which enhance self-direction of the individual. And the teacher has to decide lifestyle skills to adopt and how to change the behavior by motivation the students in classroom. The social-economic and political forces are rapidly changing the ways that young people must prepare for adult life. These changes have enormous implications for adolescents in terms of their education, employment, marriage, child bearing and health. The negligence of young population has major implications for future, since reproductive and sexual behavior during adolescence have far reaching consequences for people's lives as they develop into adulthood. Many studies have indicated that most of the marriages are happened during the age of adolescence.

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The Importance of Women's Education in Present Scenario

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Abstract: Women education is one of the important thing to be done by every houses. Girls who receive education participate in decision making, can be an employer and can lead to a healthy life. Women education reduces inequality and strengthens economies. Women have a better understanding of social structure and it is by their nature. There a girl should be provided formal education to become a good daughter, sister, wife and a mother. She should be educated to understand the female education. In medieval period, girls are sent to their laws home after they attained puberty. At that time for them attaining puberty is shameful and if a wife with menstruation provides a glass of water to her husband it would reduce the life-span of her husband. Therefore she was sent to an unhygienic house to live her those three days in every months. Later, due to spread of colonial rule all over India those myths were decreased. Therefore in order to have knowledge on self, to negotiate with situations women education plays an significant role.

Keywords: Women education, Inequality, Puberty, Menstruation, Life-span, Formal education.

Introduction: Women are integral part of the world. The generation after generation is going all because of women. In Indian culture women are devoted as Ma Durga, Ma Saraswati, Ma Laxmi, Ma Kali etc. A society without women cannot be imagined. In the medieval period of India, women crossed some toughest times. There were no separate school for boys and girls. After they attained puberty they were taught by some elderly women like cooking, weaving, spinning etc. But being a lady of 21st century formal education is very important for her. Because education teaches her to know herself, to fight for her rights and to fight against crimes. The term women empowerment will work if she is properly educated.

History of women education in India:

In ancient period, the place of women were quite high, even they got opportunities to rule a Queen. They were treated as equal to men and there was no discrimination between men and women based on gender. In Hindu scripts women were considered as "Devi", also they were honored by societies as "Janani" which means mother. But the medieval period was extremely disappointing period of for Indian women. Women were mostly given importance in household works than receiving formal education.

The Muslim rulers encouraged the education including women education during their rule. With took over of Muslim rulers, women education was imported in India. The "pardah" system of Hindu society did not effect on the aristocratic Muslim women. Sultana Rzziya was an educated Muslim princess. During the ancient period women were also involved in reading sacred literature and could able to manage accounts in absence of their husbands'.

Women's education of modern era in India:

According to NSO, the average literacy rate of India is 77.7%. But in a survey it is proved that women's literacy rate is less than men. This low level of literacy rate has impact on lives of their own and on their families. It has been discovered that infant mortality rate is associated with lack of educational degree of women. The government of India has taken various new policies to improve girls education in India. Right to Education Act, 2005, Beti Bachao Beti Padhao Yojna 2015 are some important schemes for girls education in India. Education is a fundamental right for all. In India, the female literacy rate between 2010 to 2021 has increased by 14.4%. There was 80.35% in 2010, whereas in 2021 it was 91.95%. Education of women allows equality in a society. In modern era it is seen that women are economically, socially and politically becoming empowered. It is the result of women education.

Women's education in post-modern era:

India's economy plays a significant part in world economy. When education is provided to girl child, it leads to social benefits including women empowerment. Though after the end of colonial-rule education to women was denied but in post-modern era parents are becoming bound to send their children to schools. The government of India made some strict rules regarding child marriage, also girls are becoming aware about their education. Many NGOs and other organizations are conducting awareness programmes on education to girls, impact of early marriage etc. As India's newly elected President is women, it proves that if women want, they can do anything.

Some of the measures to promote women education are:

1. Free and compulsory education for all.
2. Reservation of 33% seats for women.
3. According to Mahila-Samakhya launched in 1988 states to enhance legal literacy, self-esteem, confidence building in developmental process and providing vocational education for economic independence..
4. To ensure education for all no-detention policy was recommended on students from class 5 to 8.
5. In the Telungana state gender education is made compulsory in graduate level.

Importance of women studies/gender studies:

Women studies is a multidisciplinary study. It is the study of women's contribution towards societies, power and gender. It is also known as Gender studies. It emphasizes on promoting value people rather than based on sex. Women studies focuses on gender identity, roles, issues related to women etc. The study of this subject matter can bring awareness among girls about various issues they face on their daily lives. This is not only important for girls also for boys as well.

There are some issues in society which do not look as women abusing but it is. As it is seen that for an iron advertisement men builders are used whereas for a soap or body lotion advertisement girls are used. Gender studies cover these areas and make equal mindset between boys and girls. Abusing is not only happened to girl child but also faced by male child. So, gender studies helps to find out the form and the way to solve it in society.

The idea of women studies came out from the feminism movement. Feminism is a concept of Philosophy which holds the idea for both the sexes. Feminism believes that women are suppressed throughout the history. Though men and women are biologically different but they are equal.

Currently, Gender studies is one of the important subject in the university level for students. It is for both boys and girls. The goal of this course is to change men and the thinking pattern of patriarchal

society. It also builds confidence level of girls that they can study mathematics, engineering, become a leader of a nation. It also helps in removing social evils related to women in society and gender biasness. Women studies course can empower girls, end rape culture, decrease teen pregnancy etc.

Conclusion: Women are creation which can create and built. They are someone from whom a new baby can be born, one can see the beautiful world, explore the nature and many more. Hence education to women is an essential part for them. Women study helps women to reach their stars of life and boys can indentify themselves as through this. It is believed that "blue" is a color for boys and "pink" is for girls. In order to eradicate those myths women studies play an important role. In general, feminism is the belief in full social, political, and economic equalities for women. Women studies do not demand for women oriented society but end of domination of men over women and to have an independent life for each girls. The education for women is important make them aware about socio-economic development of a nation, to create ideas on politics and sports, to create aware about their general health check-up etc. Women's education increases the income of women which leads to growth in GDP of a country.

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Women's Education in India: Policies and challenges

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Abstract: Education has an immense effect on women's ability to accomplish status in society. Educated women are the weapon to develop the Indian society through their valuable contribution at home even any professional field. Women education is very essential especially for their self nutrition and health besides to improve health and nutrition of the next generation. It is not only essential for any country to be developed socially even economically. So that, it can be say that lack of women education can be an obstacle to the country's economic development. The women play a vital role in the society and in the economy. This paper aims to study the various policies and major initiatives on women education and its challenges and to provide suggestion for overcoming the barriers of women education in India.

Keywords: Women Education, Policies, Barriers, Suggestions.

Introduction:

"We shall see better days soon and our progress will be accelerated if male education is persuaded side by side with female education"- **Dr. B.R. Ambedkar.**

Education is the fundamental right of any citizen. "Education will be used as an agent of basic change in the status of women. In order to neutralized the accumulated distortions of past, there will be a well conceived edge in favour women"- National Education Policy, 1986. The constitution of India contains a number of articles that directly or indirectly speaks about the equal rights of men and women. Article 21A provides free and compulsory education to all children between the ages of the 6 to 14. And according to article 15(1) "The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them." Yet women are still backward in many cases especially rural women. The government is trying to provide primary education especially to the disadvantage rural girl children through various initiatives such as Sarva Shiksha Abhiyan (2001), Beti Bachao Beti Padhao (2015) etc. "The lack of educated and technically skilled women is main reason for the economic and social growth that has lagged" (Haq, 2003) .The present status, women are still excluded from education and better job for the psychological, social and cultural barriers. Women empowerment is very essential because it enables them to overcome barriers, to confront traditional role and change their life. An educated woman will easily able to make themselves self-dependence and they will be able to provide a better guidance to her children. So, it is very necessary to change attitudes towards women education and to raise the social consciousness. And provide them equal opportunities to achieve and to contribute to the socio economic development of the nation. The purposes of the study are to describe women education related policies and challenges in India; to provide possible suggestions to overcome the challenges of women education in India.

Objectives of study:

The study has following objectives

- To analyze the available schemes or policies for women education in India.
- To analyze the challenges in women education

- To provide possible challenges to overcome challenges of women education.

Research Methodology:

This study is descriptive in nature. The article is based on secondary sources like journals, thesis, expert written opinion, books, web sources, and literature reviews and other reliable sources related to women education.

Policies and Programmes of women education in India:

Government of India has taken different initiatives for the improvement of girls' education. These are given below:

1. **Beti Bachao Beti Padhao (BBBP) Schemes:** This scheme was launched in 2015 after the national census results for 2011 revealed detraction in key gender matrices to address concerns of gender discrimination and women empowerment in the country. The main purpose to launch this scheme is to educate citizens against gender bias and improve efficacy power of welfare services for girls and to ensure survival and protection of the girl child.

2. **Sukanya Samridhi Yojna:** The Sukanya Samridhi Yojna scheme was launched on 22nd January 2015 in Panipath, Haryana under the Beti Bachao Beti Padhao campaign for the betterment of girl child. SSY scheme ensures protection and empowerment of girls. A greater number of girls engage in the field of education and other areas through this scheme. Another aim of this scheme is to educate people against gender discrimination and enhance efficacy of welfare services especially for female children.

3. **Balika samridhi Yojna:** Balika Samridhi Yojna was initiated in 1997 by the central government of India. It is a crucial initiative which offers financial aid to all female children. The main objectives of this initiative are to support the birth and education of female children among the society's weaker section peoples. This scheme transforms the negative perspective of the Indian societies towards the girl's birth.

4. **Mukhyamantri Rajshri Yojna:** Mukhyamantri Rajshri Yojna was initiated by the government of Rajasthan on 1st June 2016. The aim of this scheme is to promote the economic empowerment of girl child and provide education for their better future. This scheme is implemented in both urban and rural areas.

5. **Mukhyamantri Kanya Suraksha Yojna:** Mukhyamantri Kanya Suraksha Yojana was launched in 2008 by the government of Bihar to promote the birth of girl child, to improve the sex ratio, to prevent female foeticide and to ensure safety and security of girl child in society. Another aim of this scheme is to promote the education of female child and empower them by providing financial assistance to the parents.

6. **Mahila Samakhya Programme:** The national education policy (1986) recognized that the empowerment of women is not possible without the participation of girls in the educational process. This scheme was launched in 1988 to pursue the objectives of NPE (1986). Through this scheme, enhancing self confidence and esteem, providing knowledge and skill for economic self dependence and ensuring equal participation in developmental process of women from rural areas especially economically and socially marginalized group.

7. **Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was introduced by the government of India in august, 2004. This scheme was integrate into SSA programme to provide education to girls at primary level belonging to SC, ST, minority communities and other backward classes. Gender disparities still persist among disadvantage communities' especially in rural areas and there are significance gap in the enrolment of girls as compare to boys at primary level. So, the main objective of this scheme is to ensure that quality education is accessible and feasible to the girls of backward communities of society.

8. National Programme for Education of Girls at Elementary Level (NPEGEL): National Programme for Education of Girls at Elementary Level (NPEGEL) programme was launched in July, 2003 as an amendment of SSA scheme for providing additional educational components to the girls at the elementary level. It was an incentive to reach out to those areas where the SSA was not able to reach through other schemes and trying to reach the "hardest to reach girls". The programme provides developed "model schools" for community mobilization and supervision of the enrolment of girl children at elementary level schools.

9. Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG): Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG) is centrally sponsored program and initiated by the government of India on 1st April, 2011 under the ministry of women and child development. The main objectives of this scheme are to make aware adolescent girl child about nutrition, health and hygiene through proper education and to enables them self development and empowerment. This scheme also improve the home based skill and vocational skill among adolescent girl providing information and guidance.

10. Kanyashree Prakalpa: Kanyashree Prakalpawas established 8th March, 2013 by the government of West Bengal to reduce dropout rate and prevent early marriage of girls. This scheme uplifts through providing financial help to those girls who cannot pursue higher studies due to poor economic condition of family. It was initiated to help the girl children in their primary as well as secondary education and later it is extended to include PG course.

Challenges of women education

Education is the crucial stage of every child's life. It provides an opportunity to grow socially as well as economically. But girls are still getting less educational opportunities for some cultural barriers. According to UNICEF report globally 132 million girls around the world are not in education. Some common challenges of women education are described below:

1. Poverty: According to World Bank, poverty is the most crucial factor of girl's dropping out of school. Sometimes poor families cannot afford the cost of education and sometime they don't want to invest for them. Girls bear the housework burden and stay at home for the take care of siblings.

2. Negative parental attitude: The parents choose fund only for their son's education because they consider that only boys are able to be breadwinners in future and girls seen as caregivers. Some parents don't want send their daughter to school for misconception about religious doctrine and believe.

3. Lack of female teacher: Female teachers are only able to feel and understood girls' problem during their study. And girls don't feel hesitation to share their educational problem even personal problem with female teachers. According to SSA "Appointment of every two teachers at the primary school level, one has to be female". But there is lack of female skilled teachers in many schools. They are facing better communicational and other so many problems and they are not interested to go school regularly

4. Gender Discrimination: Girls are considered as weaker section in society. Girls include restrictions on freedom and get less educational opportunities compared to boys. This gender discrimination is also seen in professional life, people thought male teachers are more intelligent than female teacher where female teachers are more caring than male teachers.

5. Problems Related to Unemployment: There are so many factors that block the progress in their employment. First of all it is the toughest to find a job for a woman because people thought investment in human resources development of woman is not beneficial and sometimes they faces sexual harassment

during job. And second is they are forced to stay at home for taking care of children and for some familial work.

6. Lack of proper physical facilities: The facilities of school impact the overall learning process as well as the physical and mental. Physical facilities in school basically affect the health, behavior, learning and growth of the students. These kinds of facilities are especially necessary for girls to assure their health and safety. But these facilities are not offered girls student by school.

In addition to these others issues are highlighted below:

- Development of immorality
- Lack Suitable Curriculum for the education of girls
- Lack of social consciousness among women
- Problem of transport
- Inadequacies in Teaching Learning environment
- Lack of efforts for resource mobilization
- Ineffective administrative supervision and monitoring
- Working as domestic servants
- Inadequate school facilities

Suggestions' for Overcoming the Barriers of Girls' Education

- Equal Access to Education
- Educating Boys about Gender Equality
- Establish residential schools for girls
- Preventing Violence in Schools
- Promote gender sensitivity curriculum
- Organise community awareness programme
- Girls need to respect in the workplace
- Provide scholarships for financial support to female student
- Create awareness among people about negative side of child marriage
- Increase the quantity of trained female teachers in schools, colleges and in other institutions
- Encourage parents to take care of girl's education through organizing motivational campaign
- Governments have to implement various schemes and programme to promote women education

Conclusion:

"When girls are educated, their countries become stronger and more prosperous."

-Michelle Obama

Education builds a basic indicator in equality and empowerment. So it is very necessary to emphasis on girl's education in the same way as boy's education. The study revealed that "there had been significant progress in the performance of women education revealed from female literacy levels and its change over time. It was also observed that the gaps between rural and urban female literacy rates are narrowing down" (Sing & etal.2020). Rural girls are still facing so many problems comparatively urban girls. Several studies revealed that infrastructural problem is the main barrier behind regression of women education in India. So, it is mostly essential to provide them women centered educational infrastructure to reduce drop-out rates of women and to increase the women literacy in India.

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Impact of E-Learning in Higher Education System In India: Trends And Issues

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ABSTRACT:

E-Learning in Higher Education is a significant issue taking everything into account. This paper has made an excellent try to zero in on e-Learning in Higher Education in India; ideas and parts of e-Learning; patterns and issues; scopes; kinds of e-Learning, challenges, industry-market; effect of MOOCs; advantages and benefits and eventual fate of e-Learning. E-Learning in Higher Education is a significant issue. This paper has made a genuine attempt to zero in on e-Learning in Higher Education in India; ideas and parts of e-Learning; patterns and issues; scopes; kinds of e-Learning, challenges, industry-market; effect of MOOCs; advantages and benefits and the fate of e-Learning.

KEYWORDS: E Learning, Higher Education, Education, Trends, Online, Challenges.

1.0. INTRODUCTION:

The term "e-learning" refers to the process of acquiring knowledge and skills via the use of electronic means, such as personal computers, online course materials, and local and global networks. E-learning, or training and development using electronic media such as the World Wide Web, audio, and video, is a growing trend in the workforce. Youth in the community have a responsibility to learn the value of creativity and to be on the lookout for potential leaders of the future. There is a rising global trend towards higher education, and India is not an exception. In India, there are usually three times as many people applying for each available spot in a university or other institution of higher learning. It is sometimes referred to as "Web-based Training (IBT)" as well. The online training is crucial for the development of any nation. Everyone is considering growth at the moment. If it is set up properly, lawful results will follow. Focusing on E-Learning in India as a main means of improving education is the fundamental purpose of E-learning. Soon after India gained its independence in 1947, the government faced the challenge of educating a massive population using a unified educational system. As a result of a variety of initiatives taken by India, the country's literacy rate has increased. As a result of these efforts, the literacy rate has increased from 65.38% in 2001 to 74.04% in 2011. E-learning outperforms traditional education in several respects, including student satisfaction, ease of use, accessibility, efficiency, and clarity of presentation. It was found that just a fraction of graduate-level education instructors were using online delivery of their courses. However, a few instructors teaching less-than-stellar courses are experimenting with online instruction. Although there are three distinct e-learning approaches—online, hybrid/mixed, and e-upgrade—only the latter is being used by the majority of professors teaching college-level courses in India. The advancement of the globalisation of the information economy has led to sophisticated web-based learning in contemporary pedagogical structures. The way in which higher education is organised, carried out, and communicated may be profoundly affected by the advent of e-learning. The most

effective circumstances and courses for delivering e-learning should be determined by forward-thinking educational organisations. While most Indians lean towards traditional classroom-based academic initiatives, the government of India has been actively supporting the e-learning push to overcome barriers and increase accessibility. Technological advancements in the 4G environment have allowed for the distribution of digitalized education via current platforms. The future classrooms are likely to be filled with electronic devices like tablets, iPods, and smartphones. The prospect of making education available to anybody, anytime, anywhere is becoming more appealing to students, businesses, and the general public. Students may take charge of their own education and progress via online courses. Anyone may access a wealth of research and learn new things, usually at no cost. Online education updates the classroom experience to better suit the needs of today's youth. Programmes like the Massive Open Online Courses (MOOCs), MOODLE, COURSERA, etc. It gives people access to knowledge and opportunities when they need it most. Aspiring specialists would now have access to endorsements from some of the world's most prestigious institutions via online courses. To better prepare yourself to deal with the challenges of working in today's internet-driven environment, it's important to weigh the advantages and disadvantages of adapting to the internet. Next up is a reasonable summary of the benefits and drawbacks of going online.

2.0 OBJECTIVES OF THE STUDY:

1. To study the purposes that can be served by E learning in the field of Higher Education system in India.
2. To study the regarding the integration of E-Learning in Higher Education system in India.
3. To discuss the issues, challenges for implementation of the integration of E-Learning in Higher Education system in India.

3.0 METHODOLOGY OF THE STUDY:

The present research is a review-based study. The data have been taken from different govt. reports, published scholarly articles, unpublished non-peer-reviewed articles of related aspects, newspapers, relevant books, and internet sources.

4.0 E-Learning:

E-learning, or electronic learning, refers to the practise of using a computer to provide all or part of a course, whether in a traditional school, a corporate training facility, a government agency, or on a distant learning platform. More and more people are turning to eLearning, which makes use of technological advances to provide educational curriculum outside of a traditional classroom setting. It usually refers to a fully transmitted course, programme, or degree. E-learning, in its broadest sense, may be defined as learning via means of the Internet. E-learning, therefore, refers to instruction that takes place in a setting other than the traditional classroom, and is delivered only via the medium of the Internet. Intelligent learning occurs when students can converse with their instructors or other students in the classroom. In some circumstances, it is delivered in real time, allowing participants to "electronically" raise a hand and stay in constant contact; in others, it is a previously recorded presentation. An educator often works with or communicates with a student to go through homework, assignments, and assessments. E-learning has been shown to be an effective method of education and training. Ranchers' education, adult education, early childhood education, basic education, and secondary education are all becoming commonplace in different parts of our country.

5.0. SCOPE OF E-LEARNING

E-learning consists several crucial phases. E-learning serves an educational purpose in one context, while in another it is used for practise. The explanatory; only secondary and advanced optional uses are allowed. In the second phase, it is put to use in training employees and updating their skill sets. The growth of e-learning in India is slow when compared to the rest of the world, where it is widely used. If we had the choice to expand e-learning into rural areas in India, it would be the simplest and fastest method of education available. Taking India's massive population into account, it would be next to impossible to ensure that every child in the country attended a certain school.

6.0. FORMAL AND INFORMAL E-LEARNING:

Some forms of online education and web-based preparation mimic the typical classroom experience. Adults with rudimentary literacy might benefit from an online learning environment that is both safe and patient. The only difference between online training and traditional classroom learning is that the knowledge and abilities acquired via training are meant to be put to use immediately away. Knowledge Management and Electronic Performance Support are two examples of informal learning whose potential may be studied thanks to e-learning. Records such as lessons learned, tales, case narratives, and online contact with partners are all examples of the kinds of information that are routinely kept as part of an organization's Information Management. It may also include online meetings, chats, and symposia where people can share information that has not yet been formally documented. The term "Electronic Performance Support" (EPS) is used to describe a virtual space on a computer where performers or students may find resources. EPS is used to provide information, train students, and monitor their fulfilment of service requirements.

7.0. E-LEARNING LITERACY IN INDIA :

In 2011, the percentage of the population with a high school diploma or above rose from 65% to 74%, while the percentage of the population without a high school diploma or higher fell from 35% to 26% during the same time period. The fact remains, however, that 26% of India's entire population is uneducated; e-learning may be helpful in bringing this number down, since advances in technology and communication have made teaching and training possible anytime and everywhere. The Student can adjust to new situations outside of the classroom as well. If adult education and preparedness were to happen, it would be a huge success. For what it's worth in terms of general media form, it's an exceptionally good mechanism for pre-essential and essential training that may entice even the school dropouts. With proper adult education and planning, the chances of success are quite high.

8.0. E-LEARNING AND HIGHER EDUCATION:

According to a recent report from a worldwide online learning programme, India has more than 1,55,000 students enrolled in online courses, making it the second most popular choice for distance education behind the United States. U.S. students account for over a third of the world's 1.2 million undergraduates, with 15% coming from India. In recent years, there has been an increasing trend in the world of higher education towards the development of VLEs, in which all facets of a course are administered via a single, unified interface. Some of these programmes launch right here in the United States and call for students to

show up to their schools once a week for guidance sessions while the rest of their coursework is completed online. Online advising and enrollment, electronic directing, course book buying, and student papers are just some of the services that some colleges currently provide their students totally digitally. Online education has the potential to help rural parts of India that lack access to skilled educators. E-learning, which may take the form of live online coaching, web-based recordings, and virtual study halls, may provide answers to these issues. When it comes to replacing classroom education that is both decisive and coordinated, online learning is your best bet. Unfortunately, classroom dissatisfaction is a major contributor to student attrition.

9.0. CONCEPT AND ASPECT OF E-LEARNING:

E-learning, or electronic learning, refers to any educational setting where instruction is delivered in whole or in part by electronic means. This includes but is not limited to K-12, higher education, corporate training, and distant education. eLearning refers to non-classroom based education that makes use of electronic technology. Typically, this means that a whole course of study or degree has been presented to the student. Another definition of e-learning is "courses specifically delivered via the internet to somewhere other than the classroom where the professor is teaching," so that e-learning may be understood as learning given online, via the internet. It's a kind of teaching and studying in which students may exchange information and ideas with their instructors and classmates. There are times when it is presented live, with participants able to 'electronically' raise a hand and communicate in real time, and other times when it is a taped lecture. Typically, a professor or instructor is the one engaging with and assessing students on their class participation, homework, and exams. Learning and instruction through the Internet (or "e-Learning") have been shown to be effective. Many people in our nation are making it a priority to further their education, whether it be as a farmer, an adult, a child, a student, or a teacher.

10.0. SCOPE OF E-LEARNING:

The educational process is split into two distinct segments. E-learning may be used for either instruction or training, depending on the desired outcome. It is reserved for students in high school and college. In the second stage, workers get training and have the opportunity to improve their abilities. In contrast to the worldwide market, where e-learning is employed at all levels, its growth in India is negligible. Making learning accessible in India's rural regions is the most efficient and effective method of educating the population. Taking India's massive population into account, it's challenging to provide higher education to everyone who wants it.

11.0 FORMAL AND INFORMAL E-LEARNING:

Some types of e-learning, such as online education and online training, simulate the in-person classroom experience. Adults with low literacy levels might find a supportive and encouraging learning environment in the online classroom. The main difference between online training and traditional teaching is that trainees are expected to put their newly acquired skills and information into practice right away throughout training. The possibilities of informal learning, such as Knowledge Management and Electronic Performance Support, may be investigated via the use of e-learning. Expertise, such as lessons learned, stories, and case histories, is frequently documented in the form of documents and online interaction with colleagues can also be a part of Knowledge Management. Knowledge Management has recorded pieces of corporate information such as policies, procedures, product information documents, reports, presentations,

and proposals. The term "Electronic Performance Support" (EPS) describes a learning and working environment that takes place entirely in a digital format. Information, training, mentoring, and monitoring for students are all things that EPS helps with.

12.0. E-LEARNING LITERACY IN INDIA:

In 2011, the proportion of literate people rose from 65% to 74% of the total population. The percentage of people who are illiterate has also dropped, from 35% to 26%, during the last decade. Although advances in technology and communication have made education and training feasible everywhere, anytime, 26% of India's total population is still illiterate; e-learning might be useful to combat illiteracy. The classroom is not necessary for the Learner's education. When applied to adult learners, it will be very efficient. Due to its audiovisual nature, it has the potential to re-engage students who may have dropped out of school during the pre-primary or primary grades. When applied to adult learners, it will be very efficient.

13.0 E LEARNING OF HIGHER EDUCATION:

A recent survey in an international online learning programme found that after the United States, India had more than 1, 55,000 students enrolled in online courses. About a third of the world's approximately 1.2 million students are American, with 15% coming from India. A rising number of educational institutions are seeing the benefits of adopting a virtual learning environment (VLE) in which all facets of a course are managed via a unified interface. The course materials for several of these programmes are offered online, however the programmes themselves are launched in the United States. Several colleges and universities now provide students with resources they may access online, such as advising, registration, counselling, book sales, and newspapers. E-learning has the potential to address the shortage of trained educators in remote areas of India. E-learning has the potential to address these issues via means such as live online coaching, streaming movies, and virtual classrooms. E-learning is the greatest alternative to poorly planned and unstructured classroom instruction. Dropouts who believe it would be an insult to return to school may be reached via online education. In classes with a large student body, electronic evaluation of student presentations may help save time for both students and teachers. Students who are really unable to leave their homes may use the e-learning resources to continue their education. Despite the fact that e-learning utilises a multimodal learning process, it is not without constraints. Another study predicts that by 2017, the \$20 billion online education industry in India would have grown to \$40 billion. People who disagree with the concept of e-pickup sometimes claim that it isn't instructional or that it doesn't provide any useful data. However, there are many who argue that self-learning with the aid of computers and other e-material is always superior than study hall learning since the latter doesn't motivate students to learn on their own. This is especially true in countries where specialised education is expensive, job opportunities are few, and incomes vary widely. With over a million educational institutions and 18,000 tertiary institutions, India's education system is among the most extensive in the world. The vast majority of the country's 1.2 billion people are potential customers for educational services. Indeed, even the agricultural sector need links to modern education and E-Learning. Market Analysis of the worldwide e-Learning Sector Forecasts place the size of the global eLearning Market at \$107 billion in 2015. In 2010, the global self-paced eLearning industry was worth \$32.1 billion, growing at a compound annual growth rate of around 9.2%. That means the eLearning industry as a whole should bring in over \$49.9 billion in revenue in 2015, according to estimates.

14.0. EFFECT OF MASSIVE OPEN ONLINE COURSES (MOOCS) ON HIGHER EDUCATION :

Massive open online courses (MOOCs) are one of the most notable developments in the field of higher education in recent years. It deals with providing a large number of users with free, open access, international, video-based instructional content, topic sets, and dialogues provided over an online stage. MOOCs bring together scholars and students from all over the world because to their flexibility in terms of both time and location. It promises to make higher education more accessible by making a wide variety of open, customizable, reasonably priced, and fast-track completion courses available to anybody who wants them, for free or at a low cost. With the advent of massive open online courses (MOOCs), universities and other institutions now have more leeway to experiment with novel approaches to online education and pedagogy. Since massive open online courses (MOOCs) are the newest fad in distant education, there is an urgent need for research to mitigate the risks associated with them.

15.0. SOME OTHER BENEFITS OF E LEARNING:

1. Comfort: This accommodation is comparable to examining the area, time, course length, and so on No driving/going chance to a ground. Understudies can learn at their speed and study at their accommodation. One can put oneself out there recorded as a hard copy instead of verbally. The students can have virtual conversations rather than instructor-led addresses. Likewise, the course work and directions can exceptionally be redone regarding the student's decision. Understudy focused: They may effectively be connected distinctly in those pieces of the commitment generally applicable to their requirements. The intuitive learning climate may add to self-bearing and basic reasoning. Gives a significant degree of dynamic communication between the teacher and understudies, just as among the actual understudies.
2. Admittance to Resources: It is not difficult to incorporate visitor specialists or understudies from different foundations just as admittance to assets and data throughout the planet. Thoughts and support are shared, as every individual adds to the course conversations and remarks on colleagues' work.
3. More affordable: Generally, these courses cost not exactly normal study hall scholastics. No movement and lodging costs. The class participant can keep on working at their work while taking classes.
4. Innovation: One can chip away at the course pretty much anyplace you have PC access. Online courses give a chance to learn new advances.
5. Worldwide level: The students will work with colleagues from everywhere India. However, it could be throughout the planet.
6. Aimlessness: No separation among understudies because of race, sex, sexual direction, religion, identity, age, dress, actual appearance, and so on. Equivalent investment from all cohorts and the most cordial understudy won't hoard the conversation. These courses are better for those who are contemplative, just as those who learn through viewable signals and require additional time to understand the material. E-evaluation enjoys numerous upper hands over conventional (paper- based) appraisal. The benefits incorporate.
7. Adaptable: More prominent adaptability as for area and timing 8. Halfway: improved fair-mindedness (machine stamping doesn't 'know' the understudies, so doesn't support nor consider minor blunders) 9. More noteworthy stockpiling effectiveness - a vast number of answer contents can be put away on a worker contrasted with the actual space needed for paper scripts.

16.0. IMPEDIMENTS OF E-LEARNING:

1. Restricted Social Interaction: There is a limited chance to cooperate closely with teachers and different understudies. Particularly in self-guided courses – hard to foster associations with schoolmates. Probability of restricted neighbourhood organizing openings. The more significant part of the correspondence is through email, visit room, or conversation gatherings; however, there is no disconnected get-together. No customized considerations from the teacher concerning the eye-to-eye connections and inputs. No grounds climate to make social communication.
2. Innovation Cost and Scheduling: Students might be needed to prepare the essential advanced framework and learn new or improved PC and investigating abilities. One should have fast Internet and change examining plan around educator's task due date.
3. Hazardous for Instructors: As programming is getting increasingly progressed, educators are continually attempting to figure out how to keep up. Customary teachers putting stock in talks and freebees may have difficulty embracing the framework and programming. Understudy should act naturally inspired and trained to advance through their program in an ideal way.

17.0. ISSUES AND CHALLENGES IN E-LEARNING:

1. Innovative Challenges e-learning brings critical difficulties up in the mechanical examination region. For the advancement of e-learning, assets that meet the client's necessity should be tended to. The mechanical difficulties of e-learning can be considered as two critical, innovative exploration regions.
2. Advancement of New Forms of Learning people group and Interactive Learning In e- learning conditions, association, participation and local area assume a significant part to help to learn. The improvements in the space of e-learning conditions give new types of cooperation to the learning experience. It produces new connections among students and PC and structures another local learning area.

16.0. KEY ISSUES:

New types of multimodal interface to help to learn. New methods to comprehend and uphold learning networks. The improvement of frameworks to help versatile networks of students. Personalization procedures that meet client individual necessities and current action.

- Techniques to advance and support communication. Discovery of new learning networks. Support for time-to-time evaluation administrations.
- Growing New Knowledge Facilities for e-learning E-learning climate needs to help the quick expansion in the size and assortment of information by proper semantic administrations. The semantic administrations create an encompassing semantic setting for learning support.
- Research that necessity to deal with: Development of learning and thinking speculations for unsure and fragmented information.
- Support for the improvement of enormous scope learning offices. Support a robust learning measure. Support for data sharing across various learning offices. Developments of lightweight information catch strategy for the advancement of extended lasting learning.
- Research Issues for e-learning Current e-learning research unites instructive, specialized and hierarchical worries inside a more extensive arrangement of socio- social elements. These variables impact the exploration plan in the e-learning framework.
- Understanding these more extensive social and social issues is critical to the examination networks engaged with e-learning and will powerfully illuminate future practices.

18.0. FUTURE CHALLENGES OF E-LEARNING IN INDIA:

India must play a crucial role in the development of the international e-learning services market. It has quickly become one of the leading countries for IT consulting firms, and it hopes to replicate that success in IT-enabled government services. It is one of the world's top e-learning service providers because of its superior instructional architecture and team of trainers. Both governmental and commercial sectors in the country have launched various e-learning initiatives. These initiatives have been welcomed with enthusiasm and client support, but their commercial viability is still being investigated. The government has been taking certain preventative efforts, both administratively and financially, to foster an environment conducive to online education in India. Funding has gone into establishing Internet cafes in rural areas for the purpose of communication; these may be used to propel e-learning initiatives and facilitate the provision of informal and professional training in addition to official education. What makes India's e-learning services market unique are: Workers that are fluent in English and are also highly educated and technically savvy Protected Virtual Space - Receipt of Digital Signatures and Electronic Transactions Lower costs associated with human resources as compared to industrialised countries Powerful and nimble.

19.0. CONCLUSION :

Governments, businesses, and trade groups may prepare for this expansion by emphasising e-learning's practical uses and ensuring its smooth, efficient rollout. The most important advantages of e-learning, both now and in the future, may be enjoyed by those who see e-learning for what it really is: a technique. When it comes down to it, subpar procurement methods work against expanding and mainstreaming e-learning. Therefore, it is essential to do a careful analysis when selecting e-learning software for education in order to enhance the knowledge of students, the learning outcomes, the performance outcomes, the business and policy effect, and the value of the money invested. E-learning improves education, literacy, and economic growth in third-world and emerging nations. There is little doubt that the expansion rate will accelerate if E-learning is used to the agriculture sector. With the right amount of research and preparation, e-learning and e-commerce may be built. Higher education, women, and governments will all benefit from the rising tide of adaptive learning. The proportion of Indians who can read and write is growing because to online education. When it comes to education, e-learning is like a hub that drives progress forward. By working together on the problem of e-learning, both India and underdeveloped nations stand to advance their own educational sectors. Many more chances will be seized, and swift action will be feasible, with the help of E-learning. India has to find a solution to this problem if it wants to progress. In the long run, it will help the academic and social sectors.

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The Impact of Music on Human Development and Mental Health

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Abstract: *These activities not only allow one to express their deepest sentiments and states, but also have a good impact on those who participate in them. According to research in the sciences that are associated to music, effective participation in music can positively benefit a range of aspects of human existence, including physical, social, educational, and psychological (cognitive and emotional) ones. According to Biasutti and Concina (2013), there is a growing amount of empirical and experimental evidence on the general benefits of musical activity. Learning in and via music can occur in official contexts (like scheduled sessions in school) as well as non-formal settings (like at home with family and friends), frequently non-sequentially and not necessarily on intention, and in environments where involvement in music is encouraged.*

Keywords: *Human Existence, Psychological Development, Music Learning, Social Learning.*

Introduction: The 21 brand-new research articles included in this special edition broaden our understanding of the many ways that music can promote human development and wellbeing. Each essay in the book draws from the research of 88 researchers from 17 different countries and offers an illustration of how music can relate to other important aspects of human functioning. The papers collectively provide offer illustrations of many contemporary research approaches. These show how different research goals related to the larger benefits of music demand careful and appropriate methods. Poutine and other foods. Demonstrate how music education is predicted to improve students' sound encoding in the 9 to 15 age range and how it relates to reading abilities in terms of childhood and adolescence, for example. A different Finnish study by Saarikallio et al. illustrates the impacts of musical listening on teens' reported feelings of agency and emotional well-being, but it also demonstrates how these effects are highly variable by context and individuality. Stewart et al.'s Australian study of adolescents at risk for depression focuses on various facets of mental health. The essay explores how, despite existing research supporting the positive effects of music for mood regulation, music consumption can actually maintain or intensify a bad mood.

Studies have shown a connection between informal musical experiences in the home and specific aspects of language development, suggesting that younger, preschoolers can benefit from musical activities as well. A significant connection between melody perception and grammar acquisition was found in an India study by Politico et al., which was previously unrecognized in developmental research. Meanwhile, rhythm perception and production were the leading predictors of early children's phonological awareness. Barrett and associates in another preschool study, examined the attitudes and values of Australian early childhood and care practitioners about the role that music provides to young children's learning. Despite having little formal training and little personal musical experience, practitioners usually tended to have positive attitudes towards music; nevertheless, this was oriented towards music as a hobby.

Review of related literature:

The use of music to foster a strong sense of personal agency is a central theme in a number of the collection's essays. In addition to the study by the Saarikallio team previously mentioned, Moors et al. present a novel example of how engaging in group beatboxing can enhance the lives of laryngectomy-reduced throat cancer patients in the UK by supporting voice rehabilitation and a laryngeal phonation as well as patients' feelings of social inclusion and emotional well-being.

A study by Krause et al. in Australia examines a potential cause for these optimistic results. They investigate musical involvement and wellbeing in a sizable group of people aged 17 to 85 using the self-determination theory as a lens. Respondents to an online survey emphasized the importance of actively creating music in their lives for satisfying three essential psychological needs: a sense of competency, relatedness, and autonomy.

The therapeutic value of music is thoroughly examined in a case study by Fachner et al. Their research focuses on the kinds of key moments that happen between a music therapist and a client during guided imagery and music sessions, and it offers proof of how these moments relate to the underlying neurological mechanisms that enable music therapy's practical applicability.

Creech, who is currently residing in Canada, has conducted a detailed literature review on the role of technology in enhancing older people's access to music and encouraging a sense of agency. Even persons with complex requirements seem to be able to interact with and use technology in a number of ways that assist their musical perception, learning, and involvement as well as their general quality of life, despite the dearth of study in this area.

No matter where you exercise—at a park, a gym, or on the street—music always seems to be playing in the background. Nicol et al. in South East Asia look into the potential health benefits of synchronized exercise to music, especially in hot and muggy conditions. Their 2019 randomized cross-over study for the same subjects found that the "time-to-exhaustion" was 2/3 longer under the synchronous music condition than under the no-music condition. Additionally, perceived exertion was on average 22% lower under the synchronized condition.

Objective of the study:

- ❖ To improve your response to pain, and help you work out more effectively.
- ❖ To boost memory power, reduce anxiety and depression stave off fatigue.
- ❖ To expresses the experience of music in human life.
- ❖ Through the creation, recording, and presentation of music, the highest ideals of human desire and artistic integrity are promoted.
- ❖ Create a creative, analytical, and intuitive grasp of music as a form of cultural expression.

Methodology:

The right amount of weight is placed on subject matter knowledge throughout the musical process because it is a crucial part of preparing for human development. An active participation and engaging approach must always be strongly emphasized in transactional techniques. It is vital to conduct some analysis on how musical concepts and notions of human development have changed over time. Every living thing has unique demands, and there are unique ways to meet those needs. Individual desires for emotional gratification, lifestyle choices, conflicts with biological necessities, and a shift in the focus of psychological analysis are all significant factors when considering the notion of modern music.

Importance of the study:

Music has a powerful, pervasive effect on people. It can boost mood, alleviate anxiety and depression, increase task endurance, improve memory, increase pain response, prevent fatigue, and help you work out more effectively. Working with a music therapist is an effective way to take advantage of the many beneficial effects music may have on your body, mind, and overall health.

Music is an entertainment:

Binaural beats are another name for this technique, which pulses sound to induce your brain waves to match the beat's frequency. It's intended to promote improved concentration, engrossment, relaxation, and sleep. Although additional research is required, there is some evidence that auditory brainwave entrainment benefits kids with behavioral difficulties and lessens their anxiety, pain, and premenstrual syndrome symptoms.

Suggestions:

Tuning fork therapy uses metal tuning forks that have been adjusted to provide specific vibrations to various parts of the body. This can promote emotional balance while helping to release stress and energy. It is supposed to function similarly to acupuncture without the use of needles to stimulate the spots. Some studies suggest that tuning fork therapy can ease joint and muscle discomfort.

Results and Conclusions:

A range of acoustic elements are used in music therapy to enhance your mental and physical well-being. The employed strategy affects how it operates. The majority of music therapy sessions take place one-on-one with a skilled professional. You can choose to use a specific piece of equipment, such a tuning fork, to apply vibrations throughout a session instead of using a speaker or other musical instruments to play music or make other noises. You can be asked to sing, dance, or even play an instrument, depending on the technique. Alternatively, you can simply be urged to maintain your composure and silence to allow the sounds to reach your ears. These studies show that participating in musical exercise benefits one's health and wellbeing in a variety of ways under a variety of conditions. With the caveat that they must be perceived by those who participate as being engaging, meaningful, and successful, musical activities, whether centered on listening, being creative or re-creative, individual or collective, have the potential to be therapeutic, developmental, enriching, and educational.

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Importance of Education in Society

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Abstract: Education is the magic wand that spells the cast of knowledge to bring us out from the darkness of illiteracy and ignorance. From the very beginning of the civilization, education and society are become complementary to each other and both of them are aimed at the all round development of human beings. Education as a means of revolution brings the necessary changes in society that is required for development and modernization of the society and on the other hand, society acts as the catalyst that makes the education contemporary. The germination of democratic essence in the society is not possible without the base of education, it creates human resources having rational outlook with modern & liberal thoughts. Education inculcates the virtue of tolerance, democracy and preserves our values, morals, deeply rooted heritage and moreover our ancient history. Education creates the awareness for self empowerment, human rights for the deprived people. It encourages scientific attitude and creates more job opportunities that tends to lead a happy, prospective life. It also disseminates the democratic value which helps to eradicate poverty and terrorism. Moreover, education creates hope for future and brings out the best potentialities from every individual so that each and everyone can give their best for the development of the society across the globe.

Keywords: Education, Society, democracy, potentialities, development.

Introduction: Society is an indispensable part of human life and education is the prime source of knowledge that helps to create equilibrium between the humans and the culture. Man is a status seeker and tends to be surrounded by various societal groups and vicinity; and in holistic sense, within the society. Human life and society flows simultaneously and are complementary to each other. The man is geologically and physiologically habituated to live in the groups--in the society and society is an indispensable ingredient for the overall development of human being. Humans are one of the non-materialistic resources of society and society is the complex flask of norms, regulation, class, status and many other innumerable assets which provides a universal social recognition to the human beings for getting fulfillment in greater life.

Education plays a pivotal role to create positive societal interactions; each and every human being is different in each and every biological, sociological or in psychological aspect. But, the only common thing is the education that provides us a single equal platform to interact with other people--the society. Hence it is very necessary to understand the concept of society and the education at first.

Education is the transmission of knowledge, skills, and characteristic traits. Mr. Nelson Mandela significantly viewed that, "Education is the most powerful weapon which you can use to change the world." Contemporary society is enrooted in the core of education. Education and all the experiences that we have encountered from the very beginning of the human civilization have made us the wisest and most cultured and civilized creature on this world. Man has acquired the best position among all animals by their intelligence and education. Hence education can be termed as the acquired set of experiences that provide understanding, information, dexterity and the rational and empirical thinking to make us responsive about the rationale behind our subsistence. Education results in positive behavioral changes in human beings. Apt Education has the power to convert the human civilization into the most organized and

potential set of prospective personalities who willing live together for the benefit of self and the public. Proper edification (not only bookish fact) gives a transformational makeover the whole mankind across the globe and creates a huge scope for self-employment. Education acts as the connecting bridge between the past experiences and present action, ancient heritage and modern technology, process of evolution and productivity so that we will be able to mould any kind of situation in favour of us. So, it is the need of the hour to give the final call to each and everyone to under the umbrella of education as without this, it is impossible to dream of a beautiful life and society. Hence education is very important in understanding our past to amplify our present so as to craft a beautiful future.

Whereas, coming on the society, society is the home of humans. It is a cluster of communal relationships, norms, systems, regulations, culture and shared beliefs. Without the sense of radical unity, mutual respect and reciprocal friendship, no society can emerge as a healthy public domain. When the inmates of a particular community shared the same interest of getting united under some specified feelings, regulations and needs-they create a interactive web of relations, i.e., society. Society is always multi-dimensional-from the perspective of the amount of shared beliefs, needs and even of the members also. In simplest words, we can say, the small units of people with nearly homogenous perspectives and motives come under a big organization, then it is called as the society. Education is the software that is needed to upgrade the society from time to time. As every society is constituted on some shared beliefs, ideologies and intentions, hence, it is the duty of every single inhabitant to protect and enrich it with all possible efforts to secure individual and cumulative requirements. Greater society always places superior value on the communal needs upon the individual urge.

Features of Education in societal context:

Education has a great impact in empowering the nation for the welfare of society. Hence it is very relevant to highlight the major features of education in societal context. Let's have a quick look on it-

1. Creates cohesion:

Education creates a sense of cohesion in every human being in terms of creating unity. Everyone is indulged with the sense that for the betterment and keeping balance in the society, everyone has to obey the rules-regulations set by the greater society. It is the education, that creates this sense and it results in maintaining the social concord.

2. Removal of war and terrorism:

There is a very well-known proverb-"An empty mind is the devil's house." All kinds of negative activities like war or terrorism is the illicit child of our empty-devil mind--full of illiteracy, ignorance and ill-thinking. The impartation of value education is highly required to escort a safe and sound life. All kinds of educational activities should be rigorously practiced so as to make our minds positive and productive. Education inculcates our capability to perform rational thinking which leads to understand the devastating result of war and terrorism and helps to remove the war and intimidation form the globe.

3. Amputation of indigence:

An educated person is full of resources and he is self-reliant to get various options to foster his livelihood and secure him to safeguard his existence in the society.

4. Demolition of crime:

We all have to have to admit the fact that, all kind of negative activities are resulted from the illiteracy. Hence it is very important to spread the light of education to each and every person for the demolition of crime and criminal activities.

5. Women empowerment:

One of the most common features of education which influences the society is women empowerment. It gives power to the women to stand alone on their own feet and fight for their honor. It also reduces the crime rate against women; moreover education makes the women so powerful that they embark their footsteps all around the world-even beyond the world.

6. Promotes trading and commercial engagement:

Financial strength is undoubtedly a deciding key factor for the upliftment of a society. Education paves the way for trading and commercial engagement not only in a small territory but also in the global market. Education helps in fostering self-dependency that tends to higher the chances of accomplishing any tough jobs with ease and establishing ourselves into the global trading market. Hence, education is unconditionally required for the improvement of our life standards.

7. Maintaining jurisdictional regulations:

Education imparts knowledge about the various political and jurisprudential principles and issues that helps us to understand the importance and relevance of jurisdictional regulation in the existing social system and creates a spontaneous mindset to obey the acts and regulations.

8. Development of economically marginalized section:

Education is the innate driving force behind the changing scenario of the globe and global issues. The deficiency of proper knowledge leads the mass to experience redundant societal backlashes, unethical deprivation, racial discrimination, unwanted casteism and so on. Such dark side of the society can only get eliminated by the filtration of knowledge. Hence it is uncompromisingly needed to educate the marginalized groups across the world.

Significance of education in the public eye:

Meaningful education plays an important role in the modernization, industrialization and overall progress of the society. Education creates human resources which are utilized for the advancement of the society. People need good and fruitful contemporary education that enables us to endure in this vying world. Our contemporary world is heartily welcoming for the people with apt knowledge on current issues, simple living—high thinking standards and full of insight that leads to solve any kind of individual as well as societal problems.

The major roles of education which influences the society are as follows:

1. Education is important to create resourceful society:

Education provides life and meaning to the society. Society is not about the assembly of men, rather than it is a flux of human resources. Education imparts knowledge to human beings which revolves them into useful non-materialistic resources that is beneficial for the society. It also helps the society to develop in each and every aspect.

2. Education creates democratic society:

Without democracy no society can taste the glory of progress. Democracy inculcates the values of co-operation and mass-interest. According to Mr. Roosevelt, "Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education." Democracy and education go hand in hand and both are complementary to each other.

3. Societal balance comes with knowledge:

Society is the complex crux of various rules, regulations, beliefs, values and cultures. Education creates a state of equilibrium among those various elements and creates a harmony in the flow of society.

4. Education creates the quality of tolerance:

Education creates the valuable quality of tolerance among human beings which is essentially required for the society to foster coherence. Education helps to eliminate the common conflicts from societal groups and inculcates the knowledge to foster mass interests of people. According to Mrs. Helen Keller "The highest result of education is tolerance." The priori wisdom and consciousness of oneself and others of the global society can avoid or resolve any complex conflict.

5. Connecting bridge between past, present and future:

Education helps us to understand our past from a broader and deep-rooted perspective which prevents us to repeat our earlier mistakes. It also shapes our present by inculcating contemporary useful knowledge and experience. This leads us to a better future.

6. Education secures the right of women and other deprived people:

Education is the single window to secure the rights of women and other deprived people in any society. The inhabitants of educationally strong society can easily stand by themselves and protect their rights as they are aware of the constitutional provisions of nation. Hence education is one and only option to make the mass aware of their rights to survive in this competitive world.

7. Proper edification reduces the rate of brutality and offenses in society:

The light of learning prevents people to get engaged in misdeeds. Crime is said to be the illegitimate child of illiteracy. Even sometimes, the criminal is also unaware of the commitment of crime by him. Hence we need to educate each and every person to eradicate the crime form our society.

8. Education creates the scope of mass employment:

In today's financial recession, finding the dream job is very difficult also matter of luck. It is not a new thing in these days to see thousands of job aspirants flocking for a single vacant post. This picture is more alarming for low wage jobs. Although it is true, that the right and high qualification greatly increases our chances of getting a job. But where the job market is almost zero, there only the education can open the door of hope by help us to explore the innumerable scope of self-employment rather than focusing only for a particular job—it opens up multiple career opportunities for increasing the scope of self-dependency.

9. Developing Problem-solving Skills and inculcating rational point of view:

Real education makes us logical and critical thinkers, which gives us the freedom and rationality in making variety of decisions. If relevant knowledge is not imparted in the correct time, then a man has to face the hurdles of getting the scope of employment, social recognition, possessing materialistic facilities, financial supporter of family and so on. However if we all educate ourselves properly then these above stated hurdles can be faced and overcome with determination. Hence acquisition of knowledge is highly required for developing Problem-solving Skills and inculcating rational point of view among the common people.

10. Education strengthens the base of societal wealth:

Good and highly qualified people generally get satisfactory jobs or they will make their own way by the means of self-employment. Education strengthens the base of societal wealth by creating huge scope of employability. Social mobility is the one of the finest result of educational intervention. It not only ascends the trend of global economy but also manufactures more human resources.

11. Crafts the design of societal upliftment:

Educational intercession helps to create modern society by inculcating the knowledge of our culture, heritage and history which paves the way towards modern society. Education moulds a person into a human resource- a leader, who leads the common people towards new dawn of civilization with the traditional essence of true values and emotions. It also helps to become rational which is essentially

needed for a modern society. Except that, education also makes a society modern from its thought process, technological interventions and nourishing progressive minds with traditional values.

12. Scope of equivalent opportunities for prosperity:

The beam of education enlightens all equally regardless of caste, creed, color and religion. It creates the scope of equivalent opportunities for prosperity for all those people who are under the same tree of education. Hence everyone needs to be educated to avail this benefit and to be a part of national prosperity. It is the most shielded sanctuary for mankind against all kind of fiscal blizzard and erroneous judgment.

13. Empowering the society:

We can convert our weaknesses towards our strength by applying our knowledge. It opens the pores of our schema to understand a particular problem or issue from vigorous perspectives which directly influences the development of positive attitude. Besides this, it also enables us to maintain our intellectual dexterity even in the worst situation so that we don't take any wrong decision in the momentarily flow of emotions. Such kind of practices helps in empowering the society.

14. Education helps us in understanding our responsibilities towards the society:

As an inhabitant, it is one of the sole responsibilities of each and every citizen to pay back to the society as a token of love and appreciation for providing the scope of self-development from each and every aspect. An educationally well-equipped person is fully aware of his responsibilities in comparison to the illiterates. Hence education is the proven stimulus that creates the sense of such responsibilities towards the larger community.

15. Educational aura creates hope for future:

Education gives the hope to every individual about their potentialities in life which tremendously accelerates the personal and societal growth simultaneously. According to Mr. John F. Kennedy "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation." It acts as the stimulus that brings out best potential among us which creates hope and prosperity for future and leads us to happy life.

Conclusion: Education should be a learning process which would seek to enhance our understanding and storage of knowledge. It's just a word that was invented with the goal of having positive effects. However, education also has its drawbacks, in the same way as any other realm of humanity. Only if education is a part of the equation of development, then the prospects like jobs, career possibilities and other things become possible. Undoubtedly, it is a hardcore reality that currently we are going through a degradation phase, where moral values, virtues are getting demeaned day-by-day. Even education is taken as mistreated. It becomes a rat-race to survive and deteriorates the natural human values of sharing, co-operation, sympathy by injecting redundant and unhealthy sense of competition. Hence, it is the peak time to take necessary steps regarding that and stop treating the education as a means to get the license of being self-centered vile two-footed creature. Education is not only a way to get job or social recognition; rather than it is the symmetrical force of the society that keeps the balance of humanity.

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Environment: Various Laws in India

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Abstract: The 'environment' is very important for our living on the earth. In the Indian Constitution, it is clearly stated that it is duty of the state to "protect and improve the environment and to safeguard the forests and wildlife of the country" as well as it has also been made in the Directive Principles of State Policy of the Part IV in the Constitution of India. According to Article 48(A) of the Constitution declares that, "The State shall Endeavour to protect and improve the environment and safeguard forests and wildlife of the country. In this paper I would try to give a clear concept about the various environmental laws in India since 1970s.

Keywords: environment, law, act, pollution, government

Introduction:

The activism of environmentalists in India towards environmental conservation is satisfactory. Since the seventies of the 20th century environmentalists and residents of different regions of this country have organized various protest movements. Disputes have arisen over the environment, use, storage and management of commodities and due to this many environmental and campaigning organizations have sprung up. Proactive regional organizations and various non-government organizations (NGOs) have taken up protest and preventive initiatives to prevent pollution and protect the environment. All these private efforts have succeeded despite the failure of government initiatives in many cases. Environmentalists in India have also been able to exert positive influence on political authorities. Various laws have been enacted in this country to prevent pollution and protect the environment.

Objective:

The present paper has been undertaken with the following objectives-

1. Readers will be able to know the different laws in India on environment.
2. To focus the importance of Environment.
3. This paper shows that applicability of environmental laws in India.

Methodology:

The present study is descriptive in nature and is based on the secondary sources of information.

Discussion:

There are various environmental laws in India. legal Scholars are in favor of protecting the environment as a right. Environmental degradation and pollution in India have an adverse impact mainly on the illiterate poor. It is not possible for them to go to Court against environmental crime. For this reason it is preferable to view the issue of environment as a right rather than as a crime according to the conventional clauses. Environmental laws formulated from this perspective will be able to solve problems easily and quickly.

According to the Supreme Court of India, individuals have the right to clean air and water. The Supreme Court has favored solving problems related to environmental management from this perspective. Since the mid-1980s, the Supreme Court and the High Courts of various states have taken important decisions on environmental rights. All these decision-making processes have considered the environment from a

human rights perspective. Apart from these decisions, many other environmental laws have addressed many individual rights. Every environmental law in India expresses the expectation of maintaining an intended standard of environmental management. Environmental law covers the areas of restrictions, torts, crimes and fundamental rights. The process of statutory banning of environmental products began during the colonial rule of overseas British governments. In the initial phase, the process was triggered by the Forest Act. Currently, there are various laws for water conservation, forest conservation, air conservation, pollution prevention etc.

Various environmental laws are enacted in all countries of the world for the normal living of the present and future generations. The main objective of the Acts is to create social awareness and promote the sustainability of all elements of the environment. Not only to enact laws to protect the environment, but also to enforce those laws appropriately and as needed.

All the laws that are made to protect the balance of the environment, to create a healthy environment free from pollution are known as Environmental Law. Before independence in India, there were various issues related to environmental protection during the British period.

For example-

- (A) Oriental Gas Company Act, 1857
- (B) Indian Furnace Act, 1884
- (C) Vehicles Act, 1939

Many and various laws relating to environment have been enacted in India in the past. But in this case, the beginning of modern initiatives took place during the tenure of Prime Minister Mrs. Gandhi. In 1972, a world summit was held in Stockholm, Sweden under the auspices of the United Nations. Prime Minister Indira Gandhi actively participated in this conference. Then the initiative to enact modern laws related to environment in India started. After independence some new additions were made in imitation of previous laws. Namely-

1. Factories Act—1948
2. Combustible Substances Act— 1952
3. Atomic Energy Act – 1962
4. Environment Pollution Act – 1986
5. Air Pollution Act 1981
6. Water Pollution Act 1999

❖ Environmental Protection Act

The first international conference on environmental issues was held in Stockholm in 1972. Then in 1976, Article 48(A) was enacted by amending Article 42 in the Constitution. In 1980, the Government of India formed the first Environment Department, which is now known as the Ministry of Environment and Forests (MOEF). After the 1984 Bhopal accident, the Government of India enacted the 'Environment Protection Act' in 1986. Under this Act the following powers are conferred on the Central Government—

- a. All kinds of measures to protect and improve the environment.
- b. Imprisonment for five years or fine of one lakh rupees for violators of environmental pollution limits.
- c. Right to compensation of environmental accident victims.
- d. Taking appropriate action against any organization producing pollution.

- e. Imposing restrictions to control environmental pollution (air, water, soil, air pollution or use of hazardous substances).

Power and water supply to factories or establishments violating the above laws are permitted to be shut off. Under the Environmental Protection Act, environmental pollutant emission emitters, quality of emissions of noise, smoke and air pollution from vehicles, pollution measurement methods of various vehicles, levels of pollution emissions, effluents from sewage systems, discharge routes of industrial wastes and regulatory review of pollution from various industrial establishments etc. The subject is presented.

In 1994, Environment Impact Assessment (EIA) reports were made mandatory for certain projects. Environmental management, public interest issues and project briefs are covered under this report,

❖ **Air Pollution Control Act**

The Air Pollution Prevention Act was enacted in 1981 to properly implement the decisions of the Stockholm Conference of 1972. The power to enforce this Act is vested in the Central and State Governments and the Central and State Environment Pollution Control Boards. For the proper implementation and generalization of this Act, the Government brought some amendments-

- (1) Central Pollution Control Board is formed for proper implementation of laws and smooth operation.
- (2) The permission of this Board shall be made mandatory for the replacement of any factory.
- (3) The Board is vested with the right to all information relating to factory pollution.
- (4) Punishment of violators of the law is prescribed for the proper application of the law.

• **Constitution of State Pollution Control Board—**

(1) In order to constitute a State Pollution Control Board in any State, the State Government shall issue a notification specifying the period of operation of the Board, exercise of the powers conferred and general rules of operation.

(2) The Board constituted under this Act shall consist of the following members—

- (a) The Chairman (Chief Secretary) shall be nominated by the State Government, a person having special knowledge and experience in environmental protection. Provided, however, that the Chairman shall be appointed on a full-time or temporary basis at the discretion of the State Government.
- (b) A number of officers (not exceeding five) – to be nominated by the State Government to represent the Government.
- (c) A certain number (not exceeding five) of representatives shall be elected locally to carry on the work within the State from among the members of the authority.
- (d) Government will nominate three non-official Member States for agriculture, fisheries, commerce or labor or any other department.
- (e) Two persons to be nominated by the Government to represent the State-managed, controlled company or corporation.
- (f) A full-time Member Secretary shall be appointed who has appropriate qualifications, knowledge and scientific experience in pollution control techniques and management.
- (g) At least two of the members of the Board shall be appointed from among the members having special knowledge and experience in air quality, air pollution prevention and control.

The administration of the Union Territories is vested under the Central Board. No separate State Board will be constituted for the Union Territory.

The Air Pollution Act, 1981 was subsequently amended again in 1983, 1984 and 1985 in terms of section 54(A) of 1981 Act. Other important laws to control air pollution are – Bengal Smoke Nuisance Act, 1950; Indian Boiler Act, 1923; The Mines and Minerals (Regulation and Development) Act, 1947; Factories Act, 1948; Industries (Regulation and Development) Act, 1951; West Bengal

❖ Water (Prevention and Control of Pollution) Act

This Act was enacted in 1974. This Act was mainly introduced to control water pollution and protect water resources. This Act prescribes the standards of water and waste water discharged from various factories. Permits are made mandatory for discharge of waste from polluting factories. Section 64(A) of the Water Act, enacted on 20 September 1974 in favor of the Environmental Pollution Control Board. The next section was created in 1975. Central and State Committees are constituted under this Act to monitor water pollution at the Central and State levels.

• Constitution of Central Pollution Control Board—

- (1) The Central Government shall constitute a Central Board under this Act in the various States namely Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Tripura, West Bengal and Union Territories.
- (2) The members of the Board constituted under this Act shall be—
 - (a) A full time Secretary General having knowledge and experience in environmental matters.
 - (b) Certain number of officers (not exceeding five) nominated by the Central Government.
 - (c) Three non-official members to be nominated by the State Government.
 - (d) Two persons to represent the Government of the State managed, controlled company or corporation
 - (e) A full-time Member Secretary shall be appointed who has appropriate qualifications, knowledge and scientific experience in pollution control techniques and management.
 - (f) At least two of the members of the Board shall be appointed who have special knowledge and experience in air quality, air pollution prevention and control.

• Functions of Pollution Control Board-

Subject to the provisions of this Act, the Central and State Pollution Control Boards shall have the main responsibility for the control of rivers and culverts.

Main Functions of Central Pollution Control Board-

- To give any advice on water pollution control and prevention to the Central Government.
- Coordinating activities of State Boards and resolving disputes between them.
- Providing technical assistance and guidance to State Boards Conducting and sponsoring investigation and research work related to water pollution control and prevention.
- Training of persons connected with the Board and necessary remedial measures to control or prevent water pollution.
- Promotion of national programs on water control planning and prevention.
- Setting up laboratories and refineries for specific sample analysis.
- Developing ways to use landfill pollutants scientifically in agriculture.

Main Functions of State Pollution Control Board –

- Collect information on state irrigation and undertake prevention control and mitigation.
- Research assistance for flood control
- Establishing cooperation with Central Pollution Control Board

❖ Forest Conservation Act

This Act was enacted in 1980. In 1988 some amendments were made to the Act. This Act was introduced to conserve forests. The salient features of this Act are—

- Conservation of forest land and prevention of use of forest land for other purposes.
- Necessary approval for forest conservation should be obtained from the central government.
- Permission of Central Government is required for use of any part of forest land for other purposes. 15 thousand projects under 1.41 million hectares of land have received government approval. More than 40 percent of forest land is facing various levels of degradation.

• *Wildlife Protection Act (1972)*

In 1972, the Wildlife Conservation Act came into force in India. This Act was enacted for the conservation of flora and fauna species. Before 1972, there were only five national parks in India. This Act is enacted throughout India, except Jammu and Kashmir, which has its own Wildlife Act. The Act has six branches including Section-1 and Section-II which provide full protection in clauses and the maximum penalty is prescribed for offenses under these. The penalty for branch-3 and branch-4 is much less. Animals belonging to branch-5 can be hunted and plants belonging to branch-6 are suitable for cultivation and planting. According to this Act some special measures are taken regarding the protection of wildlife. Namely-

- Promotion of appropriate education on wildlife conservation and wildlife related issues.
- Application of appropriate artificial breeding methods to prevent extinction of endangered species.
- Proper enforcement of laws and appropriate penalties to stop wildlife poaching and illegal activities.

Enforcement of laws relating to environment

There are many laws that help protect the environment. But there are limitations to the enforcement of environmental laws. The lack of access to information about relevant laws is undeniable. There is no government system in this regard. There are hazardous chemicals laws. But accordingly there is a lack of proper understanding not only among the common people, but also among the so-called educated people about the names of dangerous substances, under what conditions and conditions they are dangerous, their processes. Again, information is hazy on who bears the legal responsibility for industrial pollution—the owner, the manager in charge, the relevant government authority, or someone else. Again there is a lack of coordination between environmental laws. Apart from this there is ambiguity and in many cases contradictions in the respective laws. The right to good environment must be included in the fundamental rights recognized in the constitution as the right to life.

Many environmental problems are addressed in the civil and criminal laws of the country. But all these solutions are narrow in scope and prohibitively expensive and time-consuming. Quick legal solutions to

all these problems are not easily available. Many of the court judgments or decisions given in environmental cases time remains an imperfection of many kinds. Again, the judgment of the court is often rendered meaningless or impossible in practical judgment. Above all, the cost of environmental litigation is also high. Nevertheless, some important judgments related to the environment must be discussed.

Firstly, in a case relating to sanitation and public health (1988), the Supreme Court opined that no person or organization has the right to carry on a business that disturbs the public health of society. Reasonable restrictions in the public interest may be imposed on the right to trade and livelihood. The factory owners accused in this case were doing cloth printing business in Rajkot. Polluted waste water from factories ended up in sewers and streets. As a result, the environment and public health are affected.

Secondly, the Supreme Court ordered the closure of the accused tanneries considering the dire consequences of Ganga pollution. The Supreme Court took this decision based on the Water Conservation and Pollution Control Act, 1974 and the Environment Protection Act, 1986. The accused tanneries dumped the polluted waste into the Ganga without treating it. The Supreme Court in its order said that the polluted effluents released from tanneries are highly toxic and dangerous. Tanneries cannot be allowed to operate without a waste treatment process. The damage to the interests of the tannery owners or workers does not come into the picture compared to the horror of the consequences of Ganga pollution.

Thirdly, the Supreme Court issued some directives to remedy the car pollution problem based on the recommendations of the Bhure Lal Committee. According to this order, plying of vehicles aged fifteen years or more in the National Capital Territory of Delhi was prohibited from October 2, 1988. Fearing real chaos and inconvenience, the Gan Commissioner applied for reconsideration of the ban. Assortment is given by the administration to prevent vehicular pollution. In this situation, the Supreme Court issued a revised directive. Accordingly (1) vehicles twenty years old or more are prohibited from plying in the National Capital Territory of Delhi with effect from 2nd October, 1988; (2) from 15th November, 1988, vehicles between the age of seventeen and nineteen are prohibited and (3) from 31st December, 1988, vehicles between the age of fifteen and sixteen years are prohibited. Both passenger and freight vehicles are banned.

Fourth, in the case of Indian Council for Enviro-Legal Actions and Others v. Government of India and Others (1996), the Supreme Court held the accused chemical factories in Rajasthan's Udaipur district guilty of environmental pollution. The Supreme Court directed the accused factories to comply with statutory duties under the Water Conservation and Pollution Control Act, 1974, Environment Protection Act, 1986, Air Pollution Prevention and Control Act, 1981 and Hazardous Waste Act, 1989. The Public Interest Litigation was filed by an environmental voluntary organization. The Supreme Court thanked the concerned organization and directed the factories concerned to pay Rs.50,000 to meet the costs of the organization.

Fifth, the case of Vellore Citizens Welfare Forum vs. Government of India and others 1996 directed the Government of Tamil Nadu to immediately set up a Pollution Control Board under Section 3(3) of the Environment Protection Act, 1986. Industries responsible for pollution have to bear the cost of pollution. Each accused tannery in seven districts of Tamil Nadu was fined Rs.10,000. Tanneries accused of past pollution-related misdeeds have not been spared despite the current pollution control measures in place.

Conclusion:

Information resources are an important tool or component in environmental conservation. This element mobilizes and activates the public. This material creates awareness and capacity among people to prevent pollution. For this reason, it is said to emphasize the need for a change in people's attitude towards environmental conservation. If the air and drinking water used is unfit for use or unsanitary, the public needs to have a proper understanding. Then the common people can get organized and take appropriate measures with the help of appropriate organizations or lawyers. Through the exchange of information in a democratic system, people can become informed and informed people can take active steps to protect the environment.

The responsibility of protecting the environment cannot rest on the government alone. In this case, the goodwill and active cooperation of people from all levels of society is necessary. Denial of the importance of human participation and sharing of information in environmental conservation. Government of India has formulated various schemes for people from different fields like students, retired soldiers etc. to get help in environment protection. A national scheme for river conservation has been formulated. Formation of citizens' committee in this project has been done. It is expected from the government that the help of people from all walks of life and the active cooperation of the science, technology and arts departments of the universities will be available. Apart from this, a notification has been issued regarding environmental impact assessment. In this case, it is also said to apply to the court if necessary. Legislation relating to environment protection has also given considerable powers to state governments. The role of the courts in environmental matters has also been considerably increased.

The responsibility of the energy sector as one of the sources of excess pollution is undeniable. Its harmful effects on the environment are severe. The Government of India has taken various measures to minimize this impact. A special regulatory agency for nuclear power plants has been activated. Ministry of Petroleum and Natural Gas, Government of India has adopted effective measures to improve the quality of petroleum products. Initially, each large power plant is properly scrutinized from an environmental point of view. Before granting clearance to energy projects, it is checked whether appropriate measures are adopted to control the environmental impact. Considers all these matters with considerable importance. Various water and air purification projects have been taken up. Notable among these projects are: Global Environment Monitoring System, National Ambient Air Quality Management etc. Care must be taken in the proper use of all these schemes. Precautions must be taken when dealing with pesticides, toxic chemicals, organic materials, etc. Preventive measures need to be taken in view of technical.

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A Study Of Population Sex-Ratio And Violence Against Women In Working Place At Gorubthan In
Kalimpong District, West Bengal

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Abstract: The sex ratio is usually defined as the number of females per thousand males. The sex-ratio is an indicator to measure the extent of equality between males and females in a society at a given time. The sex ratio within a population has a strong effect on the per capita growth. Women violence means any act of gender violence those results in physical, sexual or psychological harm or suffering to women. Many female workers are forced to work in tea gardens in an intimidating, humiliating environment, and experience various unwelcome forms of sexual conduct, but due to social stigma, economic condition, illiteracy these are under reported. In surveyed area, the researcher were used primary data in house hold survey with the tools of questionnaire and tabulation of the collected data were statistically Calculated with cartogram. The purpose of study was to reveal all these factors and it was cited that the female workers in their working places have faced violence which is measured in low to medium range.

Keywords: sex-ratio, population, violence, women empowerment, demography, Main workers, Marginal workers.

Introduction: Sex-ratio is used to determine gender equity of the population. In India, sex ratio is defined as the number of females per thousand males in the population. Sex-ratio has great importance in the study of population because it is closely related to socio-economic condition of area. Sex ratio also influences the volume and nature of social need and employment and consumption pattern.

The UN declaration on the Elimination of Violence Against Women provided a consensus definition of violence against women as "Any act of gender-based violence that results in, or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or private life" (FriedS.T,2003).⁽¹⁾ Violence against women is not only a crime; it also violates women's human rights.

In women's life violation gets started when they have not even taken their first step to the earth, i.e., sex selective abortion. In infancy period they face nutritional and health care problems leading to malnutrition and other health problems. The most frustrating stage for them is during adolescence period where they face different types of violence as forced prostitution, trafficking, early marriage, psychological abuse, rape and this kind of torture continues through their whole life.⁽²⁾

The global sex ratio is 101.68 males per 100 females (2021). Qatar has the highest sex ratio, with 3 males per women followed by UAE, having 222 men per 100 women. Hong Kong has the lowest sex ratio of 84.48 [Source- UN (World Population Prospects 2019)]. Now, in comparison to India, according to 2011 Census, India's sex-ratio is 943 and according to National Family Health Survey, 2020-21 (NFHS-5). India's sex ratio in 2022 is 1020 females per 1000 males. The highest sex ratio in India is in Kerala of 1058 females for every 1000 males. Lowest sex ratio is of Haryana of 879 females per 1000 males. Then it can be seen that sex ratio of West Bengal is 950 and that of Kalimpong District is 970 and the sex ratio of Gorubathan is 953. Child sex-ratio within the age group of 0-6 years is 512.

Objectives:

- To study the male and female sex ratio of Gorubathan.
- To understand the socio-economic development of Gorubathan.
- To identify the status of women in modern society.
- To analyse about the women violence in various working places.
- To analyse about the various factors responsible for women violence.

Study Area: The study area, Gorubathan is located at 26.97° N 88.70°E. It has an average elevation of 417 metres (1,368 feet). It is surrounded by dense forest viz. Neora Valley National Park.



Map of West Bengal



Map of Kalimpong District

Sample: According to 2011 Census, the total population of Gorubathan is 60,663 (12,662 households) of which only 111 households of 523 peoples where survey was done using the Random Sampling Method.

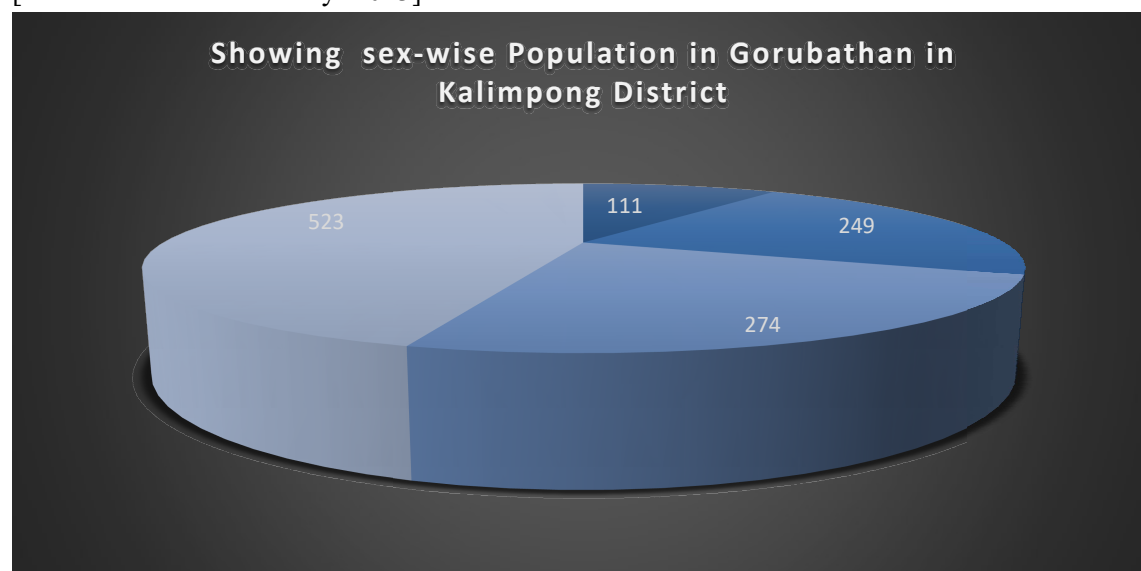
Data and Research Methodology: The primary data was collected using the tools and techniques of questionnaire of both open and close ended questions and by following the interview method. The secondary data was collected using the e-journals, newspaper, Google and District journals.

Presentation and Analysis of Data:

Table-1: Sex-wise population

No. of Households	Male	Female	Total population
111	249	274	523

[Source: Household Survey- 2023]



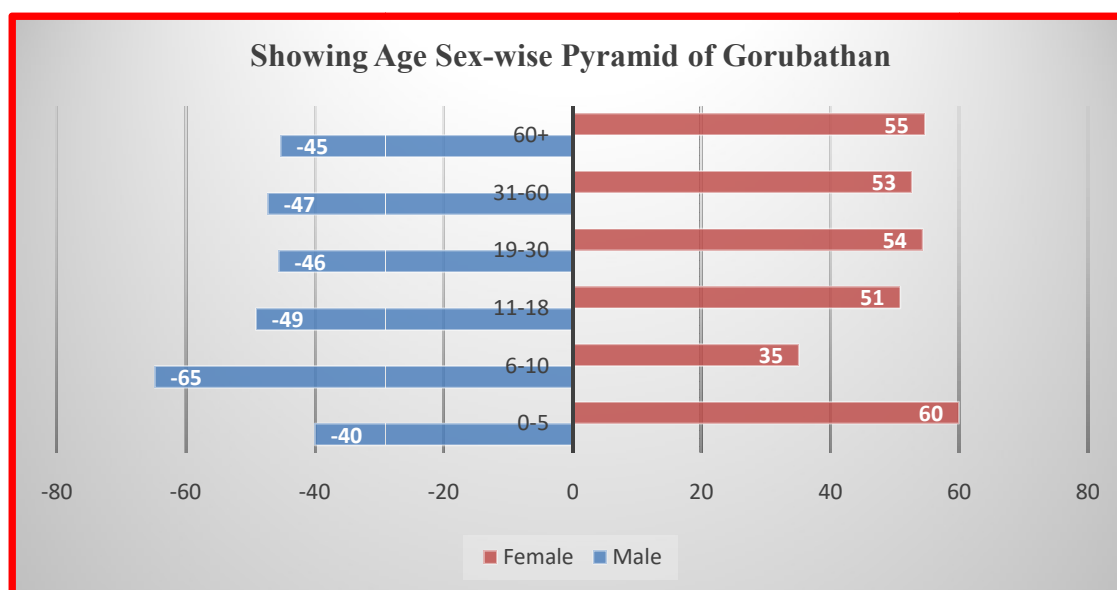
Analysis: The above bar chart shows the data of sex-wise population of Gorubathan. When compared with the total population only 0.86% of population were taken for survey. It can be seen that number of males is 249 and number of females is 274 in 111 households. The percentage of males in total population is 0.80% and number of females is 0.92%. When compared with the total population taken for survey it can be seen that percentage of males is 47.60% and that of females is 52.39%. Thus, it can be said that the number of females is higher in comparison to number of males.

Table-2: Structure of Age-Sex wise Population

Age Group (in Years)	Male	Female	Total Population
0-5	12	18	30
06-10	24	13	37
11-18	28	29	57
19-30	68	81	149

31-60	88	98	186
60+	29	35	64
Total	249	274	523

[Survey: Household Survey 2023]



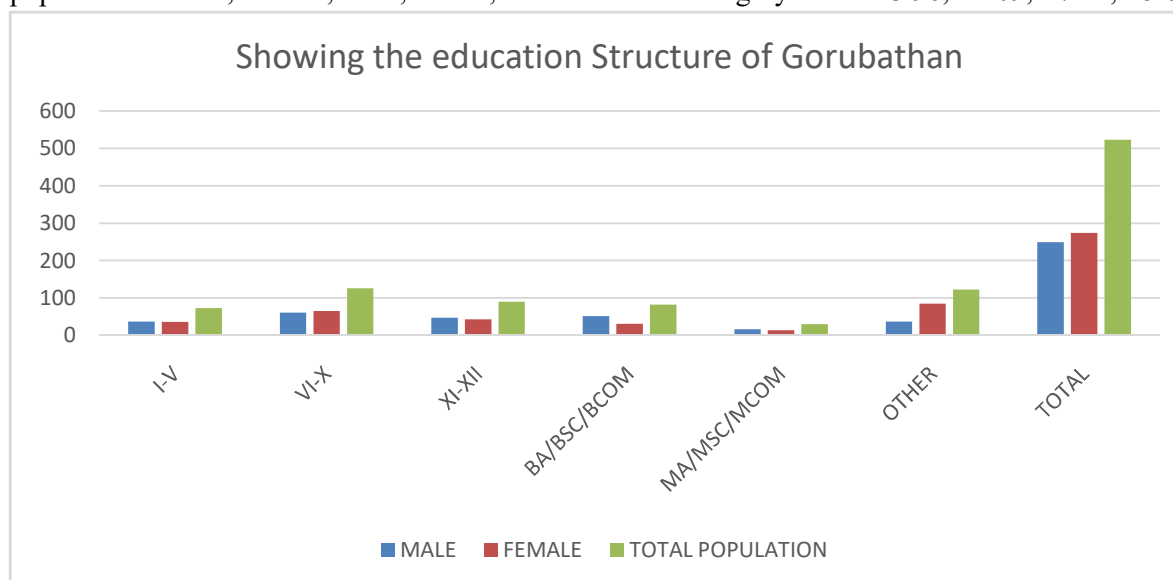
Analysis: The above pyramid shows the age sex-wise pyramid of Gorubathan. The percentage of population in each age group is 5.73, 7.07, 10.90, 28.49, 35.56 and 12.23. It is seen that majority of population belong to the age group of 31-60 and thus, it can be said that this age group is independent and isn't dependent on anyone for their livelihood.

Table-3: Educational Structure

CLASS	MALE	FEMALE	TOTAL POPULATION
I-V	37	36	73
VI-X	61	65	126
XI-XII	47	43	90
BA/BSC/BCOM	51	31	82
MA/MS/MCOM	16	14	30
OTHER	37	85	122
TOTAL	249	274	523

[Source: Household Survey 2023]

Analysis: Above chart shows the educational structure of 111 households. It is seen that percentage of population in first, second, third, fourth, fifth and sixth category are 13.96, 24.09, 17.21, 15.67, 5.73



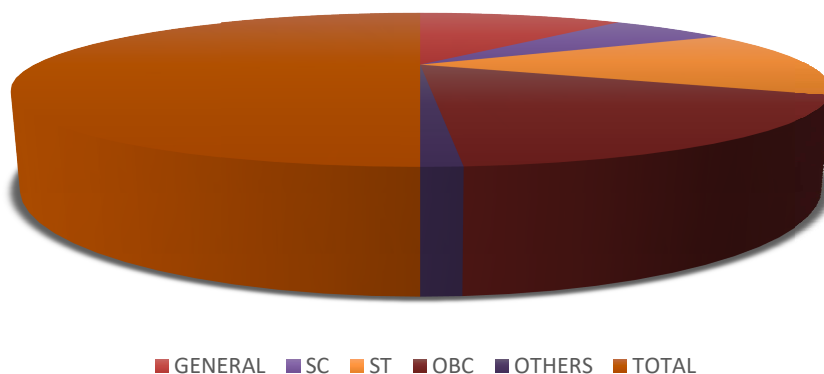
And 23.32 respectively. Thus, it can be said that majority of population fall in the second group i.e., from class VI-X.

Table-4: Caste Structure

CATEGORIES	MALE	FEMALE	TOTAL POPULATION
GENERAL	55	74	129
SC	31	29	60
ST	70	75	145
OBC	87	91	178
OTHERS	6	5	11
TOTAL	249	274	523

[Source: Household Survey 2023]

Showing Caste Structure of Gorubathan



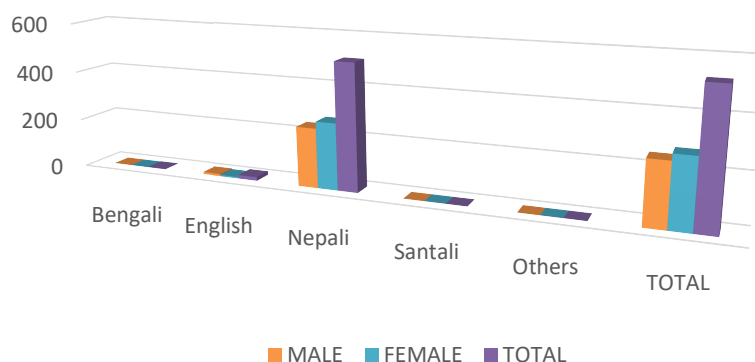
Analysis: Above graph shows the caste structure of surveyed area of 523 people. The population of first, second, third, fourth and fifth category is 24.66%, 11.47%, 27.72%, 34.03% and 2.10% in total population. It is seen that majority of the population belong to the OBC group.

Table-5: Sex-wise Language Structure

LANGUAGE	MALE	FEMALE	TOTAL
Bengali	1	1	2
English	9	6	15
Nepali	239	267	506
Santali	0	0	0
Others	0	0	0
TOTAL	249	274	523

[Source: Household Survey 2023]

Showing the Language Structure of Gorubathan

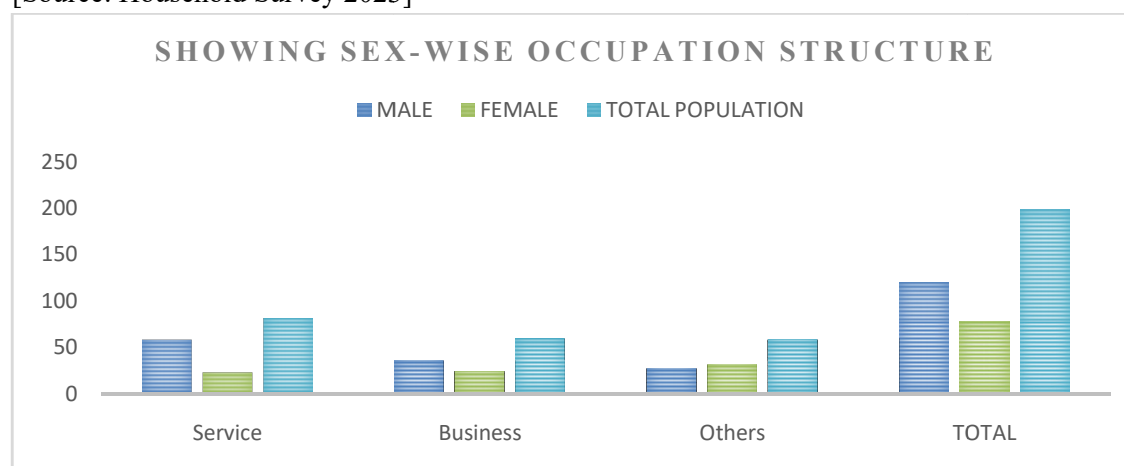


Analysis: Above group shows the language structure of the surveyed area. The percentage of Bengali, English and Nepali speaking people is 0.38, 2.86 and 96.74. Thus, it can be said that majority of population speak in Nepali language in comparison to other languages.

Table-6: Sex-wise Occupation Structure

SEX-WISE	MALE	FEMALE	TOTAL POPULATION
Service	58	23	81
Business	35	24	59
Others	27	31	58
TOTAL	120	78	198

[Source: Household Survey 2023]

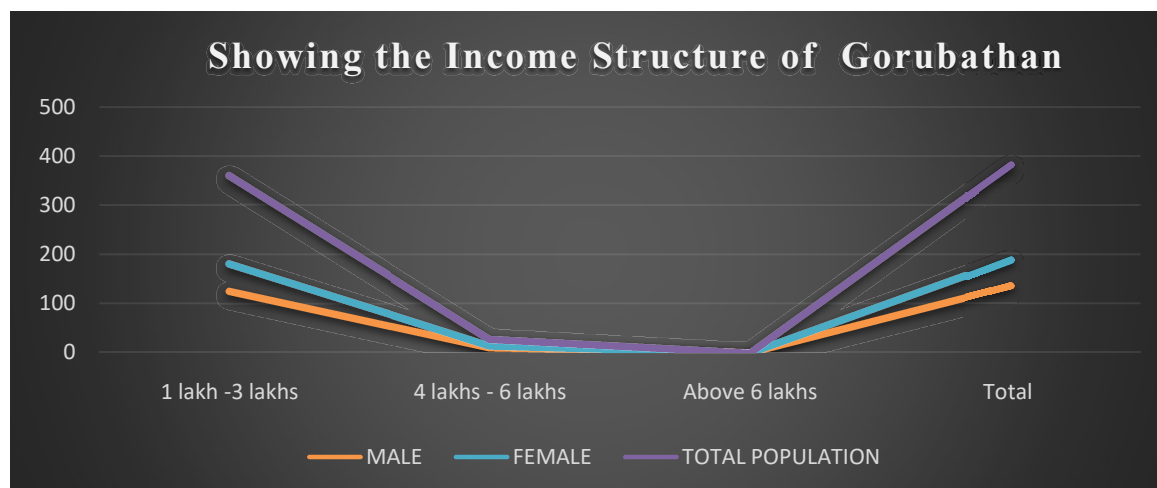


Analysis: Above bar graph shows the sex-wise occupation structure of the surveyed area. It is seen that majority of the population is engaged in service sector. The percentage of male and female engaged in service sector is 71.60% and female is 28.39%. Males are mostly engaged in the service sector in comparison to females.

Table -7: Income Structure

ANNUAL INCOME (Rs.)	MALE	FEMALE	TOTAL POPULATION
1lakh-3lakhs	125	55	180
4lakhs-6 lakhs	10	4	14
0Above 6 lakhs	0	0	0
Total	135	53	194

[Source: Household Survey 2023]

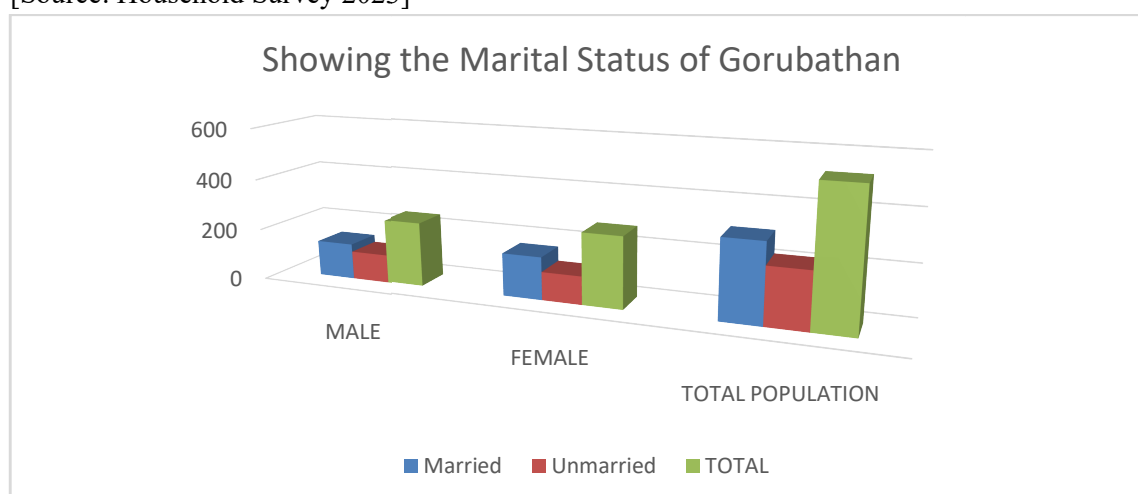


Analysis: The above line graph shows the income structure of the surveyed area. The majority of population belongs to the income group of 1lakh-3 lakhs. The male and female percentage in the total population is 64.43 and 28.35.

Table-8: Marital Status

CATEGORIES	MALE	FEMALE	TOTAL POPULATION
Married	139	165	304
Unmarried	110	109	219
TOTAL	249	274	523

[Source: Household Survey 2023]

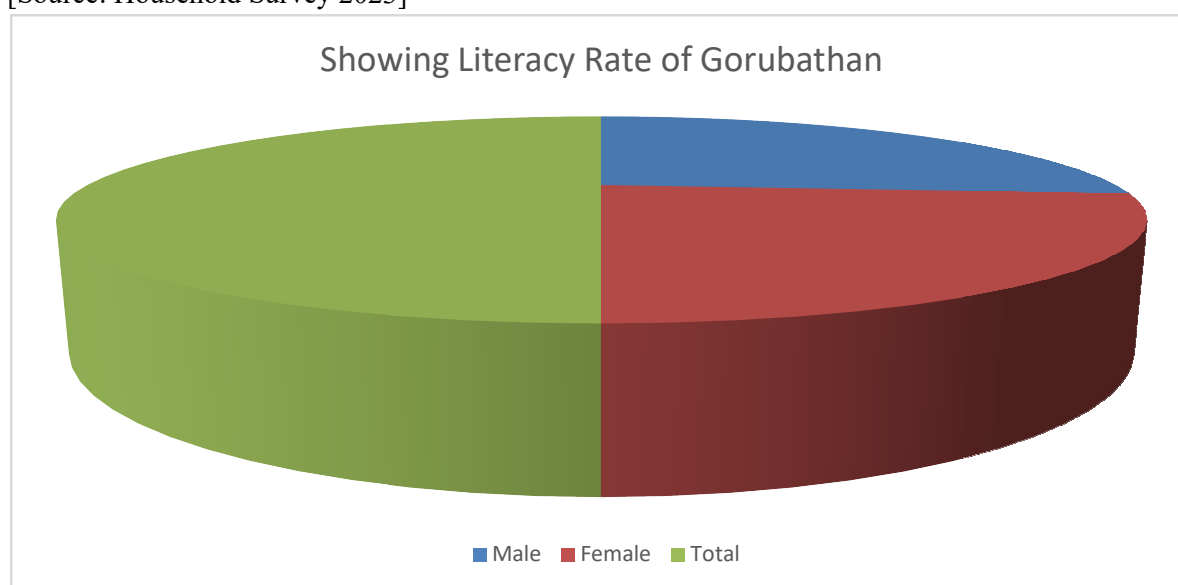


Analysis: The above bar graph shows the marital status of the surveyed area. The percentage of married people is 58.13 and unmarried people are 41.87. It is seen that the percentage of married people is more in comparison to unmarried people.

Table -9: Literacy Rate

Categories	Male	Female	Total
Literate	212	189	401
Illiterate	37	85	122
Total	249	274	523

[Source: Household Survey 2023]

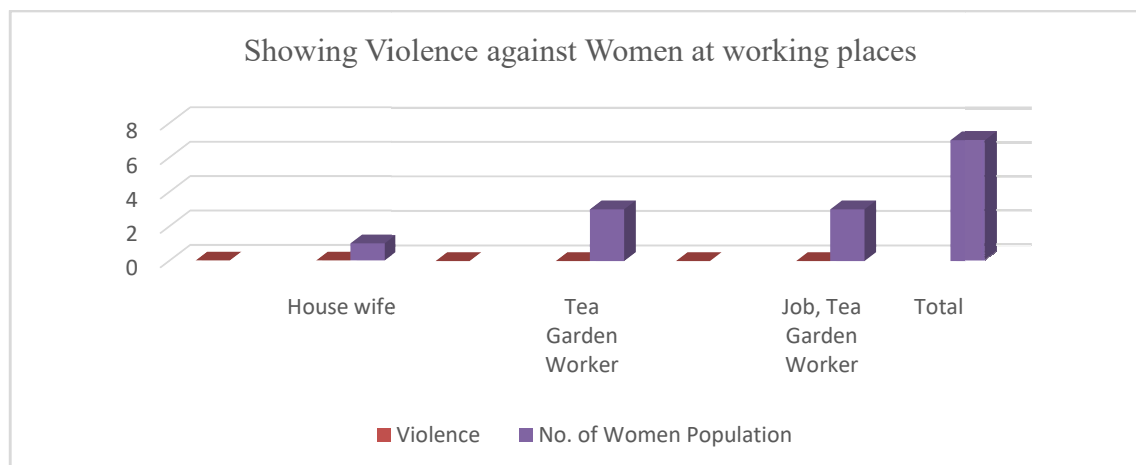


Analysis: The above graph shows the literacy rate of the surveyed area. The percentage of literate people is 76.67 and illiterate people are 23.33. It is seen that number of literate and educated people is more in the surveyed area.

Table-10: Violence At Working Place

Nature of Work	Violence	No. of Women Population
	Assault/Attack	
House wife	Threat	1
	Abuse	
Tea Garden Worker	Harassment	3
	Mobbing	
Job, Tea Garden Worker	Social Media	3
Total		7

[Source: Household Survey2023]



Analysis: The above graph shows the violence against women taking place in working places. From the above graph it can be seen that there is a certain percentage of women violence that is taking place in various working places, mainly tea garden and tea factory women workers. If measured it can be said it is between the ranges of low to medium. Unwelcome verbal, written or physical conduct that their working place.unreasonable interfering with an employee work performance that affects an employee's employment opportunities.

Global Interpretation: Sex-ratio is the determinant of socio-economic ratio of an area. Sex ratio is an important demographic and cultural index which measures the extent of the existing equity between genders in a society at a given point of time. The sex ratio is an important indicator of gender equality and status in a society. As such. It also reveals social development of a society.

The position of women in any society is reflected in its traditions, customs and folklores. The problems faced by women in society are reflection of social attitude and perceptions transmitted from generations to generations.

It has been cited that in the surveyed area, some women work in tea gardens as daily labourers, some work in offices and some are housewives. From Table -10 it is seen that there are some cases of violence. These violences are mainly against women in rural areas. These violences are like threat, harassment, violence through social media etc. But there are no places or any sort of facility where women can do complaints regarding sexual abuse and harassment at working place. Women even can't talk freely to their head /manager/others at working places on violence. Majority of women and old people are financially dependent on their family members. Some people have migrated from different places like Assam, Manipur etc. in search of job and have settled here. They work in tea gardens as marginal and main workers for earning their livelihood.

Problem in Study area:

- Lack of proper educational institutions.
- Lack of proper medical facilities
- Lack of health and nutrition facilities for women and children.
- Lack of small-scale and cottage industries
- Lack of good transportation and communication system.
- Lack of good job opportunities.
- Rate of unemployment is high.

- Women are mostly dependent on tea gardens.
- Males depend on animal husbandry.

Remedial Measures:

- Social awareness program must be conducted to make people aware of the health, hygiene and nutrition facilities for women and children.
- Government may take various initiatives to resolve the issues of unemployment.
- Medical facilities need to be improved in the area.
- Government maybe emphasised to provide more education facilities for women.
- Street dramas may be played showing about the bad impacts of women violence.
- Government may engage NGOs to take initiatives for promoting women's education and women empowerment.
- Women employment opportunities should be created, so that, female dependence on tea gardens become less.
- Women police stations should be made efficient regarding protection of women against any type of violence.
- Local authorities may provide employment opportunities for the women.
- The sexual Harassment of women at working place Act 2013 must be applied in surveyed area.
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Conclusion:

It can be concluded that violence against women in the workplace has a very bad impact on psychological aspects in their life. Violence against women is a plague that can be fought through education. In the surveyed area Sex Wise population is mainly based on socio economic development, Workplace at different levels leading to threat and verbal abuse to physical assault and homicide and job related deaths. So all responsible persons reduce the violence against women working places. Providing Love and affection, training, counselling should encourage one to one discussion, awareness etc. To protect working women and respect for women empowerment.

"Yatra naryastu pujiyante, ramante tatra devata; Yatretastu na pujiyante, sarvastrahfalah kriyah"
Where women are worshipped their lives the gods; wherever they are not worshipped, all actions result in failure.

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**Contribution of Bengali Art and Literature In The Struggle Of Freedom From The British
With Special Reference To Bankim Chandra Chattopadhyaya**

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Abstract: History shows that literature, art and song have always played an important role in any kind of movement in the society. The same is true of Indians' independence movement. Disgusted by the exploitation, oppression and tyranny of the British, the Indians also carried out innumerable movement. Bengali literature and song have made important contributions behind this movement. In other words, it can be said that Bengali literature and song have given a great impetus to the independence movement of India. Bengali literature and song have sown the seeds of patriotism in the minds and hearts of every Indian. Hence in this article an attempt has been made to trace out if the Bengali art and literature played any significant role in the freedom struggle of India and to discuss the role of Bengali art and literature the freedom struggle of India. The article also discusses the famous literary artist named Bankim Chandra Chattopadhyas who had made significant contributions in the freedom struggle. The study is concluded with the fact that the various genres of Bengali literature have made significant contributions to the Indian independence movement in various ways. Bengali poetry, plays, novels, songs etc. have made more or less important contribution in the independence movement of India.

Keywords: Society, Contribution, Bengali Literature, Freedom Struggle, Freedom Struggle, Women Leaders.

Introduction: Freedom is something which given to every organism who has born on this Earth. It is that right which is given to everyone irrespective of anything. India (Bharat) was one of prosperous country of the world and people from different parts of world had come to rule over her, want to take her culture and heritage but she had always been brave and protected herself from various invaders. The last and the worst invader was British East India Company. BEIC not only drained India's wealth but also had destroyed our rich culture and knowledge. They had tried to completely destroy India in every aspect. But we Indian were not going to let them be successful in their dirty plan. Every section of Indian society had revolved in their own way. One of the major and consistent revolved was going in then Bengal province. In Bengal, from writer to fighter and from men to women everyone had given everything for freedom.

Art and literature played an important role in India's freedom struggle. Both art and literature acted as a tool in India's freedom struggle against colonialism. As part of the freedom movement, many indigenous industries and enterprises were set up. Indian art and literature flourished, and soon became a source of national pride. For example, Abanindranath Tagore through his paintings helped raise the consciousness of many. Through various journals, newspapers like Harijan freedom fighters like Gandhiji, Rabindranath Tagore raised important issues on the national platform.

Bengal had protested not only on battlefield but also cultural and supported the freedom movements. The eminent writers of Bengal through their work had united people from different sect together and inspire them for freedom struggle. Bankim Chandra Chattopadhyay was first to portrait Bharat Mata. In the 1870s he wrote „Vande Mataram“ as a hymn to the motherland. Later it was included in his novel Anandamath and widely sung during the Swadeshi movement in Bengal. The great poet, composer and philosopher

Rabindranath Tagore had contribution in freedom struggle. His songs and poems like "Ekla Chalo Re" were great source of inspiration and strength to freedom fighter in their struggle. Tagore renounced his knighthood in response to the Jallianwala Bagh massacre in 1919. In the repudiation letter to the Viceroy, Lord Chelmsford, he wrote "The time has come when badges of honour make our shame glaring in the incongruous context of humiliation, and I for my part, wish to stand, shorn, of all special distinctions, by the side of those of my countrymen who, for their so called insignificance, are liable to suffer degradation not fit for human beings". He came up with a unique way to protest against the communal partition of Bengal in 1905.i.e rakhi Bandhan ustav. It had strengthened the bond between Bengali Hindus and Muslims.

Significance of the Study: it is seen that Bengali poetry, plays, novels, songs etc. have made more or less important contribution in the independence movement of India. However, play and verse have played the most important role than novels. Because poetry and songs are small in size, the feeling of patriotism can be easily instilled in people through these. And the play is called a visual poem, it is very easy to awaken the feeling of patriotism in people. It is undeniable that the various genres of Bengali literature have made significant contributions to the Indian independence movement in various ways. In this regard the study is significant enough.

Objectives: In this article an attempt has been made to trace out if the Bengali art and literature played any significant role in the freedom struggle of India and to discuss the role of Bengali art and literature the freedom struggle of India. The article also discusses the famous literary artists who have made significant contributions in the freedom struggle.

Methodology: Methodology is one of the significant aspects which helped the researcher to conduct his study. It is a systematic way through which a study can be conducted. The paper is purely descriptive and based on secondary sources.

Role of art and literature in India's freedom struggle:

1. **Evoking emotions:** Art helped nationalist in their struggle by evoking emotions related to oppression or kind of injustice to people that they had been facing for a long time. It helped to increase the sensitivity among elite and bourgeoisie class towards the suffering of the common man by depicting their poor living condition and atrocities.
2. **Raising nationalist sentiments:** The nationalistic sentiment replaced what was earlier widely dominated by the portraits and songs or bhajans based on gods and goddesses only. It influenced people through painting battle scenes between Indian and British soldiers and portraying brutalities, to people singing and writing nationalistic poetries, plays, and stories. Fiction and poetry was used for a patriotic purpose and to create a nationalist discourse.
3. **Overcoming linguistic barriers:** Indian art helped in overcoming linguistic differences across the country in the form of visual and performing art. Further, nationalist literature was in the local language that helped many common people to take part in India's freedom struggle.
4. **Spreading awareness:** Writers and poets such as Rabindranath Tagore, Josh Malihabadi, Muhammad Iqbal, Bankim Chandra Chattopadhyay, Mohammad Ali Jouhar, and Kazi Nazrul Islam used literature,

poetry and speech as a tool to spread awareness against the atrocities by British on Indians and to provoke the thought of freedom to encourage people to fight for the country.

5. **Women participation:** Women leaders like Begum Rokeya and Sarojini Naidu promoted the emancipation of Indian women and to encourage their participation in national politics. Bankim Chandra Chattopadhyay's *Devi Chaudharani* became an inspiration to women to take up the cause of independence. In this novel, he made a woman the protagonist and leader of the struggle. Anandamath also featured a strong woman character, and in both books, while women do take up arms, they fight while embodying the values of love.
6. **Revival of cultural identities:** When the Swadeshi movement started gaining momentum, Indian artists attempted to revive their cultural identities which were suppressed by the British. This led to the creation of the Bengal School of Art, led by the reworked Indian styles with a focus on nationalism of Abanindranath Tagore. An example of this is the painting of 'The Passing of Shah Jahan' by Abanindranath Tagore which evoked the recent past of Indian history which was being seen to be glorious. Many other artists like Jamini Roy and later SH Raza took inspiration from folk traditions.
7. **A tool of propaganda:** Literature played an important role and was used as a tool of propaganda. Newspapers like *Bande Mataram*, *Jungantar Patrika*, and *Harijansought* to make Indian citizens not only socially and politically aware but also unite them for one common cause. Pamphlets written and distributed across India provided critical information and served as propaganda against the British.
8. **Spread patriotic feelings:** Art and literature was used to spread the message of patriotism and expose atrocities of British. In *Anandamath*, set during the famine in Bengal, Chattopadhyay highlighted various patriotic acts of and sacrifices made by his characters, ordinary people who left their homes and families to fight against subjection, and in service of the Mother. National song, *Bande Mataram*, was first published as a poem in this novel as the rallying cry of the characters who used it to give themselves courage and to urge people to fight against the British.

Contextualising Bankim: There are scholars who have discussed how 'Bankim was at war' (Sen, 1980:754), in the sense that his writings have reflected both his faith and disillusionment with the system and also his rebellious nature along his submissive attitude. For instance, in 1872, he wrote a letter to his friend Sambhu Chandra Mookejee, where he emphasised the need to 'deanglicise themselves to a certain extent so as to speak to the masses the language that they could understand. However, around the same time, in a lecture titled 'The confession of a young Bengal' in 1872, he emphasised the 'high English education was a crucial force in the making and imagining of a nation.' (Ibid) Amales Tripathi refers to him as a 'Hindu revivalist polemic.' (Tripathi, 1967) The same observation has also been remarked by Meenakshi Mukherjee also says that this dichotomy runs throughout his career, in his speeches, essays, and novels. (Mukherjee, 1982:905)

The context to Bankim's duality in his work must be understood in terms of his family background and the early exposure to Western thought and theory. He was born in 1838 in a village in West Bengal. He belonged to the 'kulin' family, ritually the purest stratum of Bengali Brahmins. Bankim had an erudite beginning, this was because of his family's tradition like Sanskrit learning, Vaishanava devotionism, the cultural ambience. This made it possible for him to have easy access to high education. He was born in what has been marked as Banglarnabayug (new era of Bengal) (Sil, 2002:123). He had exposure to European literature, most importantly of the 19th century political, economics and sociology. He was influenced by the Comtean Positivism, Benthamite Utilitarianism; John Stuart Mill's social and gender

philosophy and several other strands of French Socialism. (Sarkar, 2001:135,138) This new age came under the guidance of the European Enlightenment, thus bringing in the modernity, rationality, and reason of the West. It positively had a profound impact in the morality and brought changes in the life and thought process of the people.

However, one could also sense the tension that was being surfaced in the modernist movement that was taking place in Bengal. The biggest impact was perhaps the awareness and the consciousness of the dismal situation that the people were living under the British rule. There was pressure thus to one hand challenge the British, and also on the other hand be selective in what could be used for their benefit. He worked in the provincial civil and judicial services of the Government of Bengal. However later Bankim describes his joining the bureaucracy as 'the greatest misfortune' of his life. Bankim's experiences both in and out of office were particularly unfortunate. There were incidents of how he was forcefully thrown out of a train compartment and even physically assaulted.

When Bankim started writing his novels, he initiated a vogue in the Bengali literature. The form was inspired by the English novels of the earlier period, but what is of value is that the spirit was indigenous. He lived in the times of cultural renaissance, where he sought to justify the traditions by emphasising the nobility of ideals presented by tradition (Ghosh, 1969:73). A significant point that should be noted in Bankim's nationalist thought is that his earlier liberal rationalist vision propelled him to assert the cultural identity of the Indians against the imperial rule. He questioned the very basis of colonialism by asking why India has been subject to repeated foreign invasions for so many years.

The Orientalist approached this question by pointing at the lack of physical strength and courage of the people and also tagging that the Hindus are 'effeminate'. The lack of physical strength has been the reason why Indians have been unable to defend themselves and thus fallen into despair and colonisation. (Chatterjee, 1993:54) Bankim is not satisfied with this answer and he goes on to challenge this argument. He explains that if everything depended on sheer physical strength, on the power of muscles and if this was the case then the 'Kabulis', who are physically much stronger than the British, would be more powerful than the latter. What Bankim wanted to explain is that there is more to just physical and athletic strength. There are other factors that play a crucial role. Bankim used his liberal rational attitude in answering and challenging the 'fallacious' understanding of the Indian society, which was quite dominant.

Bankim Chandra Chattopadhyaya in Relation to the freedom struggle:

Bankim Chandra Chattopadhyay, using literature, spread the message of Patriotism. he highlighted number of Patriotic act and sacrifices made by his characters, common people who lost homes and families to fight for freedom and to serve "The Mother" in Anandamath(1882). He pictured revolution against Britishers by untrained soldiers who succeeded in beating the trained British soldiers with sheer pebbles and determination representing a sense of Patriotism and nationalism. This novel was banned by the British Empire and it was lifted after independence by the Indian government. Our National song Vande Mataram was first published as a poem in the novel 'Anandamath'. The characters encourage and urge people to fight against the British Empire. Despite being banned, common people would relate the poem in front of British officers and many were arrested and sent to jail for this act. The first two verses of Vande Mataram were adopted as national song by Indian National Congress in 1937 due to its tradition of sacrifice and its success in bringing a country together against the British Britishers. Bankim Chandra published his Novel Devi Chaudhurani in 1884 .This novel became an inspiration for women to participate in the freedom struggle. The woman is the protagonist in this novel like in Anandmath. In both

the novels, women took up weapons to fight for independence and also expressed the values of love. Chattopadhyay had the inside to understand that to make the freedom struggle a successful, the nation needed cooperation of women as Shanti says in Anandmath, "which hero ever became a hero without the cooperation of his wife"

Bankim Chandra Chatterjee's role in the freedom struggle:

Vandemataram was the whole nation's thought and motto for freedom during independence movement. Nationalistic feelings and nationalism require an emotional platform from where and through which we can express our feelings for the country. Vandemataram was a mantra that gave by Bankim which managed to convert the whole people to the religion of patriotism overnight. There was a gradual change from rationalistic approach to the belief of overall development of individual in Bankim. He strongly believed and worked like Vivekananda and Aurobindo for fusion of eastern spiritualism and western materialism. In their opinion, this was the only answer to the multitudes of ills afflicting the Indian people. Bankim also believed like Aurobindo that science has only limited sphere to understand religion and spiritual truths. He was for the right to remarry of widows though he was not particularly in favour of social reforms at superficial level. He strongly believed that education would only be the solution for all social evils which included foreign economic exploitation, the poverty of the peasantry and oppression of women. Bankim came out in support of the ancient social system wherein everything harmoniously occupied its place facilitating a smooth run of social institutions in which individual was visualized as an ideal person performing his own dharma for the sake of social system. He said through his novel, Anand Math that self discipline along with moral strength and organizational training is essential for the liberation of the country which is even relevant now. The most important element of moral strength conveyed by him was the infusion of religious feeling into patriotic work. The universally recognized supreme service of Bankim to the nation lay in his providing a vision of the mother. It can be said with justification that the bare intellectual idea of the mother land in itself does not come as a driving force, the mere recognition of desirability of freedom is insufficient as an inspiring motive. But, he let the motherland reveal to the eye of the mind as something more than a stretch of earth or mass of individuals and let her take shape as a great divine and material power in a form of beauty that can dominate the mind and size the heart, the scenario is altered dramatically. With such an appeal, Bankim was become successful in giving birth to a patriotism that was capable of working miracles and saving nation from doom.

Bankim felt that the national religion could bring under its fold and shape and lives of even those who understood nothing of religion. Few people ever understood the subtle intricacies of religious thought, he argued, and most merely accepted and imitated the example set by those who did understand. In the epilogue of Raja Sinha Bankim says: "... This novel was written not to differentiate between Hindus and Muslims.... In statesmanship Muslims undoubtedly were better than contemporary Hindus... one who possesses, among other virtues; dharma, no matter if he be a Hindu or a Muslim, is the best.... Aurangzeb had no dharma, whereas Raja Sinha had it, and so he could defeat the superior, even though he was the lord of a very small dominion. This only had been upheld in the novel".

The following extract from the original edition of Sita Ram which was deleted from subsequent editions throws significant light on the attitude of Bankim: The Fakir said: "Son I hear that you have come to found a Hindu dominion; but if you be a slave to popular prejudices you will fail to achieve your aim. If you do not consider Hindus and Muslims as equals, then in this land inhabited by both Hindu and

Muslims as equals, you will fail to keep your kingdom intact. Your projected Dharmarajya will degenerate into realm of sin."

Conclusion: We know that multidimensional Bengali literature has been created from the poisonous sting of subjugation which was more terrible than bullets. Almost all the major writers of Bengali literature have settled in subjugated India and have ignited a fire in literature and given impetus to the independence movement. However, the independence movement in subjugated India was not one-sided. Some have moved in a non-violent way or some in a violent way. We find evidence of this in Bengali literature. However, whatever the approach of the movement, the artists and writers think that revolution is inevitable in this crisis of the nation. It is from this thought that the writers have instilled a revolutionary attitude in their literature. Moreover, the traditional literary work became unnecessary for the reader at that time. The kind of literature that works like firecrackers to liberate the motherland becomes the kind of literature that is desired by the reader and the viewer.

Bankim Chandra Chattopadhyaya (1838-94) also influenced the idea of Indian religious and secular nationalism through his writings. He uses religion as a powerful tool to raise the people against colonial rulers. He asserted that the idea of western nationalism reinforced the spiritual values of Indian nationalism. His novel Anandmath inspired many people to sacrifice their lives for the struggle of Independence which was banned by the British regime.

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**Application of McClelland Theory of Motivation in Job Satisfaction With Reference To
Private B.Ed Colleges in West Bengal**

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Abstract:

This study aimed at examining the application of McClelland theory of Motivation in job satisfaction with reference to B.Ed College. This research used qualitative in nature. Data were analyzed using the past articles. This study showed the work atmosphere for most of the colleges have a more business-oriented approach. This theory suggests that individuals are motivated by three primary needs: achievement, affiliation, and power. The application of this theory in the context of job satisfaction in B.Ed colleges can provide insights into understanding and improving the motivation levels of teachers and staff in these institutions. The study suggested measure for the improvement of job satisfaction in the light of achievement motivation theory of Mc Clelland. This research contributed to increased motivation, job satisfaction, and a more fulfilling and productive work experience for employees, ultimately contributing to the overall success of the institution.

Keywords: McClelland Theory, Motivation, Job Satisfaction, Private B.Ed College, West Bengal.

1. Introduction:

Motivation refers to the drive and effort to satisfy a want or goal. Satisfaction refers to the contentment experienced when a want is satisfied. Motivation implies a drive toward an outcome, and satisfaction is the outcome already experienced (Wehrich & Koontz, 1999:465). Job satisfaction is a general attitude, which is the result of many specific attitude in three areas such as job factors, individual or personal characteristics and other social and groups' relationship outside the job (Shahjahan & Shahjahan, 2004:116). Job satisfaction is defined and measured with reference to various factors of the job. If employees' motivational driving force is blocked and they are unable to satisfy their needs and expectations, and it creates dissatisfaction in their job world. Employees in private B.Ed colleges often face several challenges and problems that can affect their motivation for work and job satisfaction. The application of this theory in the context of job satisfaction in B.Ed colleges can provide insights into understanding and improving the motivation levels of teachers and staff in private B.Ed Colleges.

1.1. Conceptual Framework of the Study

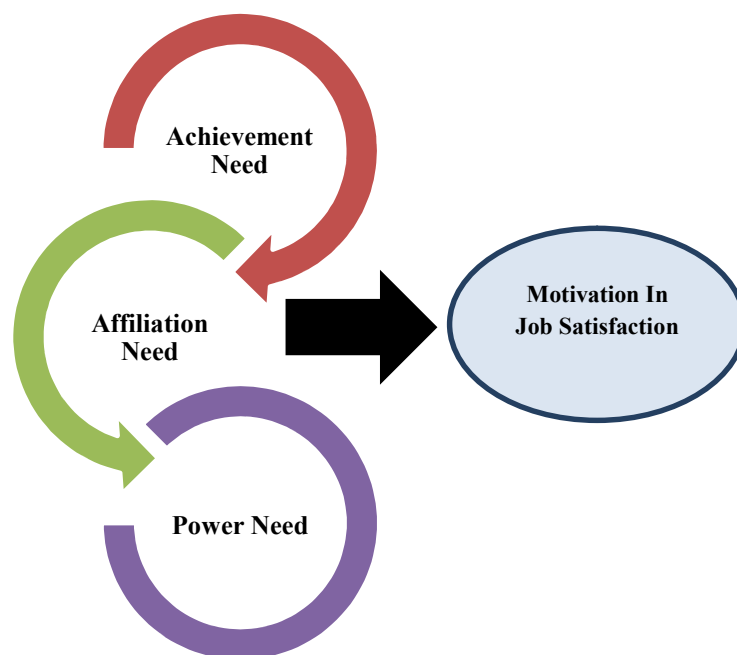


Figure 1.1 Conceptual Framework of the Study

Source: Made by Investigator

David McClelland in his book, "The Achieving Society" identified three motivators that he believe every person has: a need for achievement, a need for affiliation and need for power. People will have different characteristics depending on their dominant motivator. According to McClelland these motivators are not inherent but rather learned. Individuals develop them through our culture and life experiences. According to him achievement oriented people are highly motivated to achieve goals in life; they have a high drive for achieving targets and they are performance oriented. His theory caters around three different need – Achievement need, affiliation need and power need. Desire to do better, solve problems, master complex problems. The employees in private B.Ed colleges face financial, workload, time duration, work culture, resource adequacy, professional development; job security constraints which affect their dominant motivation to achieve goals in life and satisfaction in their job status.

1.2. Statement of the Problem

The study entitled as "Application of McClelland Theory of Motivation in Job Satisfaction With Reference To B.Ed Colleges in West Bengal."

1.3. Objective of the Study

- O₁: To explore the scenario of employees working in private B.Ed colleges in West Bengal.
- O₂: To determine the relationship between job satisfaction and motivation with reference to McClelland's theory of private B.Ed colleges in West Bengal.
- O₃: To suggest measures for the improvement of job satisfaction and motivation with reference to McClelland's theory among employees of private B.Ed colleges in West Bengal.

2. Review of Related Literature

- **Korir, C., & Ndegwa, P) .2020.**(Job Satisfaction and Employee Performance at Finlays Kenya Limited in Kericho County, Kenya .International Journal of Business Management, Entrepreneurship and Innovation, 2)2(, 82-97. The study concluded that job satisfaction has a significant direct influence on employees 'performance .Salary and other rewards constitute the most important element of job satisfaction besides promotions/job position which enables employees to do the job and meet their expectations .At the same time, leadership is necessary for employees 'performance with senior managers at prime position to influence performance of their employees through job satisfaction.
- **Badubi, R .M) .2017.**(Theories of motivation and their application in organizations :A risk analysis. *International Journal of Innovation and Economic Development*, 3)3(, 44-51. The study tries to help organizations with suggestions to cultivate conducive atmospheres and relationships for employees to work under, to foster positive attitudes towards their work .A qualitative approach and theory based application were considered for this study.
- **Bhattacharya, J) .2014.**(A Study of Achievement Motivation and Its Relation To Academic Achievement .Jakir Hossain B .Ed .College .The investigator studied the relationship of academic achievement in mathematics of class X students in relation to achievement motivation .Researcher collected the information from randomly selected 75 students each from govt .and private schools . On analyzing the data positive and significant correlation was found between achievement in Mathematics and achievement motivation.
- **Arnolds, C .A., & Boshoff, C) .2003.**(The influence of McClelland's need satisfaction theory on employee job performance :A causal study .Journal of African business, 4)3(, 55-81 By using structural equation modelling the causal influence of the nACH and the other McClelland needs on the performance intentions of managers and frontline employees is assessed in this study .The empirical results support the learned need assertion .The findings highlight the disadvantages to firms that disregard the achievement motivation of lower-level employees.

2.1. Research Gap

The previous none of the studies were conducted on theme related to McClelland Theory of Motivation in Job Satisfaction With Reference To B.Ed Colleges in West Bengal, therefore researcher conducted investigation on the same.

3. Methodology of the Study

The researcher adopted qualitative approach for the investigation of the study. The researcher used various document past studies for analysing the data.

4. Analysis and Interpretation of Objectives

4.1. Pertaining to Objective 1

O₁: To explore the scenario of employees working in private B.Ed colleges in West Bengal.

There are 607 colleges in West Bengal that offer B. Ed courses. About 436 colleges are owned privately, 93 colleges are owned by public-private organisations, and 23 colleges are owned by the public/government. These privately owned educational institutions are owned and operated by private entities or individuals, rather than being funded and governed by the government or public entities. These colleges are typically funded through tuition fees, donations, endowments, and other private sources of funding. The work atmosphere for most of the colleges have a more business-oriented approach. The present scenario of most of the private B.Ed colleges in respect of employees face following underlying constraints.

Low Salaries and Benefits: Private B.Ed colleges may offer lower salaries and fewer benefits compared to public institutions. This can lead to financial concerns and dissatisfaction among teachers, especially if their workload and responsibilities are high.

Workload and Time Constraints: Teachers in private B.Ed colleges often face heavy workloads and time constraints. They may be required to teach multiple classes, handle administrative tasks, and participate in extracurricular activities, leaving them with limited time for lesson planning, grading, and professional development.

Inadequate Resources and Facilities: Private B.Ed colleges may have limited resources and inadequate facilities, such as outdated teaching materials, limited access to technology, and insufficient library or laboratory resources. This can hinder effective teaching and impact the quality of education.

Lack of Professional Development Opportunities: Private B.Ed colleges may not prioritize or provide sufficient opportunities for professional development and training for their teachers. This can hinder teachers' growth, limit their ability to update their skills and knowledge, and negatively impact their teaching effectiveness.

Job Insecurity and Instability: Teachers in private B.Ed colleges may experience job insecurity due to factors such as contractual employment, limited job stability, or the potential for sudden closures or downsizing. This uncertainty can lead to stress and anxiety among teachers.

Lack of Autonomy and Academic Freedom: Private B.Ed colleges may have rigid curriculum structures and limited autonomy for teachers. Teachers may have less control over instructional methods, assessment practices, and course content, which can restrict their creativity and innovation in teaching.

Limited Institutional Support: Teachers in private B.Ed colleges may face a lack of support from the institution in terms of mentorship, guidance, and professional collaboration. This can hinder their professional growth and limit opportunities for sharing best practices.

Student-related Challenges: Private B.Ed colleges may admit students with varying levels of academic preparedness and motivation. Teachers may face difficulties in addressing diverse learning needs, managing classroom discipline, and maintaining student engagement.

Communication and Feedback: In some cases, there may be inadequate communication channels and feedback mechanisms between teachers and management. This can hinder effective collaboration, clarification of expectations, and resolution of concerns or conflicts.

Lack of Union or Collective Bargaining Power: Teachers in private B.Ed colleges may have limited or no union representation, resulting in a lack of collective bargaining power to address issues related to salaries, working conditions, and benefits.

4.2. Pertaining to Objective 2

O₂: *To determine the relationship between job satisfaction and motivation with reference to McClelland's theory of private B.Ed colleges in West Bengal.*

The McClelland Theory of Motivation, also known as the Three Needs Theory, was developed by psychologist David McClelland. This theory suggests that individuals are motivated by three primary needs: achievement, affiliation, and power. The application of this theory in the context of job satisfaction in B.Ed colleges can provide insights into understanding and improving the motivation levels of teachers and staff in these institutions.

Achievement Need: According to McClelland, individuals with a high need for achievement are driven by a desire to excel and accomplish challenging goals. In B.Ed colleges, this need can be addressed by providing teachers with opportunities for professional growth and development. Encouraging them to set

goals, recognize their achievements, and provide constructive feedback can enhance their job satisfaction. Encourage teachers to set challenging yet attainable goals for themselves and their students. By setting specific targets, teachers with a high need for achievement can channel their motivation towards accomplishing these goals, leading to a sense of fulfillment and job satisfaction when they are achieved. Acknowledging their achievements and efforts can fuel their motivation and reinforce their need for achievement. This can be done through formal evaluations, informal feedback sessions, or recognition programs. Teachers with a high need for achievement are often motivated by continuous learning and improvement. Allowing them to make decisions related to teaching methods, curriculum design, and classroom management can foster a sense of ownership and accomplishment. Teachers with a high need for achievement often thrive when given opportunities to take charge and make a positive impact. By recognizing achievements, whether it be improved student outcomes, innovative teaching practices, or research contributions, teachers with a high need for achievement will feel valued and appreciated, leading to greater job satisfaction.

Affiliation Need: The affiliation need focuses on the desire for positive interpersonal relationships and a sense of belonging. In the context of B.Ed colleges, fostering a supportive and collaborative work environment can contribute to job satisfaction. Encouraging teamwork, organizing social events, and providing platforms for effective communication among staff members can fulfill the affiliation needs and enhance motivation. Encourage open communication, respect for diverse perspectives, and a sense of camaraderie within the B.Ed college community. This can fulfill the affiliation needs of teachers and contribute to their job satisfaction. Encourage teachers to build meaningful relationships with their colleagues, students, and other stakeholders in the educational community. Facilitate opportunities for social interactions, such as team-building activities, staff retreats, or informal gatherings, where teachers can connect with others and develop strong bonds. Pair experienced teachers with newer or less-experienced teachers to provide guidance, support, and a sense of belonging. This can create a supportive network and foster a sense of affiliation among teachers, enhancing their job satisfaction. Establish effective communication channels that encourage teachers to express their ideas, concerns, and suggestions. This can include regular staff meetings, suggestion boxes, or online platforms for sharing information and engaging in discussions. Open and transparent communication fosters a sense of affiliation and ensures that teacher's feel heard and valued.

Power Need: The power need refers to the desire to influence and impact others. In B.Ed colleges, this need can be addressed by providing teachers and staff with opportunities to take on leadership roles and participate in decision-making processes. Allowing them to contribute to the development and implementation of policies and practices can increase their job satisfaction and sense of empowerment. Provide teachers with leadership opportunities within the B.Ed College. This can include roles such as department heads, coordinators, curriculum developers, or mentors. By entrusting teachers with leadership responsibilities, their need for power can be fulfilled, leading to increased job satisfaction and a sense of accomplishment. Involve teachers in decision-making processes that affect their work and the overall functioning of the B.Ed College. Seek their input and opinions on matters related to curriculum development, policy formation, or resource allocation. By giving teachers a voice in decision-making, they feel empowered and motivated, leading to greater job satisfaction. Provide resources, support, and recognition for teachers who take initiative and drive positive change within the B.Ed college. Supporting and empowering teachers in their innovative pursuits fulfills their need for power and fosters job satisfaction.

4.3. Pertaining to Objective 3

O₃: To suggest measures for the improvement of job satisfaction and motivation with reference to McClelland's theory among employees of private B.Ed colleges in West Bengal.

To improve job satisfaction and motivation among employees of private B.Ed colleges using McClelland's Theory, the following measures can be implemented:

Achievement Need:

- Provide opportunities for professional growth and advancement through workshops, training programs, and conferences.
- Establish clear goals and performance expectations for teachers, along with regular feedback and recognition for their achievements.
- Offer challenging assignments that allow teachers to apply their skills and expertise.
- Encourage a culture of continuous learning and improvement.

Affiliation Need:

- Foster a supportive work environment that promotes collaboration and teamwork.
- Encourage social interactions and relationship-building among colleagues.
- Establish mentoring programs and peer support initiatives to create a sense of belonging.
- Celebrate individual and collective successes within the college community.

Power Need:

- Provide leadership opportunities and involve teachers in decision-making processes.
- Grant autonomy and flexibility in teaching methods and approaches.
- Recognize and appreciate the expertise and contributions of teachers.
- Offer professional development programs focused on leadership and empowerment skills.

Balanced Approach:

- Recognize that individuals may have varying needs for achievement, affiliation, and power.
- Design job roles and responsibilities that cater to a balance of these needs.
- Provide a range of opportunities for growth, collaboration, and leadership within the college.

Rewards and Incentives:

- Implement a rewards and recognition program that acknowledges exceptional performance and achievements.
- Offer incentives and benefits that align with the individual needs of teachers, such as professional development opportunities, flexible work arrangements, or financial rewards.
- Provide monetary gain with promotional benefits and on time salary.

Work-Life Balance:

- Support a healthy work-life balance by promoting well-being initiatives, such as wellness programs, stress management resources, and flexible scheduling options.
- Encourage and facilitate opportunities for self-care and personal development outside of work.

5. Conclusion

In conclusion, the application of McClelland's Theory of Power Need in the context of job satisfaction in B.Ed colleges can significantly contribute to enhancing motivation and job satisfaction among employees. By recognizing and addressing the power needs of individuals, administrators and leaders can create an environment that empowers teachers and provides opportunities for leadership, influence, and impact. By granting teachers leadership roles, involving them in decision-making processes, and allowing autonomy

in teaching, their need for power is fulfilled. This leads to increased job satisfaction, a sense of control, and a greater sense of accomplishment in their work. Recognizing and appreciating their expertise and providing professional development opportunities further reinforce their sense of power and influence, contributing to their overall job satisfaction. Ultimately, by applying the McClelland Theory of Power Need, B.Ed colleges can create an environment where teachers feel empowered, influential, and valued. This leads to increased motivation, job satisfaction, and a more fulfilling and productive work experience for employees, ultimately contributing to the overall success of the institution.

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Adjustment As A Route For Psychological Empowerment For Adolescence

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Abstract:

The adjustment process plays a vital role in empowering adolescence. Through adjustment, adolescents develop the necessary skills, awareness, and resilience to navigate the challenges and transitions they face during this transformative period. Adjusting helps adolescents develop emotional regulation skills, self-awareness, and coping mechanisms. This empowerment enables them to manage stress, handle emotions effectively, and maintain their mental well-being. This empowerment allows adolescents to discover their strengths, values, and interests, enabling them to shape their identity and make choices that align with their authentic selves, enables them to develop the skills necessary for goal achievement, make informed decisions, and mount future-directed actions that align with their aspirations, allows adolescents to assert their individuality, make choices that align with their values and goals, and take ownership of their lives and enables them to communicate effectively, establish boundaries, and foster supportive connections with others. Overall, the adjustment process empowers adolescents by fostering emotional well-being, self-discovery, goal achievement, resilience, autonomy, interpersonal skills, and adaptability. It equips them with the necessary tools to navigate adolescence successfully and lays the foundation for their personal growth, fulfillment, and empowerment in adulthood.

Keywords: Adjustment, Psychological Empowerment, Adolescents, Coping Skills, Decision making.

1. Introduction:

Empowerment is a multi-dimensional construct shared by many disciplines, including human rights, gender, education, health, protection, psychology, and economics, among others. When people are empowered, they have the knowledge, resources, and confidence to make meaningful changes in their own life. Intrapersonal, interpersonal, and behavioural aspects of psychological empowerment are distinguished by Zimmerman (1995). Messman, E. et. al. (2022) stated that having confidence in one's own abilities to bring about change (self-esteem) and in one's capacity to collaborate with others towards a shared goal (leadership efficacy and civic efficacy) are examples of what we call intrapersonal empowerment [1]. Adolescents are distinguished by personal, social, development and cultural factors, including but not limited to sex, gender, stage of development, ethnic and racial background, geographic location, abilities and disabilities, socioeconomic status, and other life circumstance During adolescence, children begin to interact with the world in new ways, often mediated by social and gender norms and stereotypes and the onset of puberty (when awareness of sexuality and sexual preferences develop and form). They venture beyond their families to form powerful connections with peers, take more risks, and search for ways to stand out and belong. Their prospects depend on the quality of their environments, relationships and experiences; the support they receive, the services they can access, the social norms that guide their communities, and the extent to which they can influence decisions that affect them[2]. In the process of 'Empowerment' which is an interactive process that occurs between the individual and his environment, in the course of which the sense of the self as worthless changes into an acceptance of the self as an assertive citizen with sociopolitical ability. The outcome of the process is skills, based on insights and abilities, the essential features of which are a critical political consciousness, an ability to participate with others, a capacity to cope with frustrations and to struggle for influence over the

environment (Keiffer, 1984) [3]. When people feel a strong connectedness to a group, they are likely to endorse and work for group goals. Conversely, feeling of group connectedness is contingent on the group's ability to satisfy individual needs and accomplish important functions for the individual. At the personal level, it was argued that psychological connectedness with proximal groups can empower young people dealing with the transition to adulthood, through the belief that they can effectively cope with their life challenges (i.e., coping efficacy), thus predicting better psychological outcomes [4]. Thus this research article will generate a foundational concept on by what means adjustment aid in bringing psychological empowerment within adolescence.

1.2. The Need and Significance of the Study

Adolescence is a crucial period of development characterized by significant physical, emotional, and social changes. It is a time when individual's transition from childhood to adulthood, and it often necessitates adjustments to cope with these changes effectively. Adolescents experience heightened emotions, mood swings, and the need for independence. Adjustments involve managing stress, building resilience, developing coping mechanisms, and seeking emotional support from trusted individuals or professionals. Adolescence is a time when individuals explore their identities, including personal values, beliefs, and interests. Adjustments involve self-reflection, exploration of various roles and identities, and forming a coherent sense of self. They experience changes in their relationships with peers, parents, and authority figures. Adolescence is also a critical time for identity formation and the development of autonomy from parents (Erikson, 1968). Identity formation is a normal stage of development that concerns how an individual constructs meaning about their life (Erikson, 1968) and involves addressing the question, 'Who am I?' (Grotevant and Von Korff, 2011) [5]. Overall, navigating adolescence successfully requires flexibility, self-awareness, support from trusted individuals, and a willingness to adapt to the changes and challenges that arise during this transformative period of life. Thus adjusting to challenges and setbacks builds resilience in adolescents. They learn to bounce back from difficulties, develop problem-solving skills, and adapt to new situations, which ultimately empowers them to face future obstacles with confidence.

1.3. Statement of the Problem

The present study is entitled as "Adjustment as a Route for Psychological Empowerment for Adolescence."

1.4. Objectives of the Study

1. To determine how the process of adjustment help in bringing self-awareness for empowering adolescence.
2. To find out the importance of adjustment help in empowering adolescence with coping skills.
3. To gain insight the role of adjustment in mounting future directed actions for empowering adolescence.
4. To determine how the adjustment help in empowering adolescence through self-discovery.

2. Review of Related Literature

The review of related literature of the study were given below:

- Messman, E., Scott, B., Smith-Darden, J., Cortina, K., Thulin, E., Zimmerman, M., & Kernsmith, P. (2022). Psychological empowerment as a route for positive adjustment during adolescence. *Journal of Applied Developmental Psychology*, 83, 101458. The current study considers reciprocal associations between psychological empowerment and adolescents' prosocial behavior, responsible decision making, social support giving, and delinquent behavior across the

school year ($n = 837$ 8th grade youth; 50.5% female). Results from cross-lagged analyses support Zimmerman's (2000) model of empowerment.

- **Mertens, E. C., Deković, M., Van Londen, M., & Reitz, E. (2022).** Parallel changes in positive youth development and self-awareness: The role of emotional self-regulation, self-esteem, and self-reflection. *Prevention Science*, 23(4), 502-512. These findings suggest that interventions aiming to stimulate positive youth development might be optimized by also focusing on youth's self-awareness, though more knowledge about how self-awareness can be stimulated best is needed.
- **Staerklé, C. Mouna Bakouri Christian Staerklé. (2015).** The study investigates psychological empowerment are located at the intergroup level of analysis and based on the relevance of a particular categorical identity, this study suggests an understanding of the role of in-groups in terms of the sense of connectedness they provide and the resulting efficacy beliefs. The study thereby focuses on the less explored so level of interactions in individuals' direct environment.
- **Cheng, C., Lau, H. P. B., & Chan, M. P. S. (2014).** Coping flexibility and psychological adjustment to stressful life changes: a meta-analytic review. *Psychological bulletin*, 140(6), 1582. The analysis covers all available studies conducted between 1978 and 2013 that empirically tested the relationship between coping flexibility and psychological adjustment. The results of a random-effects model revealed a small to moderate overall mean effect size ($r = .23$, 95% CI [.19, .28], 80% CRI [-.02, .49], $k = 329$, $N = 58,946$). More important, the magnitude of the positive link between coping flexibility and psychological adjustment varied with the conceptualization of such flexibility.

2.1. Research Gap

Previous studies have addressed on the empowerment and positive adjustment process but it has not outlined how the adjustment process build empowerment within adolescence, it has not outlined the detailing and processing part to manage stress, handle emotions effectively, and maintain their mental well-being for empowering the adolescence. It has not addressed on the how empowerment allows adolescents to discover their strengths, values, and interests, enabling them to shape their identity and make choices that align with their authentic selves, enables them to develop the skills necessary for goal achievement, make informed decisions, and mount future-directed actions that align with their aspirations, allows adolescents to assert their individuality, make choices that align with their values and goals, and to take ownership of their lives and enables them to communicate effectively, establish boundaries, and foster supportive connections with others. Thus researcher invested interested on developing the exploratory approach which was entitled as "Adjustment as a Route for Psychological Empowerment for Adolescence."

3. Methodology of the Study

The study is solely qualitative nature where exploratory approach was adopted by the investigator in developing the theory.

4. Analysis and Interpretation

The study analysed with the help of interpretation of the data in the following section.

4.1. Pertaining to objective 1

O₁: To determine how the process of adjustment help in bringing self-awareness for empowering adolescence.

Self-awareness is the ability to see ourselves clearly (Eurich 2017), that is, to become the object of our own attention. . The content of self-awareness has internal and external components. Internal self-awareness includes our affect, beliefs, cognitions, interests, goals, personality, values, and meaningful life patterns. External self-awareness includes our perceptions of our physical appearance and our behavior. The process of self-awareness includes thinking about ourselves such that we become aware of our characteristics, sustain this awareness, and use it as we behave and interact with others. These can determine an individual's readiness to engage in interventions that encourage self-reflection and mindfulness[6]. Self-awareness brings many psychological benefits, including increased self-regulation, more attention to others' needs (pro-sociality), and less stress and anxiety (Donald et al. 2019, Hali et al. 2021, Hülshager et al. 2021, and Rasheed et al. 2019). Self-awareness affects behaviors and outcomes through internal states (e.g., self-confidence, self-identity) and accuracy of how we believe others view us and how we perceive others. Individuals who are low in self-awareness are likely to exhibit self-protection mechanisms such as denial, withdrawal, self-aggrandizement, and fear of failure (Wohlers & London 1989). As people become more self-aware, they become more resilient and better at adaptive performance—the ability to analyze uncertain, stressful situations; identify possible solutions; improvise; and maintain composure (Park & Park 2019)[6].

Self-awareness allows individuals to recognize and understand their emotions more effectively. By being aware of their emotional states, individuals can identify triggers, patterns, and underlying causes of their emotions. This awareness enables them to regulate their emotions, cope with stress, and manage conflicts more effectively. It facilitates self-reflection, which involves examining one's thoughts, beliefs, and behaviors. Through self-reflection, individuals can gain insights into their strengths, weaknesses, and areas for growth. This process allows for self-evaluation, enabling individuals to make adjustments and improvements in their psychological well-being and overall functioning [7]. This awareness enhances their ability to make conscious and informed decisions that align with their values and long-term goals. It reduces impulsive behavior and promotes thoughtful decision-making based on a deeper understanding of oneself [8]. When individuals have a strong sense of self-awareness, they are more likely to recognize and appreciate the differences and perspectives of others. This promotes better interpersonal relationships, effective communication, and empathy towards others' experiences and emotions.

4.2. Pertaining to objective 2

O₂: To find out the importance of adjustment help in empowering adolescence with coping skills.

Coping refers to conscious and unconscious thoughts or actions that allow a person to deal with a stressful situation (Lazarus & Folkman, 1984). Each individual has a repertoire of strategies they deploy according to their interpretation of stressful situations. Thus, reaching a fuller understanding of the coping strategies of younger adolescents is a relevant objective, with a view to equipping them for later adolescence, a high-risk period when internalizing symptoms and low self-esteem are more likely to become recurrent [9]. In the context of coping, flexibility in coping promotes psychological adjustment to stressful life changes. It is important to note that people do not react passively to environmental changes. Vital plasticity theory (Baldwin & Poulton, 1902) posits that individuals are self-initiating, self-organizing systems that are dynamically responsive to changing contexts, with the environment playing a merely secondary and eliciting role. Hence, coping flexibility occurs within individuals, specifically within their

cognitive and behavioral systems, to counter fixity and provide a basis for adaptability. Coping flexibility thus equips individuals with the active responses necessary to deal effectively with a changing environment [10]. Adjusting to new situations and challenges in adolescence requires problem-solving abilities. By navigating these adjustments, adolescents learn to assess problems, generate and evaluate potential solutions, and make informed decisions [11]. These problem-solving skills are crucial coping mechanisms that empower them to effectively handle various difficulties. Adjustments in adolescence often involve facing setbacks and obstacles. Through these experiences, adolescents learn to bounce back, adapt, and develop resilience. Resilience is a coping skill that empowers adolescents to maintain a positive mindset, persevere through difficulties, and view setbacks as opportunities for growth [12]. Adjusting to these stressors helps adolescents develop coping skills related to stress management. They learn techniques such as time management, relaxation exercises, prioritization, and healthy lifestyle habits that empower them to reduce and cope with stress effectively.

4.3. Pertaining to objective 3

O₃: To gain insight the role of adjustment in mounting future directed actions for empowering adolescence.

Adjustment plays a crucial role in mounting future-directed actions in adolescence. It involves making necessary changes and adaptations to align one's actions and choices with future goals and aspirations. Adjustment requires adolescents to identify their long-term goals and aspirations. By reflecting on their interests, values, and aspirations, they can set meaningful and achievable goals. Adjusting their mindset and behaviors to align with these goals empowers them to take purposeful actions towards their desired future [13]. It involves developing effective planning and organizational skills. Adolescents learn to break down their goals into actionable steps, create schedules, and prioritize tasks. This adjustment enables them to manage their time and resources efficiently, ensuring progress towards their future-directed actions. By adjusting their academic focus, selecting relevant courses, seeking out internships or part-time jobs, and seeking guidance from mentors or career counselors, adolescents can take steps towards their desired future [14]. It requires resisting immediate temptations and making choices that contribute to long-term goals. This adjustment empowers adolescents to prioritize their future-directed actions over instant gratification, enabling them to make decisions that lead to greater fulfillment and success in the long run. Adolescents may encounter obstacles, setbacks, or failures along the way. By developing resilience, adjusting their mindset, and viewing challenges as opportunities for growth, adolescents can maintain their motivation and continue taking actions towards their future goals. Adolescents can benefit from the wisdom and experiences of others who have achieved success in their desired field or have navigated similar paths [15]. Adjusting by seeking mentorship empowers them with insights, support, and guidance to make informed decisions and take appropriate actions towards their future goals. Thus adjustment in mounting future directed actions for empowering adolescence.

4.4. Pertaining to objective 4

O₄: To determine how the adjustment help in empowering adolescence through self-discovery.

Both concepts-identity and self are multidimensional and as noted have no single simple definitions. Self-discovery plays a crucial role in the adjustment process, particularly during adolescence. It involves gaining a deeper understanding of oneself, including one's values, interests, strengths, weaknesses, and personal identity. Erikson's influence on the study of identity in adolescence in psychology includes the

proposition that the key psychosocial task of this stage involves developing a viable sense of identity that links childhood with adulthood by consolidating identifications rooted in childhood into a coherent adult identity. Thus, the psychosocial task of identity formation was identified as a "normative event of adolescence" [16]. Through adjustment, adolescents have the opportunity to examine and refine their personal values and beliefs. They adjust their perspectives by exposure to different cultures, ideas, and experiences. This adjustment process allows them to critically evaluate their beliefs, adopt new perspectives, and form their own unique set of values and beliefs that align with their evolving sense of self. Adolescence is a time of trying on different roles and identities [17]. Through adjustment, adolescents explore various interests, engage in different activities, and take on diverse roles within their family, school, or community. This adjustment process allows them to experiment and assess which roles resonate with their identity and provide a sense of fulfillment. Adjustment in adolescence involves integrating different aspects of oneself into a coherent identity [17]. Adolescents adjust by reconciling various roles, interests, and values to create a unified and authentic sense of self. This adjustment process enables them to integrate different aspects of their identity, resolve conflicts or contradictions, and develop a cohesive and stable sense of identity. In summary, adjustment is closely intertwined with identity formation in adolescence [18]. Through exploration, self-reflection, shaping values and beliefs, navigating social interactions, role experimentation, integration, autonomy, and embracing cultural identity, adjustment enables adolescents to develop a more cohesive and authentic sense of self. It empowers them to actively shape their identity and navigate the complexities of identity formation during this transformative stage of life.

5. Conclusion:

In conclusion, the adjustment process plays a vital role in empowering adolescence. Through adjustment, adolescents develop the necessary skills, awareness, and resilience to navigate the challenges and transitions they face during this transformative period. By embracing adjustment, adolescents can experience emotional regulation skills, self-awareness, and coping mechanisms. This empowerment enables them to manage stress, handle emotions effectively, and maintain their mental well-being and empowering skills. This empowerment allows adolescents to discover their strengths, values, and interests, enabling them to shape their identity and make choices that align with their authentic selves. Through adjustment, adolescents learn to set goals, plan, and take action toward their desired future. This empowerment enables them to develop the skills necessary for goal achievement, make informed decisions, and mount future-directed actions that align with their aspirations. This empowerment allows adolescents to assert their individuality, make choices that align with their values and goals, and take ownership of their lives. Overall, the adjustment process empowers adolescents by fostering emotional well-being, self-discovery, goal achievement, resilience, autonomy, interpersonal skills, and adaptability. It equips them with the necessary tools to navigate adolescence successfully and lays the foundation for their personal growth, fulfillment, and empowerment in adulthood.

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Factors Influencing Job Satisfaction Among Secondary Teachers In Dhanbad

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Abstract:

The study has been taken to determine the factors affecting job satisfaction of secondary teacher as it is necessary for the wellbeing of every educational organization. Main objective of this study is to highlight different factors that affecting job satisfaction of secondary teachers in Dhanbad. The study is mainly descriptive type in nature and it is totally depending upon secondary data collected from different journals, news bulletin, websites etc. The result shows that secondary teachers are facing different factors that are affecting job satisfaction of teachers, creating pressure on the mind of teachers and as a result they are not having happy in their job. The result also shows that factors which affect secondary teacher's job satisfaction are broadly categorized into four dimensions- organizational, work itself, personal and work environmental factors.

Keywords: Job Satisfaction, Secondary Teachers, Different Factors, Effective Measures.

1. Introduction

Job satisfaction refers to the subjective feeling of employees towards their work. This could either be favorable or unfavorable (Skaalvik & Skaalvik, 2014). If there is a synergy between employee job demands and their expectation, it will result in a favorable situation and high job satisfaction. A gap between these aspects will result in low job satisfaction (Demirdag, 2015). There are many factors including positive effect, work conditions and goals that affect job satisfaction. Past studies have found that factors including quality of relationship with the supervisors, work goals, self-efficacy, working conditions and goal support are important determinants of job satisfaction (Badri, Mohaidat, Ferrandino, & El Mourad, 2013). Teachers in Dhanbad are not fully satisfied with their jobs. This has adversely affected the standard of education and the motivation levels of the students (Amin, Shah, & Tatlah, 2013). In addition, these teachers are highly dissatisfied due to poor working conditions and lack of autonomy. Although schools have implemented various initiatives for improving the satisfaction level of teachers, these have not been very effective. Most of these initiatives have not addressed the core issues of teachers. Specifically, this study will measure the effects of self-efficacy, work goals, working conditions, goal support and positive effect on job satisfaction. The research and the whole process were based on the fact that most of the teachers especially secondary school teachers face many job related challenges which to them act as dissatisfiers to fulfill their duties as oriented to them. The study of Job satisfaction is an old one but it never be old, it is a contentious process. As the human being is the core in this study so to understand and to read the mind of the teachers, it is always need to study such topic. Teachers job satisfaction is considered as a critical success factor for organizations. Numbers of researches on this topic have been conducted all around the world. It is an important task to determine the factors that affect job satisfaction of secondary teachers.

1.1. Statement of the Problem

This study entitled as "Factors Influencing Job Satisfaction among Secondary Teachers in Dhanbad."

1.2. Objectives of the Study

2. To study the importance of Job Satisfaction in the life of teachers.

3. To identify the dimensions or factors affecting to Job satisfaction of secondary teachers.
4. To find out the effective measures to ensure job satisfaction among secondary teachers from Dhanbad .

2. Review of Related Literature

Although no uniform definition of job satisfaction exists (Siegel & Lane, 1982); job satisfaction is generally considered to be the overall feeling that a worker has about a job.

Young (1984) defined job satisfaction as "the affective reaction that employees have about their jobs" (p. 115). According to Young, job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job, and for society related to quantity and quality of life.

Job satisfaction was defined by Lofquist and Dawis (1969) as "the pleasurable emotional state resulting from the appraisal of the extent to which he works environment fulfills an individual's requirement" (p. 47).

Solly and Hohenshil (1986) stated "Job satisfaction is defined as an attitude individuals hold about their work consisting of a general or global factor of satisfaction as well as a collection of specific factors related to sources of work reinforcement" (p. 119).

According to Hoppock (1977), job satisfaction can be defined as essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job."

3. Methodology of the Study

The present study adopted qualitative research that focuses on understanding the depth, complexity, and context of human behavior and experiences. It aims to understand the meanings, perspectives, and subjective experiences of individuals or groups. These methods aim to gather rich, detailed, and nuanced information from the past literature to gain in depth knowledge about the study.

4. Analysis and Interpretation

The analysis and interpretation of the study were conducted based on the objectives of the study.

4.1. Pertaining to Objective 1

O₁: *To study the importance of Job Satisfaction in the life of teachers.*

Hoppock (1935) indicates that job satisfaction means the mental, physical and environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring employees about the job satisfaction extents. The academic definitions of job satisfaction can be divided into three types. Namely:

(1) Integral definition: This definition emphasizes workers' job attitude toward environment with focal attention on the mental change for individual job satisfaction of teachers (Locke, 1976; Fogarty, 1994; Robbins, 1996).

(2) Differential definition: It emphasizes job satisfaction and the difference between the actually deserved reward and the expected reward from employees; the larger difference means the lower satisfaction (Smith et al., 1969; Hodson, 1991).

(3) Reference structure theory: It emphasizes the fact that the objective characteristics of organizations or jobs are the important factors to influence employees' working attitude and behaviors but the subjective sensibility and explanation of working teachers about these objective characteristics; the said sensibility and explanation are also affected by self-reference structures of individual teachers (Morse, 1953; Homans, 1961) Job satisfaction plays a crucial role in the lives of teachers and has significant implications

for their overall well-being and effectiveness in the classroom. Here are several key reasons about importance of job satisfaction for teachers:

Motivation and Engagement: When teachers are satisfied with their jobs, they are more likely to be motivated and engaged in their work. Ali, B. J., & Anwar, G. (2021) stated that Job satisfaction fuels their passion for teaching and enables them to invest their time and energy in providing quality education to their students. Motivated teachers create a positive learning environment and inspire students to achieve their full potential.

Retention and Recruitment: Job satisfaction is closely linked to teacher retention and recruitment. Toropova, A., Myrberg, E., & Johansson, S. (2021) stated that satisfied teachers are more likely to stay in the profession, reducing turnover rates and maintaining continuity in the educational system. High job satisfaction also helps attract new teachers, as positive word-of-mouth from satisfied educators can enhance the reputation of schools and education institutions.

Professional Growth and Development: Job satisfaction fosters an environment that supports professional growth and development. Satisfied teachers are more willing to seek out and participate in professional development opportunities, such as attending workshops, conferences, and pursuing advanced degrees. This continuous growth enhances their teaching skills and keeps them updated with the latest educational practices.

Well-being and Work-Life Balance: Job satisfaction contributes to the overall well-being and work-life balance of teachers. When teachers are satisfied with their jobs, they experience lower levels of stress and burnout. This, in turn, positively impacts their physical and mental health, enabling them to maintain a healthy work-life balance and be present for their students, families, and personal pursuits.

Student Achievement: The job satisfaction of teachers has a direct impact on student achievement. Satisfied teachers are more likely to create a positive classroom atmosphere, establish effective relationships with students, and employ innovative teaching methods. They are better equipped to handle the diverse needs of students and provide individualized attention, resulting in improved student learning outcomes.

Organizational Culture: Job satisfaction among teachers contributes to a positive organizational culture within schools. When teachers feel valued, supported, and satisfied, they are more likely to collaborate with colleagues, share ideas, and contribute to a positive school climate. This collaborative atmosphere promotes teamwork, shared goals, and a sense of belonging, leading to better educational outcomes for both teachers and students.

In summary, job satisfaction is vital for teachers as it affects their motivation, retention, professional growth, well-being, and ultimately student achievement. Investing in measures to enhance job satisfaction among teachers is crucial for creating a positive educational environment and ensuring high-quality education for all students.

4.2. Pertaining to Objective 2

O₂: To identify the dimensions or factors affecting to Job satisfaction of secondary teachers.

Various variables impact job satisfaction. A couple of examination studies have been directed to build up a portion of the cause that outcome in job satisfaction. These examinations have uncovered a predictable relationship of specific factors with job satisfaction. Although it might appear glaringly evident, remuneration is very the essential or hugest wellspring of fulfilment and inspiration. Consider enlisted nurture who instructs at a college rather than rehearsing in the field. Authorized experts, similar to attendants who instruct in instructive establishments, are by and large paid not as much as what they would

make whenever utilized straightforwardly in their field. Nonetheless, the remunerating idea of instructing regularly bests the pay bundle.

Advancement

Rather than representative perspectives toward pay, the third aspect identifying with up portability is exceptionally persuasive in a worker's disposition toward their work. Studies led in various countries show that a make way to climb in the association is evaluated a lot higher than remuneration. A steady battle for an association is to give individuals up versatility when no special way is self-evident. To show this current, how about we analyze two occupations. On account of a draftsman or bookkeeper, a limited-time way is very self-evident. Representatives in these callings, by and large, join an association on the most reduced level yet with a make way to turning into a full accomplice. Therefore, numerous associations utilize a professional stepping stool that permits representatives to climb in their present jobs without expecting them to move into the board positions.

Recognition

Like Advancement, Recognition is frequently appraised as a more critical inspiration than remuneration. Indeed, numerous workers observe fulfilment in acknowledgement regardless of whether it comes as a financial award. Numerous representatives are spurred by the basic truth that individuals around them are insightful of their great work.

Working Conditions

Working conditions are the inward connections among representatives and their partners in the working environment. This is a genuinely critical thought; research has affirmed that, while positive working conditions seldom fill in as an essential inspiration to remain with a solitary business, terrible relational connections are a strong component to disappointment and conceivable takeoff from the association.

Benefits

Benefits, the 6th aspect, were momentarily referenced in the second element of instalment. Fulfilment with benefits is a particularly significant thought for managers who pay not exactly a large number of their rivals. Sharma, R. D., & Jyoti, J. (2009) outlined about government work. Representatives working in government workplaces don't regularly have the most noteworthy wages in the business. Notwithstanding, numerous administration occupations offer fantastic retirement benefits, medical coverage decisions, and different types of remuneration. In these cases, benefits are used as an instrument to keep workers steady and fulfilled in any event, when they may get higher wages with an alternate manager.

Organizational Factors:

A portion of the authoritative elements which influence Job Satisfaction is:

1. Pay rates and Wages:

Wages and pay rates assume a critical part in impacting position fulfilment. This is fundamentally a direct result of a couple of essential reasons. First and foremost, cash is a significant instrument in satisfying one's requirements. Cash likewise fulfils the principal level of requirements of Maslow's model of fulfilment. Furthermore, representatives regularly consider cash to be an impression of the administration's anxiety for them. Thirdly, it is viewed as an image of accomplishment since a more significant salary mirrors a more serious level of commitment towards hierarchical activities. Non-money related advantages are likewise significant, however, they are not as powerful. One justification for that will be that the majority of the workers don't have the foggiest idea of the amount they are getting in benefits. Besides, a couple will more often than not esteem their advantages since they don't understand their

financial worth. The workers, for the most part, need a compensation framework that is straightforward, reasonable and following their assumptions.

2. Advancement Chances:

Special possibilities extensively influence Job Satisfaction on account of the accompanying reasons: Hasanah, E., Suyatno, S., Tugino, T., & Ali, S. (2020) promotion shows on worker's worth to the association which is exceptionally spirit boosting. This is especially evident on account of significant level positions. Furthermore, teachers accept advancement as a definitive accomplishment in his vocation and when it is acknowledged, he feels incredibly fulfilled. Thirdly, Promotion includes positive changes e.g., more significant pay, less management, more opportunity, really testing work tasks, expanded liabilities, status and like.

3. Organization Policies:

Hierarchical design and approaches likewise assume a significant part in influencing the Job Satisfaction of representatives. Arif, B., & Farooqi, Y. A. (2014) stated totalitarian and profoundly definitive construction causes hatred among the workers when contrasted with a design that is more open and popularity based in nature. Hierarchical strategies likewise oversee human conduct in associations. These strategies can produce good or negative sentiments towards the association. Liberal and reasonable arrangements ordinarily bring about more job satisfaction. Severe arrangements will make disappointment among the representatives since they feel that they are not being dealt with decently and may feel obliged. In this manner, a majority rule authoritative construction with reasonable and liberal arrangements is related to high job satisfaction for teachers.

4. Working Conditions:

Great working conditions are alluring by the representatives, as they lead to more actual solace. Individuals want that there ought to be a spotless and solid workplace. Temperature, mugginess, ventilation, lighting and clamor, long stretches of work, neatness of the working environment and sufficient devices and hardware are the highlights that influence job satisfaction. While the positive working conditions are underestimated and may not contribute intensely towards job satisfaction. Helpless working conditions truly do turn into a cause of occupation disappointment.

5. Work Itself:

The substance of the actual work assumes a significant part in deciding the degree of job satisfaction. A portion of the parts of the work which influence Job Satisfaction is:

(I) Job Scope:

It gives how much obligation, work speed and criticism. The higher the level of these variables, the higher the work scope and the higher the degree of fulfillment for teachers.

(ii) Variety:

A moderate measure of assortment is exceptionally powerful. The unnecessary assortment produces disarray and stress and too little assortment causes repetitiveness and weariness which are dissatisfiers.

(iii) Lack of Autonomy and Freedom:

The absence of independence and opportunity over work strategies and work speed can make weakness and disappointment. Teachers would rather avoid it when their every progression and each activity is controlled by their boss.

(iv) Role Ambiguity and Role Conflict:

Job vagueness and job struggle likewise lead to disarray and occupation disappointment since teachers lack to know precisely what their assignment is and what is generally anticipated of them.

(v) **Interesting Work:**

A work which is exceptionally fascinating and testing and gives status will give fulfilment to the representatives when contrasted with work which is exhausting and dull.

6. Personal Factors:

Individual credits of the people additionally assume a vital part regarding whether or not they are fulfilled at the particular employment. Worry warts and teachers with negative perspectives will grumble about everything including the work. They will forever observe something wrong in each task to gripe about.

A portion of the significant individual elements are:

1. Age and Seniority:

With age, individuals become more developed and practical and less optimistic so they will acknowledge accessible assets and compensate and be happy with the circumstance. With the progression of time, individuals move into seriously testing and mindful positions. Teachers who don't climb by any means with time are bound to be disappointed with their positions.

2. Tenure:

Teachers with longer residency are relied upon to be profoundly happy with their positions. Residency guarantees professional stability, which is exceptionally acceptable to representatives. They can undoubtedly anticipate their future with next to no feeling of dread toward losing their positions.

3. Character:

A portion of the character attributes which are straightforwardly identified with Job Satisfaction are confidence, self-esteem, and development, and conclusiveness, feeling of independence, challenge and obligation. Higher the individual is on Maslow's needs hierarchy, the higher is the job satisfaction. This sort of fulfilment comes from inside the individual and is an element of his character. Appropriately, as well as giving a sound workplace, the board should guarantee that the representative is content with himself and has an uplifting perspective on life.

4.3. Pertaining to Objective 3

O₃: To find out the effective measures to ensure job satisfaction among secondary teachers from Dhanbad.

To ensure job satisfaction among secondary teachers in the Dhanbad, it is important to address various aspects of their work environment and professional development. Here are some effective measures that can help enhance job satisfaction:

Supportive Leadership: Encourage school administrators and educational authorities to provide supportive leadership that fosters a positive work culture. Principals and supervisors should value teachers' opinions, provide constructive feedback, and create an environment of collaboration.

Professional Development Opportunities: Offer regular professional development programs and workshops to enhance teachers' skills and knowledge. These can include training on innovative teaching methods, technology integration, classroom management techniques, and subject-specific updates. Providing opportunities for career advancement and recognizing teachers' achievements can also contribute to job satisfaction.

Adequate Resources and Facilities: Ensure that teachers have access to necessary teaching resources, including textbooks, technology tools, laboratory equipment, and teaching aids. Adequate infrastructure and facilities, such as well-equipped classrooms, libraries, and staff rooms, are essential for a conducive working environment.

Reduced Administrative Burden: Minimize non-teaching responsibilities and administrative tasks for teachers, allowing them to focus more on instruction and student engagement. Administrative support, such as clerical assistance and streamlined paperwork processes, can significantly alleviate teachers' workload and enhance job satisfaction.

Collaborative Decision-making: Involve teachers in decision-making processes at the school and district levels. Seek their input and feedback when developing policies, curricula, and educational initiatives. Inclusion in decision-making empowers teachers and makes them feel valued and respected.

Recognition and Appreciation: Implement a system to recognize and appreciate teachers' efforts and accomplishments. This can include acknowledging their contributions in staff meetings, publicly celebrating achievements, and organizing events like Teacher Appreciation Week. Regular feedback and positive reinforcement can go a long way in boosting job satisfaction.

Work-Life Balance: Promote work-life balance by providing reasonable working hours and opportunities for personal and professional growth. Encourage teachers to take care of their well-being and offer support programs such as stress management workshops or access to counseling services.

Collaborative and Supportive Colleagues: Foster a culture of collaboration among teachers by promoting teamwork, mentorship programs, and peer support networks. Encourage teachers to share best practices, collaborate on lesson planning, and provide assistance to one another.

Parental and Community Engagement: Facilitate effective communication and engagement between teachers, parents, and the local community. Encouraging parental involvement and community participation in school activities can create a positive and supportive environment for teachers and enhance job satisfaction.

Regular Feedback and Evaluation: Establish a system for regular feedback and evaluation of teachers' performance. Constructive feedback and recognition of their strengths can help teachers identify areas for improvement and contribute to their professional growth and job satisfaction.

5. Conclusion:

The above mentioned dimensions are the common for job satisfaction of employee of any organization. In case of educational organization, these factors are not exceptional. So if the organization does not care about the common needs of employee, the objective of the organization can't be fulfilled. The attitude and the viewpoints of the employees towards their jobs determine job satisfaction. When the teacher's job satisfaction is determined, the main factors that are required to be taken into consideration are, job security, opportunities to make use of skills and abilities, people management, compensation/pay, supervisor support, working environmental conditions, job characteristics, relationship with the co-workers, job duties, flexibility to balance life and work issue and educational qualifications. The teachers may possess positive or negative feelings towards their jobs, all the above stated factors are vital in determining the attitude of job satisfaction. Job satisfaction is regarded to be a function of the balance between work role inputs, which is education, time and effort and the work role outputs, which is compensation and benefits working conditions, wages, fringe benefits, task significance and intrinsic aspects of the jobs. So to have a sound qualitative education, it is always need to take care of teachers is the common responsibility of every education sector.

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**A Study of Examination Stress on Academic Achievement Of Secondary School Students in
Dhanbad District**

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Abstract: Exam Stress have been viewed as one of the most acute stresses encountered by pupils since both passing and failing typically has important ramifications for future development. It is possible to monitor physiological responses to stressful events. Exam failure might have such serious effects for some students that they decide to give up their education altogether. The study's goal is to illuminate the dynamics at play in the development of examination stress among secondary school pupils in the Dhanbad District of Jharkhand. As the descriptive research focused mostly on the current situations and connections, the survey technique was determined to be the best suitable approach to accomplishing the study's goals. The findings revealed that significant difference in the examination stress among Dhanbad secondary school student based on age, gender and locale. Again inverse relationship was found between examination stress and academic achievement which indicated that feelings of melancholy, worry, anxiety, or frustration might arise when a student has goals that are out of reach because his interests, aptitudes, and skills do not line up with those goals. Therefore it causes stress leads to unhappiness in their lifestyle, which might have an impact on the here and now.

Keywords: Examination Stress, Academic Achievement, Secondary students, Age, Gender and Locale.

1. Introduction

Exam stress refers to the unique blend of worry and tension that students feel while facing tests. Exam-anxious people act in both more noticeable and more subtle ways, and these shifts may have either beneficial or detrimental outcomes. The examination situation may impose demands beyond that individual's capacity to meet them even given the resources available in that situation. In most studies, moderate correlations were found between scores on Examination Stress and Academic Achievement. Students' expression and communication, two qualities crucial to moving on in one's life, may be hampered by the mental strain of cramming for exams. Therefore, it is the responsibility of teacher educators and administrators to consider strategies for boosting student achievement in the classroom. Moreover, secondary level is a landmark in the school life of any students which requires superior academic record to gain success. Examination Stress will become a barrier to achieve this. The study's results have important implications for researchers, educators, and students. As a result, the research has important implications for society.

1.1. Conceptual Framework of the Study

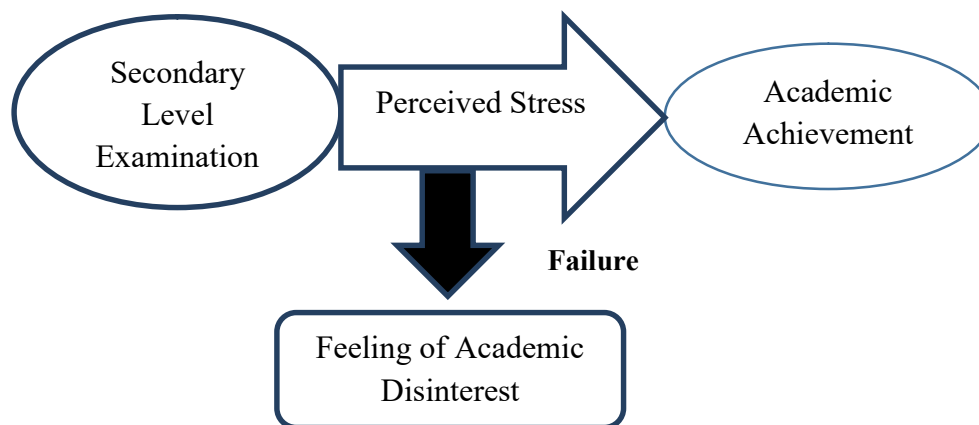


Figure 1.1: Showing the Conceptual Framework of the Study
Source: Made by Investigator

Individual's ability to learn and retain new knowledge is diminished when they are under emotional or mental strain. The results of studies on exam unease have led to the conclusion that it has negative effects on students. There is a gradient from no stress to extreme stress, and each symptom level may be used to foretell the next. The pressure of the exam causes the student to focus and pay close attention. Conversely, pupils' inability to concentrate and the accompanying emotional distress are exacerbated by the widespread nature of stress. One crucial factor to remember is that students' intellectual issues or skills are not always to blame for their poor academic achievement. Exam failure might have such serious effects for some students that they decide to give up their education altogether. People from economically and socially disadvantaged backgrounds are disproportionately affected by this. Students who struggle to grasp course material and do poorly on tests sometimes develop feelings of depression and disinterest. The study's goal is to illuminate the dynamics at play in the development of examination stress among secondary school pupils in the Dhanbad District of Jharkhand.

1.2. Statement of the Problem

The present study is entitled as "A Study of Examination Stress on Academic Achievement of Secondary School Students in Dhanbad District."

1.3. Objectives of the Study

The following aims were included into the study's design:

1. To find out whether there is a significant difference in the examination stress of secondary students based on age.
2. To find out whether there is a significant difference in the examination stress of Dhanbad secondary students based on gender.
3. To find out whether there is a significant difference in the examination stress of Dhanbad secondary students based on locale.
4. To find the significant relationship between examination stress on academic achievement of Dhanbad secondary students.

1.4. Hypotheses of the Study

Specifically, we propose to evaluate the following hypotheses:

H₀₁: There is no significant difference in the examination stress of Dhanbad secondary students based on age.

H₀₂: There is no significant difference in the examination stress of Dhanbad secondary students based on gender.

H₀₃: There is no significant difference in the examination stress of Dhanbad secondary students based on locale.

H₀₄: There is no significant relationship between examination stress on academic achievement of Dhanbad secondary students.

1.5. Delimitations of the Study

1. The scope of this investigation is restricted to the Dhanbad Municipality.
2. Only secondary school pupils enrolled in state-run institutions were included in this survey.

2. Review of Related Literature

- **Michaela C. et al. (2020).** "Stress and Academic Performance in High School and College." 104–112. Adolescent & Youth: An International Journal. Secondary and postsecondary students both face a wide range of ongoing challenges stemming from their responsibilities in the classroom. Anxiety, depression, sleep disturbances, and substance abuse are just some of the mental health difficulties that may arise as a result of academic stress, which will be discussed at length in this narrative review.
- **Rehman, K. U. & Saqib, M., (2018).** The effects of stress on pupils' academic performance in District Vehari's secondary schools. There are eighteen-ninety-four pages of research in the latest issue of the International Journal of Learning and Development. Negative consequences on pupils' academic performance were the targeted focus of this study. The study's key findings showed that student stress significantly affects their academic performance. Students' primary sources of stress were found to be their professors and their parents.
- **Yusoff, M. S. B. (2010).** Secondary school students' experiences with stress, stressors, and coping techniques in a government secondary school in Malaysia. 1-15. The major objective of this pilot project is to establish a benchmark of stress levels among Malaysian secondary school pupils. The findings of this exploratory research are crucial to the design of future probes. The secondary school students at a Malaysian government school were under a lot of pressure. Students' primary cause of anxiety was related to schoolwork. The students relied mostly on constructive coping strategies.
- **D. Saharia (2020).** High school students' methods for dealing with exam anxiety. There is a wide variety of methods people employ to deal with pressure. This study used a descriptive research methodology and a stratified random sampling strategy to acquire its sample. Students in rural areas had far greater rates of emotion-focused coping than their urban counterparts. However, there has been no discernible variation in pupils' problem-focused coping across geographic regions.
- **N. K. Gill (2016).** Implications of Worrying About Tests on Secondary School Students. Exam anxiety and student worry have been discussed at length. The results point to a link between exam anxiety and stress among college students. Exam stress and anxiety were shown to be highest among arts students, followed by commerce students, in a study comparing the experiences of students from different academic disciplines. There was little to no variation in secondary pupils' stress and anxiety.

2.1. Research Gap of the Study

The majority of studies that have been conducted deal with the effects of stress on pupils. While there were a number of studies that addressed this topic generally, none of them provided a clear picture of the

exam stress on academic achievement that secondary school pupils in Dhanbad experience. This is a shortcoming in the current study's research.

3. Methodology of The Study

The descriptive technique is connected to this and seeks to understand the investigation of this occurrence. Its focus is on analyzing demographic changes. The data collected using the descriptive approach are subjected to measurement, categorization, analysis, comparison, and interpretation.

3.1. Research Design of the Study

The researcher used a quantitative research strategy, which entails the use of numerical and statistical data in the analysis of study results. When data is gathered from a large population or a statistically significant sample of the population at a particular point in time, a cross-sectional design is often used in quantitative research.

3.2. Sample Of The Study

The Secondary Students constitute the population of the present study. In the study a sample of 200 students from class plus one were selected randomly from the Dhanbad. The sample includes Government Aided Secondary Schools. Simple random sample, ensured that every eligible individual had an equal chance of being chosen.

3.3. Description of The Tools

To test the hypotheses framed, the following tools have been used.

1. Self-made Examination stress scale.
2. No standardizes test was used for the academic achievement scores. For class various school 10th Standard to be marks obtained in third Midterm.

3.4. Pilot Study

A pilot study was conducted to determine the suitability of the tools used in the present investigation. A random sample of 50 students were selected from the study to establish the reliability and validity of the tools.

4. Analysis and Interpretation

H_{01} : There is no significant difference in the examination stress of Dhanbad secondary students based on age.

Table 4.1: Showing the Examination Stress of Dhanbad Secondary Students Based on Age

Examination Stress Based on Age	Age	N	Mean	S.D.	Std. Error	F-Value	Sig. Value	Result
	13-14 years	118	252.69	25.254	2.325	21.665	.000**	Rejected
	15-16 Years	82	202.96	46.166	5.098			

NS - Not Significant, * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Source: Survey in the Field (2022-2023)

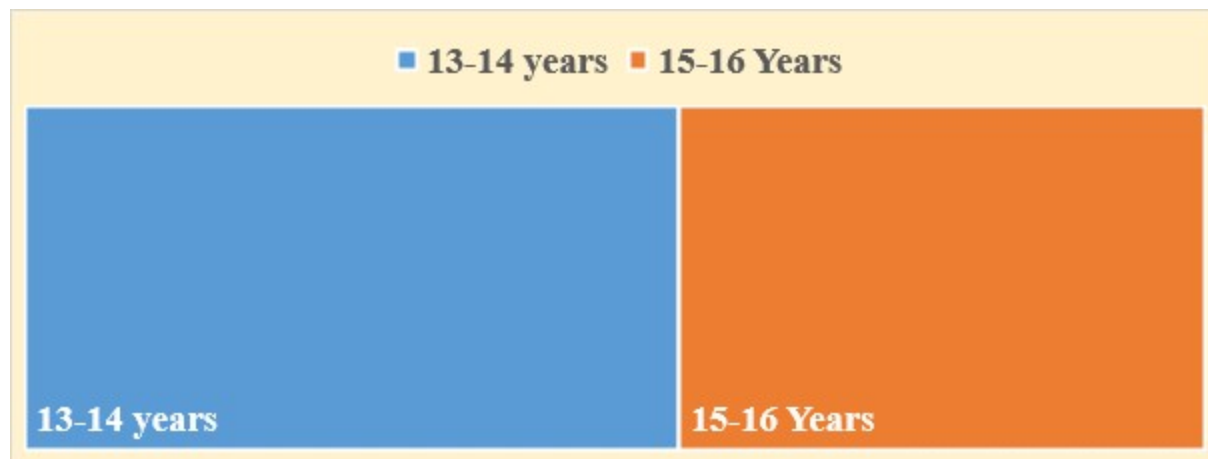


Figure 4.1: The Graphical Representation of Examination Stress of Dhanbad Secondary Students Based on Age

To test the hypothesis 1, independent sample t test was used by the researcher and the result of the test is displayed in the table no. 4.1 and 4.1, and figure no. 3 depicted that the average score of students 13-14 years were 252.69 which were high in compare to 15-16 years with average and S.D score of 252.69 ± 6.663 in compare to which was 46.166 ± 7.268 . So the group statistics was favorable more for below 13-14 years students in compare to above 15-16 years students in the examination stress of Dhanbad secondary students based on age. From the above table, 'F' the calculated value (21.665) were greater than the table value (2.66). There were significant difference in the examination stress among Dhanbad secondary school student based on age. The null hypothesis gets rejected and the alternative hypothesis get accepted. The exam stress of 13-14 years students were greater than 15-16 years.

H₀₂: There is no significant difference in the examination stress of Dhanbad secondary students based on gender.

Table 4.2: Showing the Examination Stress of Dhanbad Secondary Students Based on Gender

Examination Stress Based on Gender	Gender	N	Mean	S.D	Std. Error	F-Value	Sig. Value	Result
	Male	93	249.76	5.66	.691	11.236	.000**	Rejected
	Female	107	260.10	7.26	.703			

NS - Not Significant, *p < 0.05 **p < 0.01 ***p < 0.001

Source: Survey in the Field (2022-2023)

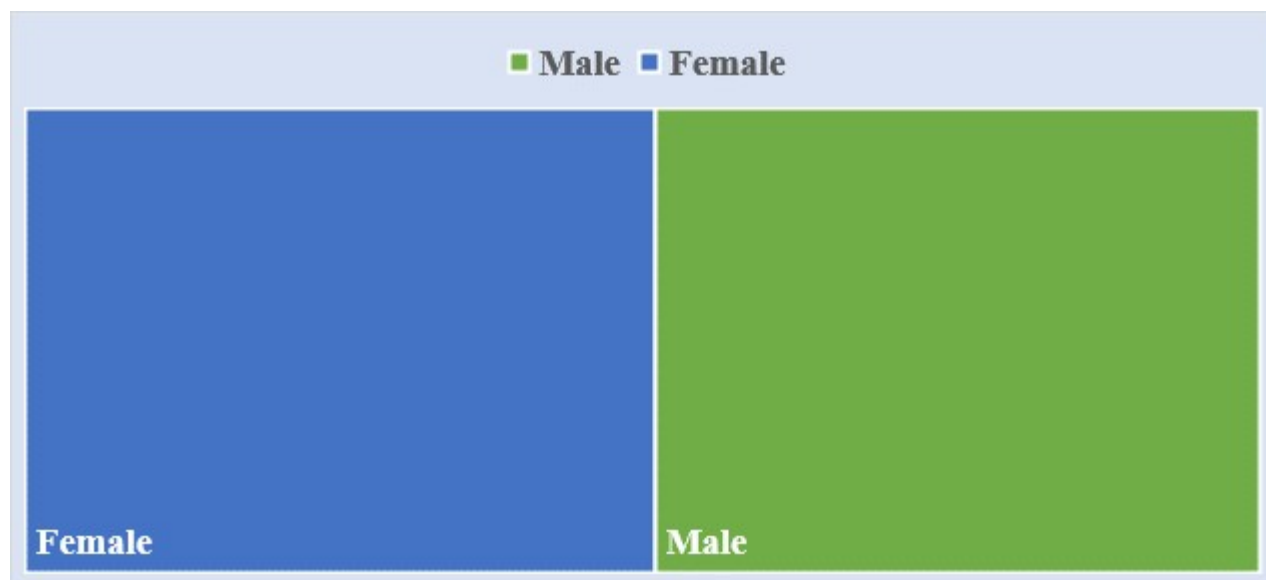


Figure 4.2: The Graphical Representation of Examination Stress of Dhanbad Secondary Students Based on Gender

To test the hypothesis 2, independent sample t test was used by the researcher and the result of the test is displayed in the table no. 4.2 and figure no. 4.2 depicted that the average score of female students were high in compare to male students with average and S.D score of 260.10 ± 7.26 in compare to male students which is 249.76 ± 5.56 . So the group statistics is favorable more for female students in compare to male students in testing the examination stress of Dhanbad secondary students based on gender. From the above table, 'F' the calculated value (11.236) were greater than the table value (2.66). There were significant difference in the examination stress among Dhanbad secondary school student based on gender. The null hypothesis gets rejected and the alternative hypothesis get accepted. The exam stress of female students were greater than male students.

H₀₃: There is no significant difference in the examination stress of Dhanbad secondary students based on locale.

Table 4.3: Showing the Examination Stress of Dhanbad Secondary Students Based on Locale

Locale	N	Mean	S.D.	Std. Error
Urban	59	256.58	17.936	2.335
Semi-Urban	90	224.72	48.427	5.105
Rural	51	229.92	45.878	6.424
Total	200	235.45	43.170	3.053

Source: Survey in the Field (2022-2023)

The table no. 4.3, depicted the value of one way Anova of the average scores of the examination stress of Dhanbad secondary students based on locale. The descriptive shows the average, S.D. standard error values of the exam stress based on locale. The average and S.D of urban students with N (59) was 256.58 ± 17.936 with standard error of 2.335. The average and S.D. of semi-urban students with N (90) was 224.72 ± 48.427 with standard error of 5.105. The average and S.D. of rural students with N (51) was 229.92 ± 45.878 with standard error of 6.424. Lastly, the average and S.D. of all subject with N (200) was

with average and S.D. of 235.45 ± 43.170878 with standard error of 3.053. The descriptive statistics states that there were difference in the average scores of the examination stress of Dhanbad secondary students based on locale.

Table 4.4: Showing the Anova Calculation of Examination Stress of Dhanbad Secondary Students

Based on Locale					
Attitude	Sum of Squares	df	Mean Square	F	Sig. Value
Between Group	38249.246	2	19124.623	11.327	.000**
Within Group	332618.149	197	1688.417		
Total	370.867	199			

NS - Not Significant, * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Source: Survey in the Field (2022-2023)

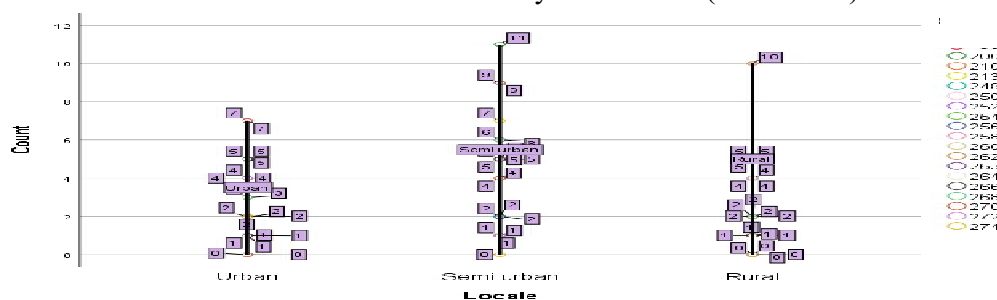


Figure 4.3: The Graphical Representation of Examination Stress of Dhanbad Secondary Students Based on Locale

The table no. 4.4 and figure no. 4.3 depicted the result of one way Anova and the df for between groups is two the mean square is 19124.623 and the sum of square is 38249.246 and df for within group is 197 the mean square value was 1688.417 and the sum of square 332618.149. The F value is 11.327 and the result is significant as P value was less than .05 and so it is significant at 1% and 5% level. So the null hypothesis get rejected and alternative hypothesis states that there were significant difference in the examination stress of Dhanbad secondary students based on locale.

H_{04} : There is no significant relationship between examination stress on academic achievement of Dhanbad secondary students.

Table 4.5: Showing the Correlation Between of Examination Stress And Academic Achievement of Dhanbad Secondary Students

			Examination Stress	Academic Achievement
Pearson's r	Examination Stress	Correlation	1.000	-.767
		Sig. Value		.000**
	Academic Achievement	Correlation	-.767	1.000
		Sig. Value	.000**	

NS - Not Significant, * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Source: Survey in the Field (2022-2023)

In order to evaluate the direct relationship between the examination stress and academic achievement of Dhanbad secondary students Pearson's correlation coefficients test was being used which was depicted in table 4.5. Data from 200 participants were used to conduct analysis. The correlation between examination stress and academic is -0.767 . It was an inverse relationship which indicated that feelings of melancholy, worry, anxiety, or frustration may contribute to depression, which can be short-lived or chronic, depending on the individual. Stress might arise when a student has goals that are out of reach because his interests, aptitudes, and skills do not line up with those goals. Although it's possible for a person to shine in a certain field, they may experience undue pressure if they try to become an expert in every field. Less stress may be advantageous and lead to peak academic achievement.

5. Conclusion: Stress, are all common human responses to stressful situations. Adolescence is characterized by dramatic changes in physical appearance, mental capacity, interpersonal relationships, and societal norms. Getting through high school might be difficult for some kids. With this in mind, the current research is an ostensibly modest effort to quantify exam stress among secondary school pupils. Secondary school pupils in the Dhanbad district provided the data used to reach conclusions. Despite a growing body of literature on teenage exam stress, very little is known about the elements that contribute to resilience under varying conditions. Parents should constantly support their children and keep them active in extracurricular pursuits like music, dance, athletics, etc., since these activities not only help them succeed academically but also serve as healthy outlets for their energy and emotions. The stress of upcoming exams is a real issue for both male and female students, and understanding this is a priority for their caretakers. Two Students would benefit from therapy sessions aimed at helping them establish healthy coping mechanisms for times when test stress threatens to overwhelm them. Time management instruction may help them better manage their time and so improve their ability to self-regulate. These kind of drills help students deal with the pressures of exams by improving their time management and test preparation. Likewise, students would be less likely to feel stressed during exams if the signs of examination stress were detected in advance.

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**Social Interaction and Engagement in E-Learning: Overcoming Isolation and Building
Communities**
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Abstract: This paper examines the importance of social interaction and engagement in the context of e-learning, particularly focusing on the challenges of isolation and the significance of building communities within online educational environments. With the increasing popularity of e-learning platforms and the widespread adoption of remote learning, it is crucial to address the potential negative impact of isolation on learners and explore effective strategies to foster social connections and engagement. The paper begins by highlighting the advantages and opportunities of e-learning, such as flexibility, accessibility, and personalized learning experiences. However, it also recognizes the inherent limitations of online education, including the lack of face-to-face interactions and the potential for learners to feel isolated and disconnected from their peers and instructors.

To overcome these challenges, the paper explores various approaches to promote social interaction and engagement in e-learning. It discusses the importance of creating collaborative learning environments, incorporating interactive technologies, and implementing effective communication channels. Additionally, the paper emphasizes the significance of establishing online communities and support systems that foster a sense of belonging and connection among learners. Furthermore, the paper delves into the role of instructors and educational institutions in facilitating social interaction and engagement in e-learning. It emphasizes the need for pedagogical strategies that encourage active participation, peer collaboration, and meaningful discussions. The paper also addresses the importance of instructor presence and guidance in online courses to enhance student motivation and promote a sense of community.

Keywords: e-learning, social interaction, engagement, isolation, online communities, collaborative learning, educational technology, instructor presence.

Introduction: The advent of e-learning has revolutionized education by providing flexible and accessible learning opportunities. However, one of the challenges associated with e-learning is the potential for isolation and reduced social interaction among learners. In this article, we will explore the importance of social interaction and engagement in e-learning and discuss strategies to overcome isolation and build communities in the digital learning environment.

- The significance of social interaction in learning: Human beings are inherently social creatures, and social interaction plays a crucial role in the learning process. In traditional face-to-face classrooms, students engage in discussions, group work, and collaborative projects, fostering deeper understanding and knowledge retention. Social interaction helps learners exchange ideas, receive feedback, and gain different perspectives, enhancing their critical thinking skills and cognitive development.
- Challenges of isolation in e-learning: E-learning, while offering numerous advantages, can lead to feelings of isolation and disconnection. Learners may struggle to establish meaningful connections with their peers and instructors, which can adversely affect motivation, engagement, and overall learning outcomes. The lack of social cues and non-verbal communication further exacerbate the sense of isolation, making it crucial to address this issue in online education.
- Building communities in the digital learning environment: a. Facilitating communication channels: E-learning platforms should incorporate various communication tools, such as

discussion boards, chat rooms, and video conferencing, to encourage interaction among learners. These channels can provide spaces for informal conversations, academic discussions, and collaboration on projects. b. Promoting collaborative learning activities: Group assignments and projects can foster collaboration and encourage learners to work together, stimulating social interaction and engagement. By assigning tasks that require cooperation and shared responsibility, educators can simulate real-world scenarios and promote meaningful interactions among learners. c. Incorporating interactive elements: Interactive multimedia elements, such as videos, quizzes, and simulations, can engage learners and create a sense of involvement. Gamification techniques, such as leaderboards, badges, and rewards, can further motivate learners to actively participate and interact with their peers. d. Encouraging online communities and networking: Creating online communities, such as forums or social media groups, where learners can connect, discuss course-related topics, and seek assistance, is instrumental in overcoming isolation. Instructors can also facilitate networking opportunities by organizing virtual events, guest lectures, or webinars, where learners can interact with experts and professionals in their field of study. e. Providing timely feedback and support: Instructors should actively participate in online discussions, provide constructive feedback, and promptly respond to learner queries. Regular and meaningful feedback not only enhances the learning experience but also fosters a sense of belonging and community.

- Addressing diversity and inclusivity: In an e-learning environment, learners come from diverse backgrounds, cultures, and experiences. It is essential to create an inclusive and respectful environment that celebrates diversity. Instructors should promote open-mindedness, cultural sensitivity, and encourage learners to share their unique perspectives, thus enriching the learning experience for everyone.

Research Objectives:

The main objectives of this research are as follows:

1. To investigate the importance of social interaction and engagement in e-learning environments.
2. To identify challenges and barriers to social interaction in e-learning platforms.
3. To explore effective strategies for overcoming isolation and building communities in virtual learning environments.
4. To provide practical recommendations for educators and instructional designers to enhance social interaction and engagement in e-learning.

Rationale of the study: The title highlights the importance of social interaction and engagement in e-learning environments. By acknowledging the potential isolation and addressing the need for building communities, the research aims to contribute to the improvement of e-learning experiences. The findings will provide valuable insights for educators, instructional designers, and policymakers to enhance the design and implementation of e-learning programs. Understanding the significance of social interaction and engagement in e-learning is crucial in order to create inclusive and effective online learning environments. By overcoming isolation and building communities, learners can feel more connected, motivated, and supported, leading to improved learning outcomes. This research will contribute to the existing body of knowledge on e-learning and provide valuable insights for educators, instructional designers, and policymakers involved in online education.

Analysis and Discussion: The analysis section presents a synthesis of the reviewed literature, highlighting key themes, theoretical perspectives, and empirical evidence. It explores the benefits of social interaction and engagement in e-learning, such as improved motivation, better learning outcomes, and increased satisfaction. The discussion delves into the challenges faced by learners in e-learning environments, including isolation, limited social cues, and reduced opportunities for informal interactions.

It also examines effective strategies, such as collaborative activities, group projects, and online discussions that can promote social interaction and engagement.

Findings: The research findings demonstrate that intentional efforts to foster social interaction and engagement in e-learning environments have a positive impact on learner experiences and outcomes. The results highlight the importance of creating a sense of belonging, the role of collaborative learning, and the significance of social presence in online communities. They also identify specific strategies and approaches that have been successful in overcoming isolation and building vibrant online communities. The advent of e-learning has revolutionized the education landscape, providing learners with convenient and flexible access to educational resources. However, one of the significant challenges faced by e-learning platforms is the potential for social isolation among learners. Traditional classroom settings foster social interaction and engagement, allowing students to build relationships and form communities. In contrast, e-learning environments often lack the same level of personal connection and collaborative opportunities. This paper explores the importance of social interaction and engagement in e-learning and discusses strategies to overcome isolation and build communities in online educational settings.

I. Understanding the Impact of Social Interaction on Learning:

- Cognitive and Social Benefits: Social interaction plays a crucial role in learning by promoting active engagement, critical thinking, and knowledge construction. It enhances cognitive processes, such as problem-solving, decision-making, and information processing. Moreover, social interaction facilitates the development of communication skills, empathy, and teamwork, which are essential in real-life situations.

II. Challenges of Isolation in E-Learning:

- Lack of Non-Verbal Cues: In virtual learning environments, the absence of non-verbal cues, such as facial expressions and body language, can hinder effective communication and interpretation of information.
- Limited Opportunities for Collaboration: E-learning often relies heavily on individual assignments and assessments, reducing opportunities for collaborative learning experiences.
- Feeling Disconnected: Learners may experience a sense of isolation due to the absence of face-to-face interactions, leading to decreased motivation and engagement.

III. Strategies to Promote Social Interaction and Engagement:

- Online Discussion Forums: Implementing discussion forums allows learners to exchange ideas, ask questions, and engage in meaningful dialogue with peers and instructors.
- Virtual Group Projects: Encouraging collaborative projects or assignments promotes teamwork and peer learning, fostering social interaction and engagement.
- Live Video Conferencing: Organizing live video sessions for lectures, group discussions, or Q&A sessions helps recreate a sense of classroom community and provides real-time interaction opportunities.
- Gamification and Interactive Elements: Incorporating gamified elements, interactive quizzes, and simulations can enhance engagement and social interaction among learners.
- Social Media Integration: Integrating social media platforms within the e-learning environment allows learners to connect, collaborate, and share resources beyond the confines of the course.

IV. Creating a Supportive Online Learning Community:

- Instructor Facilitation: Instructors play a pivotal role in fostering social interaction and community building. They can encourage participation, provide timely feedback, and create a safe and inclusive learning environment.
- Peer Support and Mentorship: Encouraging peer-to-peer interaction and establishing mentorship programs facilitate knowledge sharing, motivation, and a sense of belonging among learners.
- Recognition and Rewards: Recognizing and rewarding active participation and contribution in the online community motivates learners to engage with their peers and build relationships.

Conclusion: Social interaction and engagement are crucial elements in e-learning, helping to overcome the challenges of isolation and create a sense of community among learners. By implementing communication tools, promoting collaboration, incorporating interactive elements, and facilitating networking opportunities, educators can enhance the social dimension of e-learning. Emphasizing diversity and inclusivity further enriches the learning experience, fostering an environment where learners feel connected, supported, and actively engaged in their educational journey. E-learning offers numerous benefits, but the lack of social interaction and isolation can hinder the overall learning experience. By implementing various strategies, such as discussion forums, group projects, live video conferencing, and social media integration, e-learning platforms can overcome these challenges and create vibrant and engaging online communities. Building a supportive learning environment where learners feel connected, valued, and motivated contributes to their academic success and personal growth. Ultimately, by prioritizing social interaction and engagement, e-learning can bridge the gap between convenience and the vital aspects of traditional classroom interactions. The research concludes that social interaction and engagement are crucial elements of effective e-learning experiences. Overcoming isolation and building communities in online environments can enhance motivation, learning outcomes, and overall satisfaction. The paper emphasizes the need for deliberate efforts from educators and instructional designers to incorporate strategies that promote social interaction and engagement. Recommendations are provided for educators and policymakers to enhance e-learning practices, including the use of collaborative activities, fostering social.

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THE TRADITIONAL MUGHAL PAINTING: A STUDY

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Abstract:- The fine taste and artistry of the Mughal emperors was not limited to architecture. They were also fond of Painting and patronized it. The mughal rulers of India were the first to give equal status to the sword, pen and drawing tool. Along with the timeless architecture mughal Painting also occupied an unimaginable place. Long after the fall of the Mughal Empire, its influence left a lasting impression on the hilly regions of Northern India, the Deccan, Rajasthan and the Punjab. Almost every mughal it was the emperors who were interested in Painting and their outlook was liberal and secular. As a result, Indian Painting took a new style. The royal palace was the main center of artistic studying. It must be remembered that Painting was never frowned upon in Islam and portraiture was forbidden. Hence any picture on ancient Arab figurines not available. Mughal times, however, were not so extravagant. However, if the Mughal emperors had not encouraged have remained much poorer. Long time before Babur's victory in the First Battle of Panipat, the patronage of the Muslim rulers of places like Jaipur, manju, Ahmedabad, etc in India developed "miniature paintings", moreover, many examples of miniature paintings by Jain painters are available in the library style of miniature Painting got a new lease of life on Contact with the mughals by being absorbed by Persian paintings. The Mughals did not prioritize religion in the art of Painting. Their themes were romantic love and romance, war, Muslim and Rajputs chivalry etc.

Keywords:- Art, Culture, Miniature paintings, Indo- Persian.

Introduction:- Painting was mostly a family profession during the Mughal Period. Many painters of the Mughal Period were famous for their unique paintings. Some European Scholars have called Mughal Painting Indo- Persian because of the presence of Persian artists at the Mughal Court. That is, Mughal Painting originated outside India and had no distinctive characteristics. Protesting this kind of idea, famous art critic Havel Commented –“ The Persian painters at Akbar's Court were neither technically nor artistically superior to the Hindus. The creative stimulus came partly from the invigorating atmosphere of Akbar's Court, and from his own magnetic personality ... The illiterate but broad minded Akbar gave both muslim and Hindu artists their intellectual and spiritual freedom “. According to him, Mughal Painting had its own characteristics and originality. Admittedly, both Humayun and Akbar were inspired by the Persian style of art and used miniature Painting imported from Persia. It was an unusual occurrence. No, because then India had close relations with Persia. But that does not mean that they blindly imitated Persia. Percy Brown says clearly- “while it cannot be said that Akbar took as his model the rule of the Safavids he was too original and independent to be a mere plagiarist that he learned heavily on it for some of his projects is clear”. Incidentally, Chinese influence paved the way for the re-emergence of Painting in Persia during the Mongol reign. Again, ancient Indian art was the source of inspiration for Painting in China. Indian arts were promoted in China by Buddhist preaches and artisans. Apart from that, Chinese students studying in Indian universities were also familiar with Indian art.

Objectives:- The present article has been undertaken with following objectives:-

1. This article shows extraordinary combination of Indo- Persian style in mughal Painting.
2. This article shows a wonderful combination of Chinese art style with Persian style in addition to Indian style in mughal Painting.
3. In this article, mughal Painting shows harsh reality instead of realistic and unnatural.

4. This article examines how beauty and natural consciousness are given special importance in the subject matter of mughal Painting.

Methodology:- The study is supported by secondary data. Given the nature of the current research, secondary sources have to use to gather material of this exploratory and descriptive paper. Secondary data was gathered from academic working papers currently in progress, books, Journals newspapers, research projects and websites run by the Indian government.

DISCUSSION

Important features of Mughal Painting:- main features of Mughal paintings are as follow:-

1.Variety of paintings:- The Mughal painter drawing the miniature paintings. The main subjects of mughal Painting were the stories of the Puranas, Mahabharata, Ramayan or Indian Landscape. This style of painting was composed of Indian and Persian fusion. In fact the style and subject matter of mughal art was "materialistic, exotic and eclectic". The Mughals did not prioritize religion in the art of Painting. Their themes were Romantic, Love, and Romance, War, Muslim and Rajputs chivalry etc. Outside of the Mughal court, painting also flourished in distant provinces such as Rajasthan, Kangra, Maharashtra, Mysore, etc.

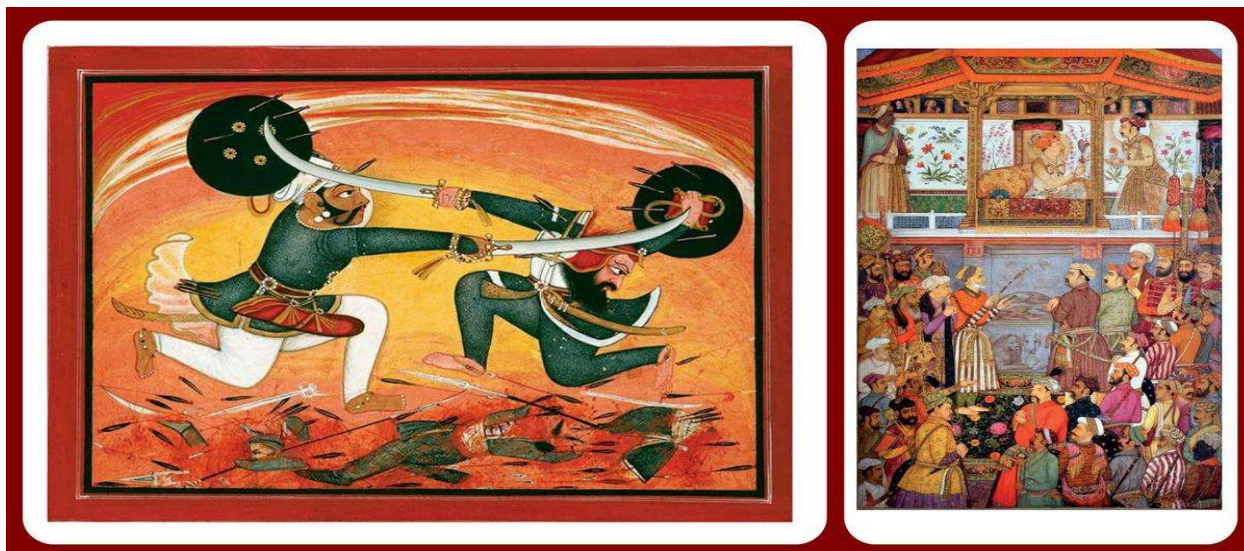
2. Synthesis of Persian and Indian style:- The painting works produced during the mughals reign are now shared by Muslims and Hindu alike. It is a harmonious fusion of muslim and Hindu Paintings.

3. SpecificCharacteristic:- A common characteristic of mughal Painting was that mughal painters freed themselves from Persian customs and painted pictures inspired by flowers, foliage and Natural beauty.

4. Decoration:- A common feature of mughal Painting was that mughal artists freed away from Persian customs and painted paintings inspired by flowers, foliage, and natural beauty. PAR Painting developed as a separate branch of mughal art and apart from decorative and geometric shapes, landscape, animal, human, portrait, flower, foliage, western glass and engraved Painting gained special popularity. Mughal Painting was rich in the stories of the Purans, Mahabharata and Ramayan. Mughal painters used glitter and cardboard point these pictures. During the reign of Shahjahan, painters used that was thin and expensive and probably made from silk fibers.

5. Painting material:- Mughal Paintings were drawn on hand made paper. The colours used by the Mughal painters were translucent and they collected the colours from natural sources by grinding and mixing pigments. Point brushes of varying sizes and types were prepared by using the hair of Squirrels or kittens. They mixed gold and silver powder with colour or sprinkled in color to make their Paintings extraordinary.

Painting Development under Different Mughal Rulers:- wall paintings were not very popular during the Mughal Period. Some examples are found in Fatepur Sikri and Lahore. Most of the pictures were miniature paintings. They were not hung on the wall. They had to be seen by hand. The style of this picture is borrowed from Persia. These pictures were drawn on paper, sometimes as a decoration of the statue. But no mosque or palace was decorated with such pictures. However, the papers used for drawing were not always the same. For examples towards the end of Akbar's reign, artists preferred the use of glitter and hard, artists during Shahjahan's Period used paper that was thinner and more expensive and probably made from silk fibers. Paintings was mostly a family accusation the father used to create his son in a manner of his descendants. Usually the pictures were painted according to the wishes of the patron. That is, they used to from a picture how to draw it and give it to the painter to draw it.



A sumptuous collection of illustrated essays reveals the secrets.

During the Mughal Period, many painters were famous for their unique types of paintings. For example, Govardhan was famous for painting portraits of saints, musicians etc. Again, Mansoor was famous for his depiction of birds. Painters painted took a long time to complete. It took artist Ramdas 50 days to decorate Babur Nama. The social status of artists was not uniform. Some of the court artists held the status of aristocratic members of parliament and often held high positions in government. Many artists had no lack of security in life and earned a lot of money by paintings for pleasure. The Mughal emperors recognized value of art and rewarded artists accordingly. They were paid handsomely. In short, there was no shortage of patronage. Those who did not receive this patronage were not much better off.

Babur (1526-1530 A.D).

Mughal Period miniature paintings, which Ashoka Mitra called "khudrakayasukhshmalekhyas" developed under the patronage of the Mughal emperors. As a result, its progress or decline all depended on the whims of the emperors. Babur, the founder of Mughal empire, had the opportunity to rule for only four years, during which he had to participate in three wars. As a result, he had neither the opportunity nor time to focus on art studies. But during his visit to Herat he came to know about Persian painting and patronized it. From his autobiography, Babur Nama, his identity as an artist can be found. But he rarely mentioned Indian Painting in his autobiography as he had a very poor opinion of India and Indians. But he was a nature lover and the natural beauty plants, Gardens etc. attracted him. He had an innate artistic talent and this can be found in every chapter of his autobiography. He may not have had the hand of a skilled artist; But he had the artist's vision. His descendants became partakers of this artifice by inheritance. He may not have been able to show his artistry during his lifetime or in real life. But his influence and contribution to the development of Indian Painting has been felt indirectly, not directly.

Humayun (1530-1540, 1555-1556 A.D).

During the fateful Humayun's 15 years (1540-1555 A.D) he had to choose a nomadic life in exile. But this exile was not unimportant in the history of Indian Painting. A intimate friend, Bairam Khan arranged for his shelter in the royal Court of Persia. During her stay as a wife at the Persian royal Court, she was fascinated by the paintings of Shah Tahamneh's painters. Bihzad, the greatest Persian painter, was not alive at that time. In 1550, Humayun brought two famous Persian artists Mir Syed Ali (disciple of Bihzad) and Khwaja Abdus Samad to his court in Kabul. While in exile, Humayun painted a poem called

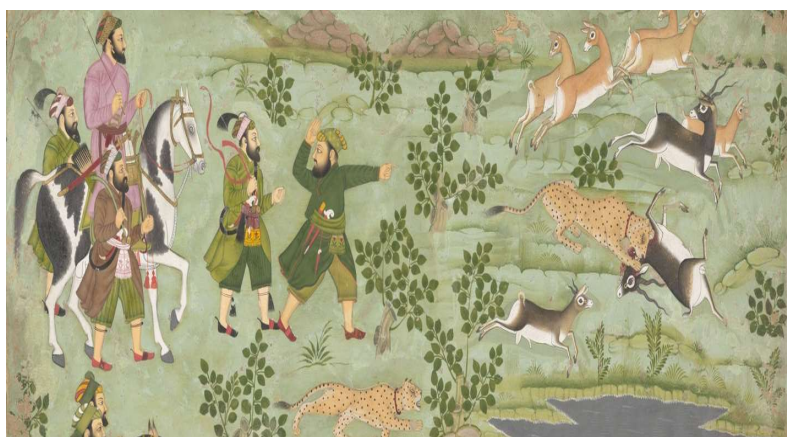
"Dustan- i:-Amir Howda by Mir seed Ali. It was under Khwaya Abdus Samad that the safadi Painting style gradually took on the form of mughal art.

Akbar(1556- 1605 A.D):-

Mughal art took off during the reign of Akbar and flourished under Jahangir and reached its peak in the seventeenth century. During the reign of Akbar and Jahangir, mughal painters gradually broke away from Persian customs and began to point inspired and inspired by flowers, trees, foliage and beauty. Such art studies were not recognized in Islam. This was the influence of Hindu art. During Akbar reign, both Hindu and Muslim artists were equally favored by the king. Mir Syed Ali and Abdus Samad and Farooq Beg, joined in the painting. Artists like Baswan, Dashavast, Tarachand, Jagannath, Nanha and Keshudas, Damayanta. Akbar's Liberal and secular mind and harmonious mind formed the basis of mughal painting art combining Persian and Indian art styles. The development of the Mughal style was mainly through manuscript drawing. In general the custom during Akbar's reign was to paint portraits of dignitaries with their own painters.

Incidentally, Akbar Built an art gallery, where artists practiced painting. Akbar patronized about a hundred Hindu and Muslim artists. Abul Fazal listed the 17 famous artists of that era. 13 of them are Hindus. Baswan was an accomplished painter. The signature of his genius can be found in the painting "Manju" preserved in the museum of Calcutta. Abul Fazal wrote "Buswan was skilled in making portraits. Kahar (palanquin bearer) in Jati shous merit in combination of ten colors. Abul Fazal writers that the genius of Dashavast was not less them that of Bihajid or Chinese painters. Dasavasta's genius can be found in the decoration of the book " Rajmnama". Among the famous paintings painted under Akbar's orders, the painting at Fatepur Sikri deserve special mention. Besides Abdus Samad , may other painters painted miniature paintings during Akbar's reign. 1568 A.D " Asiqa", 1570 A.D " Anwar- i- Sahani miniatures.

The Floral Empire: Flowers in the Arts of Mughal South Asia — Plinth et al.



Major Schools of Indian Miniature Painting - MAP Academy

During Akbar's reign, a large collection of paintings is found in the "Hamzanama" which contains 1200 paintings. Akbar requested Mir Syed Ali to point the poem" Hamzanama". He and fellow artist Abdus Samad completed the painting. However, recent researchers say that around 100 artists from different

parts of the country (Gwalior, Gujrat, kashmir, Lahore, Malav) helped Syed Ali and Abdus Samad in this work. It took 13 years to complete about 1400 proof- size images in 12 Volumes. In the Later volumes there was a wonderful variety on all sides, a gradual increase in vision, expression, movement and emotion. It testifies to the gradual transformation and transition of mughal painting.

Hindu and Muslim painters participated together in the frescoes that Akbar painted on the walls of Fatepur Sikri between 1562- 1585 A.D. During this period, foreign influence on Mughal Painting gradually declined and mughal art began to take on its own style. Authentic Akbari Era mughal Painting begins from 1570. Numerous biographical and mythological works began in this phase. During Akbar's reign, the earliest known " Hamzanama" (biography of Ameer Hamza, father of prophet Mohammad) was composed. Among the pictures painted during this period are " Baburnama" pictures 39, 40, 41 (this picture on paper was finished in 1581 A.D), Akbarnama pictures- 42, 43, 48 (this picture on paper was finished probably in 1590), Painting of Harivansh(Painting finished probably in 1590), painting- 46 of " Rajamnama" (book on Mahabharata War, probably finished painting in 1598) etc, are notable names.



Mughal painting

The subject variety the paintings was also remarkable. In one picture, Babur greets the Amatyas in his court during the Eid festival; In one picture, Humayun is saluting his ancestors. A picture from " Akbarnama " shows Akbar with his pet Leopard. Other pictorial works produced during Akbar's reign include " Anwar- i-Suheli" (Ethical Animal Tales, 1570), Khansa- i- Nizami(1595- 1596), Shahnama(1580- 1581), Zafarnama, Darabnama(1584- 89), Baharistan(1595), Persian Poet Saygulistan Gustan" (1600), Anwari's " Diwan (1594), Tarikh- i- Alfi(1594) etc, are notable names. Akbar even painted a picture book on amulets and Zodiac Signs.

Akbar not only patronized art and artists, but himself Learned Painting from Abdus Samad. He thought that pictures (pictures) are both educational and fun tools.

Still orthodox Muslims were against the practice of Painting. But Akbar considered Painting to be both a vehicle of education and a way of worshiping God. The proof Akbar's fine and Multifaceted artistic sense is found in the decoration of the gold coins of his period. Images of Creepers, ducks, hawks, as well as images of Rama and Sita are printed on them. Akbar probably drew a picture of the Madonna as a child. In this study, Jesus Christ appears to Children as " Balakrishna".

Akbar not only valued art and patronized artists, but he was also very aware of the importance of technique along with painting style. Akbar was also keen to ensure that painting materials could be purchased by artists at fair prices and their quality improved. Special attention is paid to the proper and

artistic mixing of different colors. Miniature paintings from Akbar's period are preserved in the Jaipur Museum, the Victoria and Albert museum. In them one can observe the finest examples of miniature art.

Jahangir (1605- 1627 A.D):-

Jahangir was a true connoisseur of painting. He inherited fine artistic sense and taste from his father. Akbar Amatya Abdur Rahim Khan-i- Khanan on Art in Jahangir. Assigned the responsibility of awakening . The Ramayana was painted during Akbar's reign under the super vision of the art Lover Abdur Rahim Khan- i- Khan. The proximity of such painters attracted Jahangir to painting. By doing Jahangir freed the idea of art from purposeful and propagandistic imagery and used it as a medium to express beauty. The contemporary foreign traveler Thomas Roe praised Jahangir for this reason.

Jahangir was a worship of natural beauty. Apart from nature- painting he also patronized anti-Islamic portrait painting. Hunting pictures during Jahangir's reign, pictures of rare flowers and pictures, animal pictures attract our attention even today. The pictures of the hunt that are available have pictures of multiple Lions. Perhaps the best picture of a painted animal is a Turkey Rooster, whose colors and patterns are all worth seeing. It was painted by the famous painter Mansoor. During the reign of Jahangir, the tradition of portrait painting of Akbar's reign become more prevalent. The emperor himself used to keep the details of who painted these pictures, when and whose pictures were painted. Manohar, Nanha, Farooq Beg, Bishen Das, etc, gained fame in portrait painting. Pictures of religious events or gatherings were also captured by the artist. Thus pictures of Holi, Jahangir's inauguration, birthday gathering etc are available.

Jahangir freed the art Painting from the shackles that had arisen from the early mughal periods emphasis on manuscript ornamentation. But he did not completely ignore manuscript illustration. Some of the manuscripts preserved in the court Library at his behest early in the reign were depicted with such illustrations. Aka Riza achieved fame in miniature paintings.

There may have been no surprises in the art of painting during Jahangir's reign. But beauty shines through. The practice of three – Quarter face portraits in the early mughal period disappeared during Jahangir's reign and was replaced by half- face portraits. It can be called the Indianization of mughal Painting in its entirety.

Images were developed during Jahangir's period through diversity of Subjects. Among the allegorical paintings, Jahangir honoring the scholar or Shahjahan standing on the globe. These allegorical paintings can be said to be fundamental in the Mughal style of painting. In this case, however, Abul Hasan gained the most fame.

Another novelty of mughal Painting emerged during Jahangir's reign was " Border – Painting " Somprakash Verma writes that during Akbar's reign there was a custom of border- painting associated with the original image. This trend , originating from Iranian painting; was greatly developed during the Mughal Period. During the reign of Jahangir, border painting developed as a distinct branch of painting and apart from decorative and geometrical forms , Landscape, animal and bird, human, portrait, floral foliage, western glass and engravings began to gain special esteem. During the reign of Shahjahan, the genre of border painting developed further and portrait painting and border painting become inseparable. Undoubtedly, during Jahangir's reign miniature painting reached the extreme Limit of development.

Shahjahan (1627-1658 A.D):-

Art experts differ about the place of painting during Shahjahan's reign. According to Ashok Mitra, an expert in painting, the glory of mughal painting peaked during the reign of emperor Shahjahan. On the

other hand, Iconographer Ashok kumar Das opined that the miniature paintings before his accession and early in his reign. Shah Jahan's interest later on declined. Although Shahjahan did not deprive painters of favor and patronage, he did not have as much personal contact as Akbar and Jahangir. However, if mughal painting peaked during Shahjahan reign, his pre decisions Akbar and Jahangir can claim credit for it.

Asaf Khan of Shah Jahan's court was a fan painting. His residence in Lahore was decorated with pain by artists. Shahjahan's eldest son, Darashuko, was keen on portrait painting. He collected a bunch of pictures and gifted them to his Banu Begum. These pictures are among the best portraits of Shahjahan's period. Emperor Shahjahan Loved grandeur painted during his period were distinct. Portraits of Shahjahan whether in a standing position or on a peacock throne or seated on a beloved horse- always showed emperor richly dressed and adorned. A kind of drive majesty coexisted in his portraits along with royal dignity. In these pictures, he could be easily identified in the crowd of countries. Instead of Landscapes or folk festivals or court scenes, Painting began with Shahjahan as the main subject. They had more colors and pomp than art, but Lacked the vibrancy and beauty of the underlying soul. The notable painters of this era were- Mir Hasan, Anup Roy , Manohar, Kalyan Das, Samarkandi, Mahammad Nadir, Mahammad Farirulkah Khan etc.



A historiographical account of Mughal India - Herald

One of the notable illustrations made during Shahjahan's reign is the manuscript illustration of the "Shahjahan Nam". These paintings have a glimpse of mughal Painting. Shahjahan's " Sufi " Dance Darshan" preserved in the Indian museum also deserves praise. The Indian Liberty has an album of Darashuko's paintings.

Ashoka Mitra opened that the decline of mughal Painting began from the end of Shahjahan's reign. Deprived of royal favor during the orthodox and conservative Aurangazeb period, the art of Painting faced hardships. In 1669, Barney hinted at this decline in a Letter to Colbert.

Aurangazeb (1658-1707 A.D):-

Aurangazeb closed down the Painting department, but the tradition of the art of Painting did not disappear completely although patronage of the aristocracy weakened. A few painted rose to fame during Aurangazeb's reign. Among them the names of Fakir-i- Hakib, kshemanand Raghunandan, Ustad Golab Roy, Gnanchand, Masud , Lachman Singh etc, can be maintained. But Aurangazeb's period is an important event in the art of Painting.

Origins of mixed southern style. For example, there is a picture painted by Kshemanand, in which Aurangzeb is seated on the throne with his son Azam Shah and an Amatya standing beside him. The picture is painted in the Mughal style, but the throne and dress work have Dakshinisheli influences. During Aurangzeb's reign mughal style of art penetrated there. It is said that mughal- South style is Aurangzeb's contribution to the history of Indian Painting.

The hey day of mughal Painting came to an end when Aurangzeb stopped patronizing art due to preoccupation with war, political unrest and financial crisis, in addition to religious reasons. Many artists left Delhi for provincial capitals due to lack of patronage. This trend continued even after Aurangzeb's death. Mughal Painting revived somewhat during the reign of Mahammad Shah, but the golden days returned. In this situation, the artists started flocking to Ayodhya, Lucknow, Rajputana, Kangra, Mysore, Murshidabad etc.

Conclusion:- The best development of muslim Painting took place during the Mughal Period. Naturally, the influence of Islamic Painting, especially Persian Painting can be seen in mughal Painting. During the reign of Akbar, Jahangir, Shah Jahan mughal art acquired a country character due to the patronage of the emperors. However, mughal Painting did not develop only under state patronage. Mughal Painting was enlivened by the combination of Indian miniature Painting style and Indian traditional Painting. Mughal Painting exhibits a remarkable blend to Indo- Persian styles. Mughal Paintings Indian painters applied Persian Painting as their own. In fact, there was not much fundamental difference between Indian and Persian Painting; But Indian Painting had a different feel, purpose and mood. In the field of painting like architecture, a unique Painting there is a wonderful combination of Indian style with Persian style as well as Bahllick and Chinese art styles. While Babur and Humayun were admirers of Persian art, Akbar's syncretistic religious attitude adopted Hindu, Buddhist Jain aspects and gave a distinctive character to the Mughal style. In the pre- Mughal Period Indian Painting style was prevalent on a large scale. But on a smaller scale the pictorial method or the pictorial method of explaining important texts. What is called "miniature Painting" was one of the hallmarks of mughal Painting. The main theme of Indian Painting was natural and unnatural imagination. But the main theme of Mughal Painting was harsh reality. The subjects of mughal court Paintings were- spectacular, contemporary political events, scenes centered on the emperor, war marches, hunting scenes. The Paintings were massive in size and the painting was excellent. The themes of mughal Painting also emphasized beauty and nature consciousness. Landscapes plants and animals figured prominently in the paintings. From the time of Jahangir onwards, the Painting style in more expression predominates and emphasis is placed on the inherent beauty of the subject. During the reign of Shahjahan, splendor and grandeur emerged as the main themes of mughal art.

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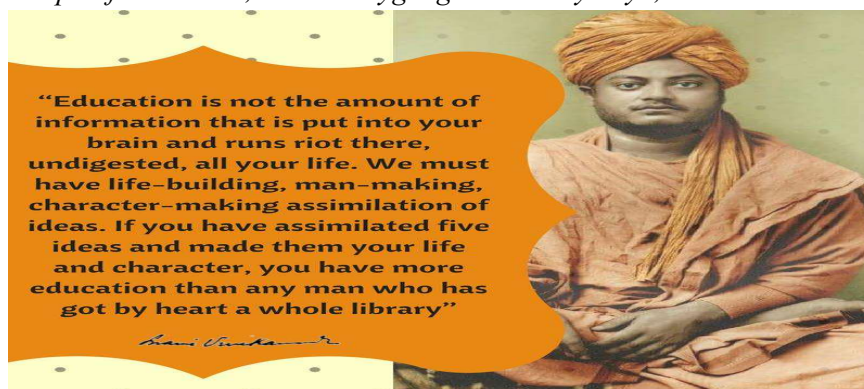
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The Relevance of Swami Vivekananda's Views in Present Time

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Abstract:

In the context of current materialism in India, there is a conflict between people's behavior and their way of life, there is chaos and chaos all over space, causing the destruction of people's social, economic, cultural, moral and religious values. In a negative situation, stress should make clear the importance of meeting everyone's needs. The age we live in needs the development of the best character, which should be the spirit of service. In this, the meaning of Swamiji is about creating a community of justice and civic fraternity. This article attempts to show the importance of Swamiji's thoughts in the 21st century.

Keywords: community, religious, values, human education, Philosophy.

Introduction:

Many years have passed since Swamiji's death. Looking at the current society, the question arises in the mind, whether the determination he took to build the India of his dreams has progressed towards it at all. Social degradation has occurred in many areas. The lower classes still have to live small in many places, they have to be humiliated step by step, they still do not get equal rights. Swamiji was strongly opposed to casteism. He traveled all over India, expressed his views against the prejudices, casteism, exploitation, and deprivation spread among people in different parts of India and expressed his opinion against it by seeing himself. His popular speech against casteism. 'O India, do not forget - the low caste, the stupid, the poor, the ignorant, the cobbler, the scavenger, your blood, your brother. O hero, take courage, say in front - I am an Indian, Indian is my brother. Say - stupid Indians, poor Indians, Brahmin Indians, Chandal Indians are my brothers'

The world today is witnessing the disintegration of ideals before the destructive actions of dictators who exploit the innocent. There is no want of the wise now: but wisdom is silent, the passions rule. In the present Indian materialistic context, there is no harmony between the outer life of action and the inner life of emotions in the human being, unrest and chaos are everywhere, resulting in the decay of values in the social, economic, cultural, moral, and religious realms of human beings. In this adverse, chaotic situation, well-defined values are sought to satisfy the desires of all. In such a situation, the people of the country are worthless and aimless. In this context, Swamiji's view is relevant to create a society with loyalty and feelings of brotherhood among citizens. This thesis attempts to imagine the relevance of Swamiji's view in

the 21st century. He promoted education. Swamiji thought that if the society is to be managed properly, first of all every class of people should be educated in proper education. And as a result, the moral power and will power of the people will be properly developed. In a letter written to Haridas Biharidas Desai from America on June 20, 1894, he said, "Educating the masses and improving them is the way to build national life." It is in this context that an 1897 letter to Swami Suddhananda is worth mentioning, in which Vivekananda wrote, "If the masses cannot be taught to be self-reliant, all the wealth of the world will not be sufficient help even for a small village in India."

Keywords: Man-Making Education, Personal Development, Universal Brotherhood.

Objectives of the study: The main objectives of the study are as follows:

- To focus on the philosophy of human education in the current chaotic situation
- To develop feelings of universal brotherhood among countrymen.
- To support mass education for the healthy realization of one's own self.

Research questions:

To achieve the above objectives, the following questions were taken as research questions:

- What is the idea behind studying people?
- How to develop great love and remove stress?
- How to increase personal voice training?

Methodology:

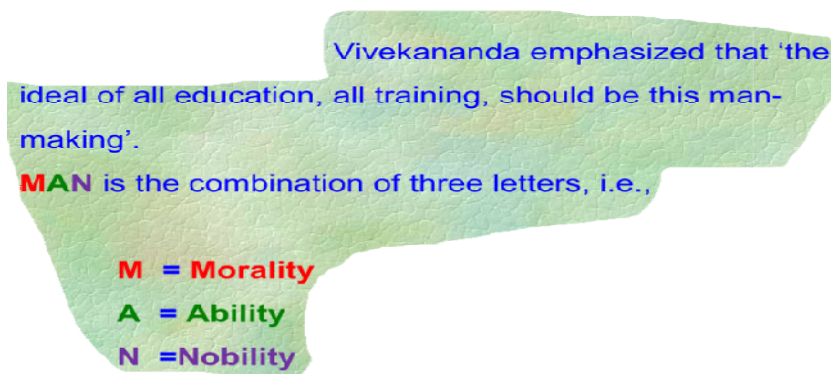
This study follows historical research. It is an attempt to understand the past, improve it to succeed in the present, and involve research and examination, analysis, and interpretation of available evidence to draw conclusions and generalizations to use to improve the past. Good luck. Historical research includes three main steps followed in research:

- Collection of primary and secondary data.
- Internal and external criticism to evaluate the validity and reliability of data.
- Facts about organization, composition, presentation and interpretation problems are now readable and in the most understandable form.

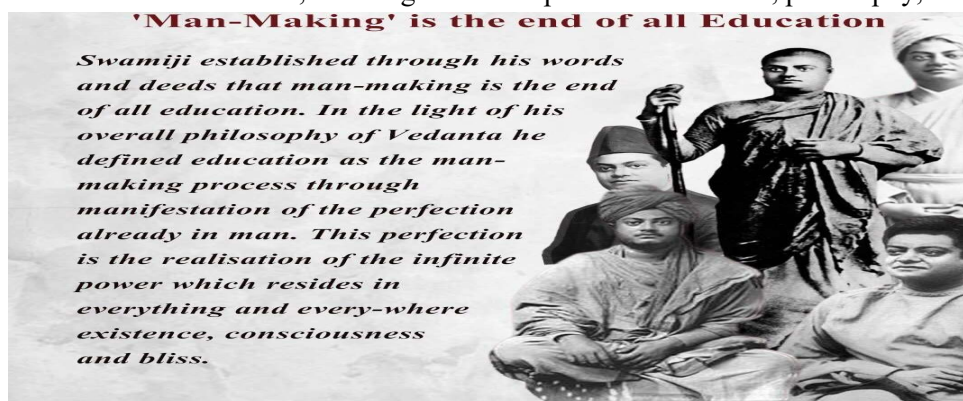
Analysis, Interpretation and Research:

Swami Vivekananda saw "divine" in the poor man he called "Daridra Narayan". His vision pointed to the direction of "creative" education, namely the spirit of service. Show that poor and needy people should help improve themselves. In the words of Swami Vivekananda, "all education must end, all education must be wrong" (cited in Ravi, 2011). Being Human's Study highlights the importance of what he said at the 1983 Congress of Religions in Chicago. These are: i) Assistance, ii) Assimilation, iii) Reconciliation and iv) Reconciliation. According to current social history, the above four points are absent. Character development is governed only by these characters produced in siblings. Vivekananda is a call to know the truth through culture. Long before Gandhiji equated truth with God, Vivekananda called truth God. Those who seek the truth must seek it in every aspect of life. Righteousness is strength, falsity is weakness. Knowledge is truth and ignorance is a lie. That is, it increases real strength, courage and strength. This is what gives the light. Therefore, it is necessary for both people and health. Vivekananda wants men and women to develop quality according to their gender and role in society. He told the boys to make a man. Even in religion, courage is considered one of the best. Religion is not just ritualism. This is moving towards a bold goal in the face of great adversity.

Man Making Education :



Swami Vivekananda often spoke about human education. Creating a human means the development of a child in terms of thought, morality, humanity, behavior, body and health. Here we will learn about Swami Vivekananda - Man Made Education, detailing the development of education, philosophy, curriculum.



Educational philosophy:

Education was based on Vedanta and Upanishads. He believes that everyone has a soul. Recognition of this soul is faith. Education is a personal development process. The students themselves. Real development is self-motivation. The principle of his educational philosophy is as follows:

- 1. Knowledge in the individual:** He believes that wisdom comes from people. It is something within it, not born out of external conditions. The soul in man is the source of all true knowledge.
- 2. Individual study:** Children teach themselves. The teacher should prepare the appropriate environment for his growth.
- 3. Teach children what they want:** Teaching should be shaped according to the child's needs and inner feelings, not what parents or teachers think.
- 4. Education for All:** It promotes international education. This is the birthright of every human being.
- 5. National Education system:** He wants to improve education nationwide.
- 6. Women Education:** Vivekananda believes that women must be empowered before any real good can be done for the country - India.
- 7. Religion:** Vivekananda thinks that education is incomplete without the rain of religion.

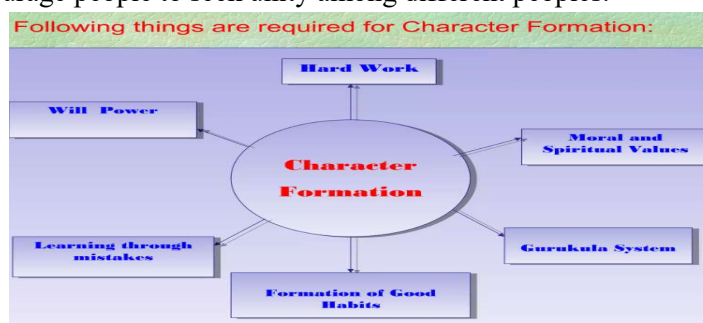
Meaning of education :

According to Vivekananda, "Education is the manifestation of the divine perfection already existing in man." In the words of Vivekananda, "You cannot teach a child any more than you can grow a plant. The plant develops its own nature".



Aims of education : Vivekananda emphasized following aims of education-

- 1. Physical Development:** The physical development of the individual is the main purpose of education. Selfactualization and character formation are impossible without physical development.
- 2. Mental development:** The development of personal psychology is another important goal of education.
- 3. Moral, spiritual and character development:** Vivekananda said that education should focus on the development of character, morality and spirituality. He said we have to build life, build people and build education.
- 4. Vocational aim:** According to him, education that does not lead to self confidence is useless, therefore education must have a functional purpose.
- 5. Aim of reaching perfection:** Every child has some secrets. Education contributes to the emergence and development of these resources.
- 6. Aim of promoting universal brotherhood:** For Vivekananda, education is a way of creating brotherhood among all people.
- 7. The aim of searching unity in diversity :** Vivekananda provided spiritual and material benefits. Education should encourage people to seek unity among different peoples.



Curriculum :

- 1. Science and Vedanta:** It deals with Vedanta education, the philosophy of religious and spiritual development on the one hand, and technical education on the other.
- 2. Education in Art:** Technical training should be complemented by technical training.
- 3. Common Language.** He stressed the need for a common language to promote unity in the country.
- 4. Regional language:** He felt that all local languages should be encouraged. In fact, all education should be given in the local language as it is the child's mother tongue.

5. Sanskrit is the root of all Indian languages: Vivekananda said that the voice of the tongue can only give the power, talent and glory of the nation.

6. History, geography, economy : He also recommends studying subjects such as history, geography, economics, mathematics, home economics, philosophy and agriculture.

7. Physical Education and Vocational Education: He is aware of the importance of physical education and work.

Methods of teaching :

1. Method of concentration: Vivekananda believed that mind thinking was the key to learning. More focus always leads to more work.

2. Bramhacharya for concentration: Bramhacharya increases the power of the mind and helps to control energy. It gives the wisdom and spiritual power of the highest.

3. Discussion and contemplation: In addition to awareness, Vivekananda also stressed the importance of discussion and reflection as a way of learning.

4. Method of individual guidance and counseling: Through personal guidance and feedback, students can be guided on the right path.

Place of teacher :

1. Provide a good environment: The farmer prepares the soil for his crops, protects them from damage by hands and animals, and provides them with fertilizer and water and food constantly. Teachers also take care of the child and provide an environment where he can develop without any hindrance.

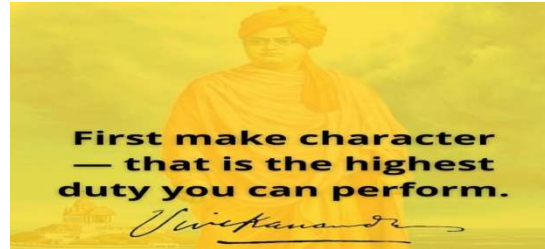
2. Teacher guide: In the words of Vivekananda, "The teacher is a philosopher, friend and guide who helps education go its own way.

3. Quality of the teacher: The teacher must be of high character, have a clean mind and heart, love their students very much, and love is the best means of sending spiritual power.

Personal development:



Following Western thought, Vivekananda emphasized the importance of personal growth. Swami Vivekananda knew three things that make every person, every nation good, which is belief in the power of good; be free from jealousy and suspicion; and help anyone who tries to do good. Swami Vivekananda advises to give up envy and pride and learn to serve others without motive. Only then can purity, patience and perseverance overcome all obstacles. According to Swami Vivekananda, perseverance and constant work are the only paths to success.



According to Swami Vivekananda, "Believe in yourself and in God - that is the secret of greatness". Swami Vivekananda observed that the history of the world is the history of the few who believed in them, and that faith was born out of that belief. That's why he said that if people believe in the 330 million gods of Hindu mythology and the gods with aliens, if they don't believe in themselves, they will not be saved. According to Vivekananda, faith is not only a theory but also a practice for life, when he raises the beast to man and man to God, "it should not be heard and accepted, it should be done and done; it is the whole soul that changes. what does he believe? Vivekananda, who hated the religious practices practiced at that time, also pointed out that the separation of thoughts was useless.

The mountain of Western civilization is now slipping from the depths of the world, it is no longer enough to just think. Without knowing a little about its benefits, Devotion to Yoga with endless courage and an unwavering heart is required now, only then will the people of the world awaken.

Universal Brotherhood:

Swami Vivekananda traveled across India twice in December 1892 in search of his life's mission and reached Kanyakumari, where Vivekananda meditated on the stone tip of India for 3 days on 25, 26 and 27 December 1892. . "Writing on the tip of the Indian stone - I thought of a plan," Vivekananda later said. The plan to rebuild Bharatmata is huge. While there, Vivekananda decided to go to the United States to join the World Committee on Religion and went to Chicago on May 31, 1893.

This is the principle of Universal
Brotherhood of man with one
another, with all life down to the
little ants.

— Swami Vivekananda —

The Congress of World Religions was established to commemorate the 400th anniversary of Columbus' discovery of America, and its mission is to promote Christianity as the most trusted and only true religion in the world. Abroad, undocumented or uncertified, Vivekananda was surprised to find that Parliament did not meet until the first week of September. A penniless pilgrim with a penny on his head must sleep in an empty chest at a train station. But the gigantic project ensued and Vivekananda met Harvard professor JH Wright, who encouraged Vivekananda to represent Hinduism in the religious tradition.

At the opening of the meeting on Monday, September 11, 1893, Swami Vivekananda, sitting with a charming face, manners and well-dressed, spoke very simple words: "America's brothers and sisters" and billions of dollars others. People stood up and applauded. Romain Rolland wrote beautifully that "his words are like tongues of fire".

The New York Herald wrote: "After hearing his words, we thought how foolish it was to send missionaries to a country to learn." The Boston Evening News declared Vivekananda a "Parliament's favourite." In the next five meetings, Swami Vivekananda single-handedly changed the story of India. Until then, India was seen as a land of magic and snake charmers, a land of superstition and ignorance, but in his words Vivekananda revealed the best aspects of the Hindu Dharma.

Vivekananda was successful in Chicago as the world didn't know India, but the power behind Vivekananda was the message of Sanatan Dharma and her brothers around the world. The main message of Vivekananda's speech is not brotherhood, but universal brotherhood. Only Vivekananda, though a form of Dharma, carried the message of Universal Brotherhood.

We have all been hearing from childhood
of such things as love, peace, charity,
equality, and universal brotherhood; but
they have become to us mere words
without meaning, words which we repeat
like parrots, and it has become quite
natural for us to do so. We cannot help it.

Swami Vivekananda

must instill and assimilate the true meaning of Brotherhood. Brotherhood may be Christian or Muslim brotherhood that is evidence of compassion, but the Hindu-Dharma message of universal brotherhood is far-reaching and in a vision of life as a collection. Universal brotherhood shows that the same divinity covers you as it has covered me. Brothers of a religion or sect fuel the brotherhood of some and hatred of others. As in Christianity, "Paradise is safe only for those who follow a certain denomination." This is similar to other emotions. Only Vivekananda, one of the sages of Sanatan Dharma, continued his speech as follows: "I appreciate the faith that teaches forgiveness and universal acceptance to the world. We not only believe in universal tolerance, but also accept that all beliefs are true

Universal Brotherhood Knowledge is based on tolerance and acceptance. A brotherhood spreads when one accepts one of their own. Only we believe and accept that all beliefs are true. It was Sanatan Dharma who gave the message "Vasudeva Kutumbakam". The concept of religion is what makes people so dangerous, and this can be seen from the treacherous destruction of the twin towers of the World Trade Center on 9/11 and Vivekananda giving the year 1893 to his universal language.

The Indian religion's view of life or worldview is the "vision of oneness" in which we see God permeating all living and non-living things. The vision of unity is central to Indian festivals, Utsava, and worship. We say the unity of many nations, but the truth is that it is the unity of many nations and this unity is only thanks to globalization. Swami Vivekananda's Chicago speech is just one example of the wonderful message Sanatana Dharma is teaching the world. These words of Swami Vivekananda, Subhash Chandra Bose, Yogi Arvind, BR Ambedkar etc. inspired many freedom fighters. In a speech in Madras in 1897, Swami Vivekananda said: "For the next fifty years, this will be our main concern - our mother India. Leave all other empty gods in our hearts for a while. "It is no coincidence that India gained independence exactly 50 years later, in 1947. With these words of Vivekananda in mind, we must reconsider our vision of brotherhood, international brotherhood and solidarity.

Conclusion:

In the present Indian materialistic context, there is no harmony between the outer life of actions and the inner life of emotions within the human being, restlessness and chaos is everywhere, which results the deterioration of values in social, economic, cultural, moral and religious spheres of human beings. In this adverse, chaotic situation there is a quest for well-defined values, satisfying aspirations of all. The people of the country are valueless, and aimless. In this context Swamiji's view is relevant for making a society with faithfulness, and feelings of brotherhood among the citizen. Swamiji's view is relevant for making a society with faithfulness, and feelings of brotherhood among the citizen. Swami Vivekananda stands for the unity of mankind and universal brotherhood. The modern society can overcome the fretfulness only by acquiring the sense of humanity. Therefore, education must promote this feeling that the soul is the same in all humans. In this present age of crisis of

values, we need to adopt the philosophy of social reformer Swami Vivekananda. Swamiji's philosophy of education will remain relevant as long as there is such evil in the society. The thoughts of Vivekananda may guide those aimless, valueless people and secure them from the restless world.

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