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**Advances in Literature,
Social Science,
Commerce and Management
Volume III**

Editors

Dr. Latika Ajbani Gaikwad

Dr. Premachandran P



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PREFACE

We are delighted to publish our book entitled "Advances in Literature, Social Science, Commerce and Management Volume III". This book is the compilation of esteemed articles of acknowledged experts in the various fields of literature, humanities, social science, commerce and management providing a sufficient depth of the subject to satisfy the need of a level which will be comprehensive and interesting. It is an assemblage of variety of information about rapid advances and developments in various subjects. With its application oriented and interdisciplinary approach, we hope that the students, teachers, researchers, scientists and policy makers in India and abroad will find this book much more useful.

The articles in the book have been contributed by eminent scientists, academicians. Our special thanks and appreciation goes to experts and research workers whose contributions have enriched this book. We thank our publisher Bhumi Publishing, India for taking pains in bringing out the book.

Finally, we will always remain a debtor to all our well-wishers for their blessings, without which this book would not have come into existence.

- Editors

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NIGERIA INSTITUTIONS AND DEVELOPED ECONOMIES: A NIHILISM-BASED COMPARATIVE ANALYSIS

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Abstract:

The creation of economic growth and its sustenance is not exclusively based on the availability of economic factors but also by the quality of institutions that manage economic resources. Thus, no matter the number of economic resources a nation has; the development and use of such resources is a function of leadership or management. However, the leaders are corrupt the anticipated goals and better outcomes will not be practicable. This chapter focuses on comparing and contrasting Nigeria Institutions and Developed Economies based on nihilism. First, we presented the fundamental principle of nihilism covering the concept and history, and major theories on the nature of nihilism. Then, Nigeria was ex-rayed with specific emphasis on corruption, lack of patriotism, and value system. Summarily, this paper established that there is a dialectical link between governance styles and the achievement of socio-economic development in Nigeria.

Keywords: Development, existentialism, futility, governance, leadership, management

Introduction:

Nigerian government rebased its economy in 2014 resulting to a GDP of 82 trillion naira (\$509.9 billion), which signifies an increase of 89 % (Omali *et al.*, 2019). With this, Nigeria was ranked 26 among the world's national economies, and the largest economy in Africa (Omali *et al.*, 2019). Nonetheless, it is an economy whose growth has never been reflected in the living standard of its people. This is a consequence of bad governance, which can be ascribed to a high level of nihilism.

The concept of nihilism is related to a negation towards overall aspects of accepted life within humanity (Crosby, 1998) including knowledge, existence, and the importance of life. Various assumptions regarding nihilism are that human principles are baseless, life meaningless, and understanding is impossible (Alan, 2010). Furthermore, nihilism is broadly attributed to both religious and irreligious perspectives (Gilles, 1983). Furthermore, nihilism comprise the refusal of all normative and ethical opinions (moral nihilism), the refusal of all social and political establishments (political nihilism), the stance that no knowledge can or does exist (epistemological nihilism), and several metaphysical positions, which assert that non-abstract

objects doesn't exist (metaphysical nihilism), that composite objects doesn't exist (mereological nihilism), or that life itself does not exist.

The major concern in this research is political nihilism, which is concern with the position holding no political objectives, except for the damage of the entire existing political institutions—alongside the values, and social institutions that sustain them (Crosby, 1998). Strauss (Strauss, 1999) presented a detailed study on political nihilism. Of course, political nihilism is obvious in Nigeria as demonstrated by the fact that many of its leaders have been using the "iron law of oligarchy" which illuminates the accomplishment of the leaders' desires for office over the membership's revolutionary objectives. Thus, it becomes difficult to achieve the essential gains of development in terms of enhanced lives of the citizens of a nation. In other words, there is lack of potable water supply, poverty, high rates of unemployment, high illiteracy rate, low-quality educational system, poor health care service delivery, and others (Saidu, 2015). Unlike Nigeria, facilities and infrastructure are provided in the developed economies through their leaders, who effectively and prudently manage the available resources endowed to them by providence to reduce the sufferings and pains of the average man in the society.

Related work:

The term nihilism first came into prominence in Russia with the 1862 publication of Ivan Turgenev's novel *Fathers and Sons* (see Turgenev, 1862). It has become one of those words that appear to be widely understood but whose deployment seems to suggest quite the opposite. Vazquez (2020) presents an outline of the occurrence and development of the term to explain some of the main reasons for its predominance and ambiguity. He dissects its importance in the early work of Friedrich Nietzsche, who was largely responsible for its popularization. Of course, Adorno (1973) asserts that Nietzsche adopted nihilism presumably from newspaper accounts of terrorist acts as the meaning of the shift in the second half of the century, entering popular consciousness as a result of its appropriation by a Russian political movement. It is Nietzsche's proclamation, "God is dead!" that has been taken as the historical and philosophical fountain of European nihilism.

Walter (2018) studied the existential nihilism by exploring the numerous options that have been presented in how to respond to the absurdity. It was concluded that the problem is compatible with a naturalistic world-view, thereby genuine and transcending existentialism. The term 'nihilism' commonly refers to forms of existential nihilism, according to which life is without intrinsic value, meaning, or purpose (Gillespie, 1995). While Nietzsche and Heidegger are undoubtedly the thinkers most closely associated with nihilism, it has an important history (predominantly in Europe) before them and has led an interesting life (especially in American culture) after them. Friedrich Jacobi (presumably the best-known user of the term in the 18th century) is frequently referred to as the inventor of the word in error. Although Jacobi may be the

first to put the term to philosophical use and to promote it in the academic field, many literatures argued that neither he nor any of the other aforementioned sources were responsible for its creation. However, Shane (2008) points out, that even Heidegger and Adorno, who consistently stand in stark political and philosophical opposition to one another; agree that the first significant philosophical use of the term is to be found in Jacobi's famous letter addressed to Fichte, where he deems the latter's idealism to be 'nihilism' (Nihilismus). Far from being a simple philosophical concern, the socio-political struggles in Europe during the 20th century made its presence infiltrate the entirety of the West (see Heidegger, 1979).

Nigeria institutions:

The nationalist struggle by the few educated Nigerians led to the granting of her independence in 1960. Consequently, the country has experienced different turns of government/regimes (military and civilian) with their various development programmes, policies and projects, all geared towards the transformation of the economy for the betterment of the average man in the society through the provision of basic infrastructural facilities to improve the standard of living among her citizens. Notable among these was the First National Economic Development Plan (1962-1968). Its main objective was the improvement of the people's standard of living i.e. the welfare of Nigerians (Ozor, 2004). The Second National Development Plan (1970-1974), through to the Third National Development (1975-1980), was dedicated largely to the reconstruction and rehabilitation of infrastructure that was wrecked during the civil war. In that regard, resources were massively invested into the rehabilitation and construction of new infrastructures in this period (Sanusi, 2012). The Fourth National Development Plan (1981-1985) was meant to reduce the reliance of the economy on a thin range of activities, and to expand the economic and the technological base. The economic decline experienced in the 1980s necessitated the initiation and execution of Economic Stabilization Measures and later the Structural Adjustment Programme (SAP), which was aimed at creating a more market-friendly economy and encouraging private enterprise through the removal of cumbersome administrative mechanism in economic management. The economic deregulation and actualization policies of the late 1980s and 1990s had the goal of fostering effective allocation of scarce resources. Furthermore, Nigeria's vision 2020 was aimed at transforming the country and focusing firmly on the path of becoming a developed nation by the year 2010. The National Economic Empowerment and Development Strategy (NEEDS) of 2004 serve as a home-grown poverty reduction, value-reorientation and socio-economic development scheme for the country (Waziri, 2010). In January 2012, the Nigerian government, through a prudent strategic economic intervention, reduced the amount of subsidy paid on petroleum products. As a control measure, the federal government decided to channel its share of the subsidy reinvestment funds into a combination of programmes to stimulate the economy and alleviate poverty through

the provision of critical infrastructure and safety net projects. The Subsidy Reinvestment and Empowerment Programme (SURE-P) is thus designed to invest the savings accrued from the fuel subsidy reduction in vulnerable populations in Nigeria by initiating a robust social safety net programme to improve their lives. It also aims to stimulate the economy and alleviate poverty through critical infrastructure and human resource empowerment projects. The implemented different programmes including Maternal and Child Health, public works, employment schemes, mass transit programmes, vocational training and skill acquisition schemes.

While Nigeria has made some progress in socio-economic terms in recent years, its human capital development remains weak due to under-investment. It ranked 152 of 157 countries in the World Bank's 2018 Human Capital Index. Also, many other challenges has continually characterizes Nigeria as a country. These include the necessity to diminish the reliance on oil and diversify the economy, address inadequate infrastructure, establish robust and effective institutions, and address governance issues and public financial management systems. Of course, identifying markets, opportunities, and the needs for investment can be enhanced through local infrastructure, housing, and income levels (Omali, 2021). Disparity in Nigeria as regards to income and opportunities is consistently high and has adversely affected poverty reduction. The lack of employment opportunities results to high levels of poverty, regional inequality, and social and political turbulence. Taking a look at the different economic programmes by various governments at different periods as discussed above, it is obvious that the aims and objectives of initiating these programmes were not effectively and efficiently actualized due to some inherent factors posing a serious obstacle to these leaders. Some of these factors are addressed in the following subsections.

i. Corruption

The word "corruption" originates from the Greek word "corrupts" meaning an aberration or a misnomer. It is the violation of established rules of governance or abuse of power for private gain (Martin, 2000; Omali, 2021). Corruption is the efforts to attain riches or power, by illegal means, for individual gain at the public expense (Dike, 2007). In this regard, public officials who are ideally the custodian of public funds meant for the improvement of the life of the common man see it as an opportunity to siphon and amass wealth for their selfish interest and that of their cronies. This poor management and lack of transparency in operations has significantly weighed Nigeria down (Tanzi, 1995).

Corruption has eaten so deep into the fabrics of Nigeria to the extent that the word is now synonymous with Nigerians. This practice includes behaviour such as bribery, nepotism, and misappropriation of public funds or resources for private uses (Hiness, 1995). Corruption is associated with the state thus; Gary Becker suggested that if we eliminate the state, we abolish corruption. But, no civilized society functions without a state. The reality is that some of the least

corrupt nations in the world are characterized by some of the largest public sectors (e.g., Denmark, Canada, Norway, Finland, etc.). Therefore, the solution to the issue of corruption lies in the way the state operates and carries out its functions rather than reducing the size of the public sector (Harvey, 2005). Strong political will is of great importance in this regard. Most developed nations are resolute about their position on corruption against all odds. For example, American policymakers strongly believe that American exporters seldom succeed in foreign deals as they are disallowed by law to pay bribes to foreign administrators.

ii. Lack of patriotism

Patriotism is affection for, and a sentiment of belonging to one's nation. It comprises a set of thoughts closely linked to nationalism (Achebe, 1983). Its persistence is generally attributed to its role in maintaining national group cohesion on behalf of the state to the degree that it encourages respect for civic obligations within society. A patriot is a person who loves his country. Thus, he not only supports his community but one who has strong and unflinching support and desires to propel the will of development of his community and course to defend and uphold the integrity and the progress of the community as well as the content of the community.

When we talk of patriotism being an engine of sustainable development in Nigeria, we are saying so in recognition that most leaders, Chief executives and civil servants do not take seriously their duties and so exhibit a sense of executive lawlessness which has always have negative impact on the country. We do not doubt that the major cause of corruption in Nigeria is a lack of patriotism, which is usually why some leaders do not look in retrospect at what their programmes and actions can result.

Nigeria has abundant natural and human assets (Okeke and Omali, 2016) as a result of its flexible climatic condition and physical features (Omali, 2022), yet the masses are suffering under abject poverty and impoverishment including inadequate basic infrastructural facilities. Of course, policies to sufficiently assimilate important issues are not strong in Nigeria (Omali *et al.*, 2022). In this ugly situation where a country cannot provide the basic needs of the people, patriotism will almost be near impossible to exhibit by Nigerians. For a typical Nigerian who is opportune to a position to manage the public fund for the social, economic, and political advancement of the country, he will instead syphon and garner the fund to satisfy his aggrandizement and that of his kith and kin. This is not the case in most developed nations as demonstrated by existing literature. For instance, the principle of 'civic virtue' which is common in most developed countries is the expression of the 'republican ideal of love for one's country'. In France, an exhilarating example of this is the republican protest of 11th January 2015 resulting from the attack(s) against Charlie Hebdo. In China, there is seemingly a multi-ethnic country—official dialogue that concurrently insists on the plurality of the people, integrated in the national territory and identification with its land.

iii. Value system

The core of every human culture or ethos of any culture is a mark of its fundamental values. The satisfaction of some desires and interests inform the values we placed on things or experiences that arise from them. The objectivity of value is a personal judgment with a pronounced emotional tone (Titus, 1957). Values are ideologies that guide or qualify one's behavior, relations with others, and involvement in one's profession (Esu, 2009). Certain values remain fundamental in all human societies across civilization. The base of instituting value is the family while collective values of society make up the societal value systems.

The value system of any country is what the people of that society hold in high esteem. The call from schools about their responsibility on the design of acceptable values for the young has been rising. This is coming from the rapid decay of the overall values system among nations of the world. Alongside the necessity for economic revolution, Nigeria is confronted with the issues of reconstructing the society's values system. The mess of the value system in Nigeria adds to the delay in the growth and progress of the society in numerous aspects through the rise in materialistic tendencies of Nigerian youths. Additionally, materialism has become a custom in the government, political institutions, and traditional/cultural institutions. The worst of all is that the regional institutions seem to be more materialistic than the secular society. The malaise of value crisis has predicated Nigeria as an open culture in which everything is okay. This negative value has poised Nigeria with economic motives that structured the society to be concerned with individual needs rather than public good and purposes. Nigeria is characterized by a high level of distrust. Regrettably, those who dare to criticize the ugly trends are faced with open harassment or veiled security. Today, vices have taken the place of virtue and merit is sacrificed. These and other similar negative values have taken the place of dominant or positive values needed for the development of our society.

Education that is seen as lifelong formal and informal processes of equipping individuals to be aware of their environment and to exploit, manage and dominate same for their benefit and of the society at large has also negative influence. According to Fafunwa (1974), education is meant to develop the abilities, and other forms of behavior which are of positive value to society. However, almost all forms of a misdemeanour are learnt through formal education in Nigeria today. Education breeds even negative knowledge to the disadvantage of society. In this way, education has both influenced and affected the dominant value system in Nigeria.

Conclusion and Future scope:

The foregoing indicates that there is a connection between governance styles and the accomplishment of socio-economic development in Nigeria. How the latter impact the former is a function of the behavior within the government institutions; that either weakens or strengthens the nation's ability to attain its vision and mission. Corruption is at the hearth of the problem of

socio-economic development in Nigeria. Thus, it must be confronted by checkmating the excesses of, and implementing the legal limits on the government officials and also enhancing the standard of accountability in governance.

The significance of political will and determination cannot be undermined as no corrupt leader can effectively fight corruption. If corruption is controlled, then the political and economic excesses of governance apparatuses can be checked which could transform to better governance. Good governance could, in turn, translate to the enhanced design and execution of sound micro and macro-economic programs.

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ROLE OF MEDIA IN PROMOTING SWACHH BHARAT MISSION

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India has been lagging since decades in terms of basic sanitation, hygiene, cleanliness, and water facilities. It is reflected in remote villages as well as metro cities of India. The problem has been further aggravated by unwatchful behaviour towards the problem. Government of India had taken many initiatives earlier to address the situation but the programmes lagged somehow due to improper monitoring, lack of funds and financial assets, lack of campaigning and awareness generation among the common people. The pathetic condition of the country with respect to health, hygiene, environment and aesthetics has forced programme and policy makers to introduce an overall cleanliness mission to wipe off these health and social issues along with dirt and dust making country a better place to play and nurture. Taking the scenario into account, Swachh Bharata Mission has been introduced by Prime Minister on 2nd October 2014 to make the dream of 'Clean India' a reality by 2019. This community lead and people centered approach has placed citizens on the onus to make the process of cleaning a success along with the role of government officials.

The mission has gained more public attention due to huge campaigning strategy through advertisements been regularly flashed on television sets, broadcasting on radio in form of jingles, outdoor messages on cups, trays, buses, trains, hordings, wall paintings, social media coverage and through Swasthya melas organized by governmental and non-governmental organizations. This has lead to rise in knowledge regarding sanitation and hygiene, influence attitude towards cleanliness in homes as well as public places, promotion of practices such as use of toilets to defecate, hand washing after defecation and before consuming food and stimulate demand for improved sanitation. However, the visual impact of the mission reflects campaign has penetrated the society vertically and horizontally too but the half way is still left to be covered to achieve the mission's objectives. There is a scope for increasing the coverage of the mission and as well as expansion by public and private organizations. Media is playing an important role to raise the consciousness of the mass movement among people.

Media reaches the common people in urban as well as in rural, reviewing pre and post-developments on cleanliness campaign. Print, radio and television advertisement, slogans, feature talks focused on the messages for motivating audience to use toilets, to stop littering, segregate degradable and non degradable waste, its proper disposal, to turn the dream of

Mahatma Gandhi into reality. This chapter presents a systematic review on role of media in promoting Swachh Bharata Mission.

Mane (2014) acknowledged that the neglect of public health in India post-independence was partly due to the decisions of policymakers, who focused on disease-specific interventions rather than on an overarching public health network focused on prevention. Celebrities and public figures had taken to the Swachh Bharat challenge in a big way and were making the impact multiply. The need of the hour was to have public campaigns, in schools and in the media, to explain the health and economic benefits of using toilets and of better hygiene with active involvement of the community.

Vasista *et al.*, (2015) advised that to restrict a potential increase in littering, anti-littering messages through advertisements, web site promotion and mobile SMS would help reduce littering and enhances effective and efficient way of solid waste management practices.

Kulshrestha (2016) stated that Swachh Bharat Mission was a major hit by the Mr. Narendra Modi government which got wide public support especially on social media after celebrities joined the Clean India challenge. Along with cleaning the locality, initiatives such as building more toilets, waste management and waste segregation had been taken up by the government. Complete elimination of manual scavenging would lead to real success.

Singh (2016) suggested that every individual's effort counts in success of Swachh Bharat Mission. Anyone can get involved in Swachh Bharat Mission by taking snaps of the dirty places and also taking snaps of the same places after cleaning them and upload both, before and after snaps on the social media websites like Facebook, Twitter, etc to familiarize and motivate other common people to do the same in order to fulfil the vision of clean India. Indian citizen just need to pick up the broom in hand and clean all the dirty places in our surroundings to make them clean and neat and dirt free.

Bawankule *et al.*, (2017) analysed the data of National Family Health Survey 2005–06 (NFHS-3), India. The results indicated that the stools of nearly 88.0 percent of the children in rural areas were disposed off unsafely compared with 54.0 percent in urban areas by their mothers. Practice of disposing off stools unsafely were 43.0 percent lower in literate mothers than illiterate mothers. Unsafe disposal of stool also depended on the mother's exposure to media. The odds of unsafe stool disposal were 37.0 percent lower in mothers who were fully exposed to media than in mothers who were not exposed to media. Similarly, the odds of disposing of the stools unsafely were 18.0 percent lower in mothers who were partially exposed to media than those who were not exposed to media. Results show that increase in maternal education and media exposure were likely to reduce the unsafe disposal of children's stools.

Pradhan (2017) in his study entitled "Swachh Bharat Abhiyan and the Indian Media" analysed the role of media in promoting the cleanliness campaign. He conducted a survey on

sample size of 100 respondents of Aligarh that included teachers, scholars, students and other members of the public. It was found that 32.6 percent of respondents felt that Amar Ujala Newspaper had more coverage on SBA, 23.9 percent of respondents said Dainik Jagran provided better coverage about SBA. The Times of India and The Hindu were opted by 21.7 percent of respondents each. Seventy six percent respondents were satisfied that Swachh Bharat Abhiyan was helping in the development of our country and 15.2 percent respondents were not satisfied. Majority of the respondents that were 54.3 percent received information about SBA from Newspaper, 47.8 percent gained knowledge about SBA from Television, 30.4 percent selected Online Media, 13.0 percent selected Radio, 6.5 percent selected Personal Contact (Word of Mouth) and 2.1 percent selected other sources of information.

Sruthidevi and Thomas (2017) discussed that social media like twitter and facebook influence the coverage of Swachh Bharat Abhiyan to a large extent, which would certainly support the Incredible India Campaign and its influence on the medical tourism.

From the reviews mentioned above it can be said that mass media is playing a vital role in promotion of the mission. Making citizens aware of their responsibility to be a role model to accomplish the mission and vision of Green and Clean, but to avoid careless disposal of waste and littering more strict interventions at ground level are needed to bring behavioral and attitudinal changes in people.

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ADDRESSING BULLYING IN ELEMENTARY SCHOOLS

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Abstract:

Over the years bullying has been a deep-rooted problem that has transpired in elementary schools. The awareness of elementary school bullying has increased in recent years. Bullying is a pervasive social phenomenon, and it has inimical effects on the life outcomes of the students. Bullying can be physical, verbal, and psychological. In fact, the rate of bullying is even more common in elementary school than in junior and senior high school. Bullying is a serious social phenomenon among students, and it has serious effects on the children both long and term. This paper is an attempt to look into the age, gender and other background of the bully and the bullied. Further, it explores the various types of bullying, what makes a person bully others and effects it has on the alleged perpetrator and the victim.

Keywords: Bully, Bullied, Bullying, Elementary schools, Victimization, Psychological well-being.

Bully: A bully is a person who is habitually cruel and purposefully harms another individual through unwanted behaviour, specifically those who are smaller, vulnerable and weaker than the bully. There are various reasons for why people bully. For example;

1. Hurting other individuals physically by hitting or pushing or punching.
2. Spreading rumours about someone.
3. Insulting someone by calling them names or giving nasty looks.

Bullied: Being a victim of bullying can have a long-lasting traumatic experience. For example; when a student become a victim of bullying over a long period of time, they started blaming themselves and they see themselves as useless, stupid and worthless. According to Cook (2010), "a victim who is likely to be aggressive, he/she lacks the social skills and always confined in negative thoughts, finds difficulties in solving problems and comes from a negative background family, school, moreover he /she noticeably rejected and isolated by peers".

Victimization: It is the process of being victimized or becoming a victim either by a physical, verbal and psychological point of view. Basically, it is the outcome of a deliberate action taken by a person to physically or verbally harm another person.

Bullying: Bullying is a widespread phenomenon that can adversely affect the academic achievement, physical and emotional well-being of the bullied students. According to the 1990 United Nations convention on the rights of the child; "Every child has the right to feel safe at home, at school and in the community". Bullying comes in many forms; physical, emotional or

psychological and verbal. For instance, people are familiar only with physical bullying. Children can be experienced by different types of bullying from schools. And some of which are more obvious than others.

1. Physical bullying

In any school scenario bullying can occur. Physical bullying can involve anything from pushing to kicking, punching, damaging property and being physically attacked by a gang. These types of aggressive behaviour cause long term and short-term damage to the victim. Physical bullying often starts in lower grade from a small act of viciousness and progresses into punching, kicking, pushing and other forms of physical violence. According to the National Centre for Education statistics, 6.7% of students in the 2016 - 2017 school year were physically bullied. Usually, in physical bullying the bully could be stronger or have a gang. In elementary schools it's not uncommon for students to form gangs and bully others. In fact, students who are once being bullied join particular gangs against the bullies and they wind up becoming bullies. Indeed, physical bullying is a repetitive behaviour, it is habitual and ongoing not a one-time act.

2. Verbal Bullying

Verbal bullying is less dangerous than physical bullying; however, the consequences can be harmful. Verbal bullying involves insults, taunts, name calling, teasing, gossip, slander, mimicking others and verbal threats of physical bullying. In the younger age the verbal bullying may start from name calling, for example; when one child is angry at another. Being a victim of verbal abuse can have a detrimental effect on a student's self - confidence and enthusiasm to learn and grow. More often, verbal bullying can affect an individual's life for years, it is insidious and over a long term it can destroy a child's self - esteem and self-image. A child bullied verbally often times will see themselves as the useless, stupid, worthless as their harasser tell them they are. The students who are being bullied have gone to lot of emotions; depression, anxious, isolated, humiliated, low, suicidal, withdrawn, upset, angry and frustrated. In school a child who has been bullied by his/her peers often manifests through declining school performance and participation. When a student get bullied from within their teacher or close friends then the things become dark and it leads to depression. This emotional toll of verbal bullying can even end up in suicidal attempt.

3. Social Bullying

Humans are social animals and relationships are vital to health. Social bullying can also be referred to as covert and relational bullying. Social bullying can harm someone's social reputation. It is often harder to recognise social bullying in the classroom or in the school environment. Generally, social bullying can include; spreading rumours, playing nasty jokes to humiliate someone, mimicking unkindly, and encouraging other students to exclude someone. The students who are victims of social bullying have isolated themselves and withdrawn all

social relations, it can be physical and virtual. Being a victim, it might be lacking their self-esteem and confidence and the students will experience anxiety and depression which can have an undesirable impact on their physical and emotional growth. Social bullying is deliberate and this kind of behaviour generally includes verbal abuse. In elementary schools, social bullying might take the form of teasing, ridiculing other student's clothes, making fun of the way he/she speaks and mocking the students' academic achievement.

4. Prejudicial Bullying

Some students find it hard to understand the diversity of others and these students only see it as a difference which can lead to prejudicial bullying. In this type of bullying the students has been bullied or harassed for a number of grounds; colour of their skin, religion, sexual orientation, gender, economic and social background. Moreover, the students who are being bullies often use discriminatory language. The prejudicial bullying destroys the dignity of the student and also it lacks the student's confidence. It can cause mental diseases, stress, anxiety disorders, and that lead to suicide and self - harm.

5. Cyber Bullying

Research finding shows that "In England 17% of school children and in the U.S 13% of 9–11-year-olds experience online bullying. According to the Centre for disease control and preventions '2019 youth risk behaviour surveillance system' - data shows that "15.7% of school students are electronically bullied". Cyber bullying is a growing problem in elementary schools, and it is a serious matter which typically involves a repeated pattern of behaviour. Cyber bullying happens when a student is targeted by another person through the internet. It has various forms;

1. Spreading false rumours.
2. Harassment and threatening
3. Fake account or profile created to impersonate someone.
4. Derogatory comments.

Elementary school: Elementary school is the foundational stage in formal education. It is defined as the period of primary education between pre-school and high-school. In India the elementary education is imparted to children from class 1 to 8. Through this foundational stage of education, the students develop a strong base in academics and arts.

Psychological well-being: Psychological well-being is a base for mental health.

(Bullying in elementary schools across the world)

Probable causes of bullying in elementary schools

According to Olweus; "There are numerous reasons that lead to bullying in schools, and one among them is the cultural factor". According to Tattumand Lane; "High expectations of

parents on their children lead to bullying". According to Jan & Husain (2015); "Bullying in schools can happen due to environmental factors".

1. Environmental causes: today, the children are influenced by the environment and their behaviours are determined by what is happening around them.
2. Bullied themselves: when a student, who is bullying some other students might have gone through a bullying experience.
3. Frustration: the children who bully others who are better than them doing something, it may be academics, arts and sports. So, these students try to subvert or weaken the other students' skills through an act of aggression.
4. Peer pressure: Jan & Husain (2015). Opinionated that some students are engaged in bullying due to peer pressure, "to foster feelings of belongingness and establish themselves in social hierarchy".
5. Cultural factor: a student who may be a victim of bullying, if he/she comes from a minority race or maybe the student's colour, caste respectively.

Effects of school bullying on the psychological well-being of the bullied

Childhood is the time when the students are developing their personalities. Being a victim of bullying at a young age can result in short term and lifelong psychological damage.

1. Fear, anxiety and anger.
2. Social isolation.
3. Low self-esteem and loneliness.
4. Trouble sleeping.
5. Lack of confidence and losing interest in activities which are previously enjoyed.
6. Sadness and high chances for depression.
7. Difficulty in concentration, which detrimentally affects academic performance.
8. Use of drugs and alcohol.
9. Self-harming behaviour or suicidal thoughts.

Long-term effects:

1. Anxiety and anger issues.
2. Interpersonal violence.
3. Mental health conditions like; depression.
4. Inferiority complex.
5. Low self-esteem.
6. Stress or post-traumatic stress disorder (PTSD).
7. Eating disorder.
8. Trouble sleeping.
9. Withdrawing from family and friends.

In general, the bullied students are very passive, unhappy and shy. Oftentimes, the victims of bullying feel insecure and hopeless as to the possibility of fitting into a group. When the students who are bullied get criticisms from their peers, it will worsen their self-esteem as well as it makes their behaviour and life more difficult. Their self-esteem may be damaged, and it will have a long-term effect on their life.

Preventive measures to stop bullying

1. Positive school environment - a positive school environment will foster healthy development of the kid.
2. Social and emotional learning (SEL) - it will improve the student's emotional well-being, classroom relationships, kind, empathy and moreover it fosters the helpful behaviour among the students and reduces the mental health problems like; anxiety, emotional stress, depression, as well as it prevents the disruptive behaviour of students like; aggression, anger, bullying and conflict.
3. Recognise 'gateway behaviours' - it is the beginning pattern of the bullying behaviour, which is missed by the educators. For example;
 - Spying
 - Stalking
 - Prolonged staring
 - Eye rolling
 - Name calling
4. Communication lines open - it will encourage the students to talk openly about their day, did anything bad happen?
5. Educate about bullying - talking to the students about bullying. It will help the children to form healthy relationship circles, they start to listen to their friends and not judge them.
6. Teach the students not to bully - teach the children not to spread rumours or make sure that they are involved in any other physical or verbal fights.
7. Create an anti-bullying document - creating such a document and having both the students and parents sign will help them to understand the seriousness of bullying.
8. Policies and protocols - develop or formulate policies to build a safe learning environment for all students. Moreover, the school personnel's have to clearly communicate with the staff, students as well as parents about the policies and protocols of bullying behaviour. It can empower the school personnel to create a and respectful learning environment for the students.

Anti-bullying laws and policies

In point of fact, students who have thinking and learning differences, different cultural background, different sexual orientation, gender differences are more likely to become a victim

of bullying in schools. Bullying can have a long-term effect on a child's life, it damages his/her self-confidence and academics. Today, students have legal protection against bullying and this requires every school to act when the child gets bullied. Recently, bullying have gained voice with several issues, which include; a 11 year old boy being a victim of bullying by his schoolmates, has committed suicide. A 11-year-old student harassed by his senior students. And, due to the fear of being bullied a 13-year-old has fled from boarding.

School bullying is prevalent in India, mostly in the boarding schools. And, like the country of India, there is no specific provision to deal with school bullying. From 2015 CBSE schools form anti-ragging committees at the school level, from the direction of the HRD ministry, and put punishments for those students who are indulging in bullying. 'The Ministry For Human Resource Development' of the government of India in 2015 made the Raghavan committee report titled, "The Menace of Ragging In The Educational Institution And Measures To Curb It". The report recommended that "Teachers and the principal shall be held liable if any act of bullying takes place in the school premises". According to Ayushman Bharat', the health program of schools should focus on the well-being of the students.

Conclusion:

Dealing with bullying can have a lifelong negative impact on a child's life. In general, bullying can occur anywhere, even high-performance Schools have witnessed bullying. And, the effects of bullying vary from one student to another. Moreover, bullying has a long term as well as short impact on not only the bullied ones, but also the bullies. As from the discoveries, not all approaches for bullying prevention are not effective. And, most of the bullying programmes only create an awareness among the students. There are no programs that rely on the punishments and zero tolerance has not been shown. In general, bullying can also occur through harsh parenting practices or sibling bullying from the families. Today, many schools have responded to bullying or various types of school violence. In conclusion, bullying is complex behaviour, and whatever the form of bullying it can deeply affect the person who becomes bullied. Moreover, there are huge number of students who committed to suicide over the world, for become a victim of bullying. And, usually bullying mostly happens at schools, but it can also happen online, at home or elsewhere outside the school environment.

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GENDER NEUTRAL CLASSROOMS: IDEAL PRACTICES AND GROUND REALITIES

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Abstract:

Over the decades, school education in the country has evolved and undergone drastic changes. Since independence there have been continuous efforts from policy makers, governments and school educators to deal with gender issues. Even though we have progressive improvements towards attaining gender equality, still we can find traces of inequalities and stereotypes in classrooms. This article discusses gender neutral classrooms and practices which is an effective way to resolve issues related to gender stereotyping in classrooms. Also, the article elaborates upon concepts related to gender and sex, gender neutrality, gender neutral classrooms, it's need, characteristics, practices and realities when it comes to implementation.

Keywords: Gender, Sex, Gender stereotypes, Gender Neutralism, Gender Neutral Classrooms.

Gender: Gender is a social construct which refers to the characteristics of men, women, boys and girls. It includes certain behaviours, norms and roles that are assigned and are expected to be performed by each gender. For example, the concepts of femininity and masculinity are part of the gender norms which determine how a man or a boy and woman and a girl has to behave, act and what role to play in day to day lives. It is a sociological concept as it is a creation of society.

Sex: Sex is a biological concept which refers to the biological and physiological characteristics of an individual like gene expression, chromosomes, sexual or reproductive anatomy, hormone levels and hormone functioning. Sex is generally categorized as male and female. But it also includes various other sexes according to biological variations like trans, intersex, non-confirming etc.

Gender stereotyping: Gender stereotypes are generalized assumptions, expectations or preconceptions about traits, attributes and characteristics that are ought to be performed by individuals on the basis of their assigned sex by birth. Gender stereotypes have the capability to delimit the development of individuals to a greater extent. It is the main reason for most of the gender issues that are prevalent today all over the world. Because for centuries females are expected to behave in a very polite and nurturing way. Whereas, males are expected to be strong, aggressive, bold and insensitive. These stereotypical expectations of masculinity from boys and femininity from girls gradually place their roles that are to be played in a society. For example, women have to look after the family and men have to go outside and earn money for the family.

Gender Neutralism: According to the European Institute of Gender Equality, the term gender neutral is something associated with either women or men. It is a concept where gender does not exist. It is a concept where everyone can be themselves. As there is no existence of gender, no individual will be addressed, approached or considered on the basis of gender assumptions of belonging to a particular gender. It refers to various aspects such as concepts or styles of language. For example, right pronouns to be used while addressing individuals, gender neutral uniforms, gender neutral toilets etc.

Gender neutral classrooms: Gender neutral classrooms are inclusive classrooms where there is no existence of the concept of gender. The main aim of gender-neutral classrooms are to allow students to learn without discrimination with no gender stereotyping and assumptions of belonging to a particular gender. Such a classroom ensures equal respect, opportunities and appreciation to the learners. In order to avoid differences of genders, in an inclusive classroom certain language style and various concepts will be practiced to make the classroom more inclusive.

Importance of gender neutralism

Gender neutrality is one of the effective tools to prevent gender stereotyping and various other gender issues. A gender free society is fairer, because such a society prevents discriminations among different sexes, that arises out of the impressions of social or gender roles that are assigned to each sex by the society. Even if India is a society trying to educate and make people aware of gender issues and related inequalities, the topic of gender and gender issues are mostly addressed as something that is concerning women alone. In addition, the lack of knowledge and awareness about the basic difference between gender and sex as well as various gender identities and orientations worsens the situation. Khajanchi (2020) stated that according to society, gender can be of 2 types i.e., either male or female and thus being a transgender is a problem for society as it does not come into their box. A particular sex is determined at the time of birth and certain roles that are meant to be followed by these two sexes are to be accepted and practiced life long as per the expectations of the society. This very idea of the society sets apart the non- binary or the gender non-identified individuals aside. Assigning a particular gender from birth and assigning certain roles according to the social constructs creates discriminations and inequalities between sexes in how they are treated and provided opportunities. Because a person born with a particular sex may or may not identify with that. A person can be assigned a particular sex by the doctor based on medical records. That biological sex may or may not line with that person's gender identity or the way they express and feel. Some people can feel either male or female. Also, there are people who feel like a masculine female or a feminine male. For example, trans genders. Society tends to have a negative attitude towards people with gender

identities other than those deemed normal by the society. Koch (2003) opines that society has condemned and alienated people who do not conform to its norms.

Need of gender-neutral classrooms

Gender again is complicated when it comes to schools and classrooms. Koch (2003) opinionated that classrooms are microcosms of society mirroring the gender roles that teachers and students develop through their socialization pattern. Firstly, teachers treat boys and girls in different ways. Sadker opined that at every grade level, teachers tend to pay more attention to boys in classes than girls. They ask more hard questions to boys than they do to girls. Along with teachers, students are also heavily invested in gender norms and roles. Students' involvement with various social institutions like, family, peer group, community etc. influence them in different ways. All these institutions, along with schools, expose students to gender stereotypes and biases that influence their attitude towards each other in the classroom.

Secondly, schools or classrooms address gender issues only on the basis of two sexes: male and female. Somewhere in the minds of everyone, inequalities are to be tackled with the same old notion of equality between male and female. In reality, issues related to gender are not only faced by male and females. Gender issues are also faced by the transgender students or gender unidentified individuals as well. Teachers assume students' gender and treat them accordingly. Addressing every student as males and female make transgender students or students who have not yet identified their gender unwelcomed. It makes them feel like they don't belong to the system. According to Kolbert. *et al.*, 68% of transgender and gender non-confirming students do not report bullying or harassment to staff because they doubt the effectiveness of the intervention or fear that it would make the situation worse. It is the stereotyping and narrow approach to gender issues hand overed generation to generation that has resulted in these kinds of problems for students.

Gender- Neutral Classrooms- Characteristics

To provide a gender equitable learning environment, gender neutral classrooms have to be implied. All students irrespective of sex and gender, should have access to quality education and equal opportunities. Following are the characteristics of a gender-neutral classrooms:

- No students will be discriminated against on the basis of gender.
- Students are ensured equal respect and appreciation without gender stereotyping.
- No students will be approached or addressed with the assumption of belonging to a particular gender.
- Students are addressed in a neutral way in order to foster an inclusive environment for all gender identities.
- Balanced gender representation is made sure.

It is the responsibility of schools, educators, management and parents to make sure that children are not gender biased when they grow up. For that, many changes have to be brought throughout the school and classroom system.

Role of teachers:

- Educators have a big role in creating gender neutral classrooms. First and foremost, teachers have to use right and gender-neutral pronouns in the classroom. For example, 'They' instead of 'He' Or 'She' And addressing students as 'friends' or 'students' instead of 'girls' and 'boys'. If such gender-neutral pronouns are practiced by teachers, it can prevent gender stereotyping and can influence students as well in making it a habit. Also, it encourages teachers to learn about children as individuals.
- Teachers should make sure that all students are given equal access to instructional materials and extracurricular activities without gender stereotyping. Students with different gender identities should be included and given exposure to various activities as others.
- Teachers in any way should have no gendered expectations from students. Instead, should encourage full participation from all. Koch (2003) teachers tend to ask boys more open-ended, thought-provoking questions than they ask girls.
- Promote and impart sex health education in the syllabus. According to SIECUS guidelines (2004), "Sex health education is a lifelong process of acquiring information and forming attitudes, beliefs and values about such important topics as identity, relationships and intimacy".
- Maintain a healthy relationship with students. It can help them to open up their grievances without the fear of getting judged.

Role of management:

It is the responsibility of school management to create and maintain a positive relationship between both students and parents. Educating both students and parents on gender neutralism can bring many changes in attitude towards gender and gender stereotyping. Two major leads have to be initiated from the side of management to promote gender neutrality in schools:

- Gender neutral uniforms

The main purpose of gender-neutral uniforms is to equalize students without imposing separate dress codes for boys and girls. Every student will have one same uniform where they cannot be confined to a particular gender identity. Gender neutral uniforms help students to enjoy their comfort and give them freedom of expression.

- Gender neutral toilets

The main purpose of gender-neutral toilets is not to embrace gender equality, but gender inclusivity. Gender neutral toilets are not separate toilets. Instead of creating separate toilets for male, female and transgender students, there should be common toilets with all facilities that everyone irrespective of gender can use.

Role of the government:

According to the *Global Education Monitoring Report of UNESCO*, the support of the government is crucial to prevent stereotyping in education.

- Ensure reviewing of curriculum, textbooks, teacher training programmes to prevent and not to perpetuate gender stereotyping.

Role of parents:

- Start with initial steps to implement unbiased parenting. For example, gender neutral names.
- Let children create their own gender identity.
- Offer equal consideration, opportunities and appreciation.
- Maintain contact with the teacher or PTA. Make sure that their child has a healthy classroom environment without stereotyping.

Gender- Neutral classrooms- In context of India

Recently we could see efforts taken by certain schools in Mumbai and Kerala in introducing gender- neutral pronouns and uniforms. By substituting traditional ways of greeting like ‘Ladies and Gentlemen’ with ‘Dear guests’ or ‘Hello Friends’ was put forward by one international school in Mumbai in order to embrace inclusivity. Also, actions were laid out to introduce gender- neutral uniforms in which regardless of their birth gender, students can choose to wear trousers or skirts if they desire to. The major step taken from the side of school authorities can actually create a positive classroom set up where everyone irrespective of gender feels safe to express themselves. Also, there were discussions that students can choose their hair length until or unless it is tied neatly.

In Calicut district of Kerala, a government school in Balussery along with some other schools introduced gender neutral uniforms for students. This very initiative provoked certain conservative organizations in India. They stated that liberal views and ideologies are being forced on children. Ignorant of the fact that clothing does not have an inherent gender, these groups put forward illogical reasons to put it down. But the raging debate among the conservative organization on gender neutral uniforms had found its success in manipulating the government. Very recently on June 2022, Kerala Education Minister, V Sivankutty said that the state government has no plans to introduce gender- neutral uniforms in all schools. The explanation given was even more diplomatic which said that it is the duty of schools, PTAs,

parents and local self-government institutions to decide on uniforms. This very announcement is quite disappointing. Because whoever is responsible for bringing changes has quit the initiative for change. Even Though certain changes are happening in several schools in India, there are still criticisms of all those moves to progress from the side of society. This shows a backward trend especially when the lawmakers who have the responsibility to make changes and progress, pull back to act upon.

The National Council for Educational Research and Training, which develops curriculum and functions under the Union Education Ministry, suggested that efforts be made to break gender stereotyping even from the play school level. Dividing students into boys and girls can challenge the overall development of those students whose gender identity differs from others. This centuries old division has already destroyed the classroom environment knowingly or unknowingly for all students especially for transgender students. Mittal (2022) opinions that to ensure that the education system supports gender- equitable experiences for all, both in and out of school, targeted policies, practices and research are required. NCERT wants teachers to adopt gender neutral languages in the classroom to desist from gender prejudices. In 2021, NCERT put forward a manual titled, "Inclusion of Transgender Children in School Education: Concerns and Roadmap", with the aim to help educate teachers about transgender students. Several suggestions like, gender neutral toilets, promotion of gender-neutral uniforms, unsegregated classrooms and gender-neutral infrastructure were put forward as part of this training material. But unfortunately, this manual was pulled down after receiving a strike from National Commission for Protection of Child Rights (NCPSR) saying it had received complaints against the contents of the teaching manual.

Conclusion:

Even though gender stereotyping starts from childhood with family playing a big role, the rest is influenced by schools, teachers and peers with whom they socialize. Gender neutral concepts and Gender-neutral classrooms are something new for the majority of the people in India. Especially for people who are influenced by social constructs on gender. It is the responsibility of teachers and authorities to educate the common masses of the needs of gender-neutral classrooms. Because it has a direct relationship with students' development and progress. To learn, Unlearn and Relearn is the only way to bring changes to create a positive and forward-thinking society.

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SIGNIFICANCE OF VALUE- BASED EDUCATION FOR TEACHER EDUCATORS

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Abstract:

Teacher education is impacted by the (increasing) political, social, and scientific attention to the moral dimensions of teaching. The article covers the main aspects of teacher education and how it plays a vital role in value based education that will further benefit students. The author focuses on how teacher education programmes can design ways for new teachers to contribute to their ongoing character formation, instill in them a love for self-discovery, wonder, and commitment for the promotion of every individual person, and instill in them a sense of responsibility that comes from a call to serve the larger community. According to the author, becoming a teacher entails joining a "community of practice" that engages in meaning negotiation and, consequently, a constant understanding and re-understanding of knowledge, thereby contributing to identity construction. In this regard, participation is a crucial component of becoming a successful educator. The author also argues that in order to ensure better value transmission, student teachers should communicate and engage in group activities. In the end, it comes down to teacher educators, who are the key protagonists in the nation-building process and are therefore held accountable.

Introduction:

In this fast-moving world people are leaving a lot of things behind, be it morals and ethics that help us to become a better person but also forgetting about the need for value based education. When it comes to school we tend to think about good grades and some academic stuff that is a race to be better in every aspect. In order to maintain a loop of value-based education teaching-learning process there should be a focus on teachers who are going to act as a facilitator of nation building. Teachers are a role model for the students as their actions and behavior convey more than their words. Students learn value from the teachers rather than from the texts taught by them. In this concern teacher education needs reorientation. Educational institution is a social center and place of learning and character building. The society places a great deal of responsibility on educational institutions to develop the next generation in accordance with social objectives, and value education is essential to realizing this vision. In addition to providing lectures and meeting the students' needs for conceptual clarity, teachers are also expected to mentor students and direct them in the appropriate direction. Teachers are the ones who can illuminate pupils' paths by acting as role models for them.

What is value education?

Value Education is a concept that highlights how important it is to establish fundamentally good ideas in education to develop self-aware people. It can be thought of as a set of fundamental moral values that act as a guide for daily life. It takes a good teacher to help a student distinguish between right and wrong.

A person can experience and develop values, which are among the most priceless gifts. Some general guidelines for behavior may arise from experiences. These principles—which you might call values—tend to provide direction for life. Our values reflect the ways in which we typically spend our time and resources. A value is only produced by a person's own behavior and has a lot to do with the person's own opinions (Aspin and Chapman, 2007). Having values affects a person's behavior. Value development is a personal and ongoing process that needs to be encouraged in the classroom. Values are standards or beliefs that one holds to be significant in life. They (love, kindness, compassion, mercy, sympathy, empathy, etc.) are innate qualities that can be developed by practice (Punctuality, Discipline, Obedience, Behavior, Conduct, Character.,). They serve as the cornerstone of humanity (Radha, 2016).

Value education in India

Value education is interwoven in every tradition of Indian culture and is founded in Indian philosophy and culture. Value education draws its inspiration from the Vedas and Upanishads. In the Vedic era, the Guru made his student adhere to specific values throughout his life as part of the Ashram system of instruction.

Value of Ancient India Since the beginning of time, education has been highly valued in India. The youngster began learning reading and archery skills at the Gurukul stage, but also more about the philosophy of life and its impermanence. As a result, the idea behind education in India was to help people realize their experience of the absolute as a spark of the divine, and as part of this process, learning also involved doing one's job. Value education was known as moral education or moral science in the modern educational system.

Importance of Value education for students

What is taught to children at an early age stays with them for the rest of their life. They'll apply what they've discovered to change society. Everyone is aware that today's youth will become tomorrow's leaders, and teachers have the opportunity to educate the youth during their most formative years - whether that is through instructing in traditional classes, extracurricular activities, athletic or preschool.

Values vary from person to person. Moreover, the meaning of values is simply not confined to a single word or a statement but much more than that. Values are a whole of a person's personality that is reflected through their behavior and the way they respond to different situations. It is because of the atmosphere students are grown in and the people they are

surrounded with, however some of them don't have the right environment to learn and grow differently which may affect the learning process and a place in social setup. Value based education is multipurpose that helps a student to grow holistically (spiritually, physically mentally, emotionally) and makes students aware of themselves.

Below mentioned are the key purposes of value education -

1. It helps pupils know how to create their destiny and even helps them understand the meaning of life.
2. It teaches students how to conduct their lives in the most advantageous way for both themselves and those around them.
3. Additionally, value education aids in kids' continued development of responsibility and cooperativeness among students.
4. They have a greater understanding of life's perspective as a result, which aids them in leading fulfilling lives as responsible citizens and developing critical thinking.
5. Additionally, it aids pupils in forging solid bonds with their relatives and friends.
6. The pupils' personalities and character are developed as a result. Value-based education helps students cultivate a positive outlook on life.

Importance of value education for teachers

Teachers have the power to mold the next generation of leaders in the most beneficial way for society to create inspired and uplifting future generations and subsequently construct society both locally and globally. In actuality, teaching is the most significant profession there is. People with influence over society's youth have the capacity to transform lives.

School should take the development of individual values as seriously as the syllabus- you cannot have one without the other. A teacher can convey the importance of the “values-clarifying-process” to his pupils, for example he can teach about something which will be very useful to them for a long time to come (DEST, 2003).

Education should foster universal and eternal values, and be oriented towards the unity and integration of our people. It is therefore essential to explore and identify the concrete devices for the incorporation of values in education.

The more general teacher values that ideally underpin relationships and inform the teaching of values can also be addressed in teacher education.

An example of the former is the work of Shor (1992) claimed that the values that guide education should be participatory, affective (emotional as well as intellectual), problem-posing, situated, multicultural, dialogic, activist, democratic, and ‘desocializing’. Gellel (2010) provides a broader program than that involving the eight identified factors, or the pedagogical values reported by Shor (1998). He argues for a more inclusive ‘teacher formation’ program to address the affective dimension of teaching. The proposed program focuses on:

- A teacher should foster a sense of self-worth, initiative, and concern for others in teachers.
- A teacher should create an awareness of the function of teachers in society and their interactions with them, particularly with parents and the neighborhood.
- A teacher should put an emphasis on the value of individuals and a dedication to their improvement, encouraging a respect for people's differences.
- A teacher should encourage awareness of and responsibility for the teacher's impact on students' lives.
- A teacher must act as an agent who stimulates, provokes, informs, and sensitizes the students with a focus on the important life issues.
- A teacher should encourage students to actively participate in debates, conversations, and hands-on activities while encouraging them to consider and reflect on human behavior.
- The instructor should also help pupils develop their moral senses by exposing them to works of art, the beauty of nature, human relationships, and morally admirable deeds.
- A teacher should work to foster an environment in the classroom that is supportive of the growth of high ideas and values. This environment should be one of love, trust, cooperation, and security.
- A teacher should have the mental and emotional attributes required for the pursuit of information, such as a passion for learning, curiosity, and respect for his or her profession
- A teacher must act as an agent who stimulates, provokes, informs, and sensitizes the students with a focus on the important life issues.
- A teacher should encourage students to actively participate in debates, conversations, and hands-on activities while encouraging them to consider and reflect on human behavior.
- The instructor should also help pupils develop their moral senses by exposing them to works of art, the beauty of nature, human relationships, and morally admirable deeds.
- A teacher should work to foster an environment in the classroom that is supportive of the growth of high ideas and values. This environment should be one of love, trust, cooperation, and security.

Role of teacher educators in value based education -

Teacher educators, prospective teachers and students are directly interlinked. Teacher educators—Teachers—Students, it's a never ending loop of an exchange of values.

The values for teaching values education might be taught to prospective teachers in the professional studies or education strands of teacher education courses in all subjects that involve promoting an understanding of the strategies necessary to teach values to school students. While subjects involving the social bases of education would seem to be a natural 'home,' a broad

spectrum of professional studies subjects lends itself to investigating the pedagogy necessary for developing student values (Brady and L, 2011).

In this case the responsibility goes to the teacher educators, how they construct their lesson plan in order to meet the requisite teacher values that portray teacher-student relationship.

Value education in educational institutions and the role of teacher educators in promoting the concept

Teacher educators are teacher makers, and teachers are nation makers. The importance of teacher preparation for economic growth and competition is well acknowledged but at the same time teachers contribute a major part in inculcating values among students. In the context of teacher education, where theory and practice-based learning are mixed, student teachers must also manage their learning. Many teachers encounter an expanding variety of student learning variations in their classes with relation to academic, behavioral, physical, and cultural perspectives due to demographic changes and changing school instructional practices. This issue greatly necessitates the development of teachers as researchers and innovators in the field of education, creating the educational groundwork for lifelong learning and real-world transformation in the workplace. Teacher educators are the base of producing great teachers therefore there is a need of enhancing teacher education, following are the teaching methods for teacher educators for teaching strategies in educational institutes - Method is nothing more than a collection of strategies or concepts related to the nature of learning that are applied in the classroom. There are several distinct types of value-development techniques accessible.

Suggestions to improve the effectiveness of value education for prospective teachers:

There are various strategies to improve the effectiveness of value education.

1. Moral awareness should be promoted in order to direct scientific and technological advancements toward the wellbeing of society, particularly those that touch on population, food, water, energy, the environment, pollution, and health.
2. Given the widespread collapse of traditional values, it is important to rediscover shared ideals in order to bring people together.
3. Teacher educators should intentionally and unintentionally model ethical behavior for aspiring teachers both inside and beyond the classroom. As a result, it is clear that in order to establish a formal learning environment, a properly considered value education programme is required.
4. Pupils may have to make more difficult judgment calls regarding moral issues. Through value education, teacher educators should support them in acquiring the capacity to make wise decisions as a teacher in such circumstances.
5. Teacher educators must fulfill their professional duties in accordance with the strictest moral and ethical guidelines established for the teaching profession.

6. Teacher educators should offer actual scenarios and opportunities and actively involve them in suitable learning experiences, institutional procedures at the training institution should aid instructors in acquiring these qualities.

Suggestions to enhance value education

1. **Classroom Learning Strategy:** Using techniques like storytelling, biographies, excerpts from essays, articles, and newspapers, parables, proverbs, quotations, poems, and anecdotes about conflict, it is a basic strategy to instill values in future teachers.
2. **Practical Activity Strategy:** Involve the potential teachers in practical activities such as school and classroom upkeep, social development, and environmental awareness campaigns, as well as efforts to combat social evils like dowry and gender inequity.
3. **Socialized Activity Technique:** This strategy involves role-playing social activities, including those listed below: dramatization of values-related themes, role acting, and modeling.
4. The themes of gender inequality, women's place in society, and environmental pollution may all be reflected in the aforementioned activities.
5. **Incidental learning strategy:** It is a life experience that a person or a group has. It entails identifying a person or group's improper or appropriate behavior that person has observed.
6. **Silent sitting is a simple technique:** It can improve focus and assimilation, clarity of thought, memory, health, and vigor. It enables people to sit quietly, which is beneficial for boosting one's inner strength. The majority of researchers have shown that quiet sittings increase inspiration and tranquility while also boosting self-esteem, interpersonal skills, and ability to get along with others
7. **Visual Experience Strategy:** It is possible to teach values by displaying images such as symbols, drawings, photos, posters, cartoons, charts, and graphs. This method is effective for expressing attitudes as well as values.
8. **Story telling method:** The finest method for instilling a message of morality in future instructors is through the use of stories. Stories about the lives of notable men that provide lessons about the principles they exemplify. Religious tales and parables use figures to teach kids about ethical principles.
9. **Group activity strategy:** It gives prospective teachers the chance to discover a variety of values. Working in groups teaches each prospective teacher the importance of each other's real efforts and the delight of giving their all for the benefit of the entire group.

Conclusion:

The foundational phase of socialization and value formation is school. At the school level, education happens as the child interacts with peers, teachers, the curriculum, and numerous

extracurricular activities. However, it is teacher educators who develop teachers rather than teachers themselves who bear the burden.

There are methods that can improve the teaching and learning process without sacrificing values. Group activities and community development projects are among the tactics, which are required for B.Ed. students. Focusing on teacher education is necessary since instilling values is not only doable but also not impossible. Any educational ramifications only come from teacher educators. Any characteristics the teacher educators possess will be passed on to the student teachers and ultimately the pupils they will educate. Value-based education will eventually rotate in a clockwise direction as a result of this process. Part of the moral education of pupils is prepared for them when they are under the supervision of individual student teachers. Given that in the teacher education institution under study, individual teacher educators hold main responsibility for the methods in which they supervise student teachers, this also suggests an individual approach to the moral dimension in teacher education.

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EFFECTS OF MENTAL HEALTH ON STUDENT LEARNING

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Abstract:

The mental health of the learner may interfere with learning. It is critical that we comprehend the best ways to offer supports to this population in order to help them learn and achieve given the rise in reports of mental health difficulties among college students. Given the mass of studies showing how mental illness may adversely affect students' achievement and degree persistence, this is very significant. There may be services that can be offered in the classroom that are integrated into current procedures and learning opportunities for all children in order to best serve this expanding group. The connections between learning and mental health are discussed in this article, along with the significance of mental health in students' lives, the effects of mental health during pandemics, and mental health problems with primary, secondary, and graduation. This article explains the concept, importance, different indicators, advantages and ways to improve mental health on student learning, including the risk factor and effective programmers of mental illness. In the end of this article it has been concluded that, student's mental wellness encompasses more than just the absence of mental illnesses. The ability to perform to the best of your ability and communicate with others in a meaningful way can also help you identify the signs and symptoms of unresolved issues. Since those who already have mental health illnesses may be more vulnerable in a crisis or pandemic, it is now even more important to talk about mental health with students.

Introduction:

Mental health includes our overall thinking process, the psychological factors that deals with our emotion, feelings, mental state of a particular person. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

There are many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Mental health issues are widespread, but assistance is available. People with mental health issues can improve, and many make a full recovery. Day-to-day activities like going to

school, college, or the office are all part of maintaining mental health. It also entails maintaining healthy relationships with others so that they can have a positive attitude, behavior, and personality. Students may be able to adjust to changes and understand how we deal with stress on a daily basis. Every stage of life, from childhood to adulthood, is crucial for it. It is possible to refer to it as one individual's cognitive behavior. The components of mental health difficulties that teacher and student both experienced were stress, depression, and anxiety.

Mental health is "more than merely the absence of mental diseases or disabilities," according to the WHO. The necessity for educators to think about how mental health could influence pupils and what options are available, despite the fact that it is not a new worry, is highlighted by mental health concerns. Most students are juggling daily obligations. Keeping a positive outlook encourages us to work harder, feel better about ourselves, behave better, and have more insightful thoughts and viewpoints, all of which may further grow into a stronger personality. Higher education institutions around the country have noted the prevalence of mental illness and emotional discomfort among their student populations. Some have been going on for years, while others are a result of the pandemic scenario, which is having an impact on the economy and academic consequences. We can also see the beginning, or the first step, that we took toward our journey through college. During this transitional period, the majority of students must deal with various stages and coming to terms with many new challenges and barriers, including growing up and making independent decisions about their lives, studies, adjusting to new academic structures, settling into new environments, and social interaction. For example, if a person is completely introverted, they may experience anxiety. Due to the fact that many students leave their homes for the first time because of their studies—this is especially true for girls—they may experience various mental health concerns. Mental illnesses are among the most common health conditions in the United States. Mental illness does not discriminate; anyone our age, including the elderly, our friends, and family members, might be affected. There are many different sorts of mental disease; some are moderate and only marginally interfere with daily living; for example, phobias of any kind may exist but may be conquered. However, other mental health issues can be so serious that a person may require mental therapy or a psychiatrist. Many students are suffering from numerous diseases as a result of these mental health difficulties. Additionally, it influences how we manage our academic achievement, career field, other people's perspectives, and the most crucial decision-making processes throughout every aspect of our lives. One of the best strategies to improve our welfare and environment is to maintain healthy mental health.

2021 June 28 (Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health) According to centers for disease control and prevention, more than 50% will be diagnosed with a mental illness or disorder at some point in

their lifetime. 1 in 5 Americans will experience a mental illness in a given year. 1 in 5 children, either currently or at some point during their life, have had a seriously debilitating mental illness. 1 in 25 Americans lives with a serious mental illness, such as schizophrenia, bipolar disorder, or major depression.

Definitions:

- Ryff and Singer (1998), suggest that health is not a medical concept associated with absence of illness, but rather a philosophical one that requires an explanation of a good life – being one where an individual has a sense of purpose, is engaged in quality relationships with others, and possesses self-respect and mastery.
- Bhugra and Sartorius (2013), mental health does not exist on its own. It is an integral and essential part of overall health, which can be defined in at least three ways – as the absence of disease, as a state of the organism that allows the full performance of all its functions or as a state of balance within oneself and between oneself and one’s physical and social environment.
- Peterson, (2015), the term mental health is used frequently in multiple contexts and settings. While there is no single, universally accepted definition, a general definition of mental health is related to the health and functioning of the mind. It relates to a person's condition with regard to his/her psychological and emotional well-being; how he/she adjusts to society and the ordinary stress of everyday life

Importance of mental health for student

- The importance of mental health can result in a variety of advantageous effects. These include an improvement in learning ability, an improvement in social conduct, an improvement in productivity, an improvement in creativity, the improvement of physical health, and an improvement in life expectancy. Both physical and mental health are crucial aspects of overall health.
- For instance, depression raises the chance of developing a variety of physical health issues, especially chronic diseases like diabetes, heart disease, and stroke. In a similar vein, having chronic illnesses raises your likelihood of developing mental disease.
- A person spends the most of their formative years in school. As a result, the people they encounter, the events they witness, and the behavior they experience all have the potential to affect how they develop as a whole.
- It's crucial to keep in mind that a person's mental health might alter over time and be affected by a variety of things. A person's mental health may be affected if the demands placed on them are greater than their capacity for coping and resources.
- For instance, someone may have poor mental health if they work long hours, provide care for a relative, or are struggling financially.

- For instance, there is a reason if a student's previously strong performance suddenly declines. It's unwise to criticize someone negatively in order to make them feel guilty. Finding the root of the student's lack of focus and understanding their psychology are considerably more crucial in this situation.
- Students must understand the importance of mental health in order to deal with this circumstance. It is essential to make sure that our body and mind are working in unison. Moreover, let your parents and teachers know if you experience any discomfort or emotional turmoil.
- It is crucial for students to discuss their problems with someone who can effectively guide them without causing any humiliation. All must proceed if professors encourage students to discuss problems with them.
- In essence, a person's ability to perform well depends greatly on their level of mental health. If we disregard it, it could soon result in serious illnesses.
- . It is obvious that students' mental health is important. It is essential for fostering growth in creativity, learning, and societal interactions. With good mental health, academic success is simple to achieve.
- A 2019 poll of postsecondary educators revealed that roughly 80% thought that students' emotional wellbeing was the most crucial aspect of their future, according to the Survey of Post-Secondary Faculty and Researchers. The most frequent cause of the rising student dropout rate is a mental health issue.
- People might believe that dealing with stress is common for all students, yet for many, stress negatively impacts their emotional, physical, and psychological well-being. The majority of mental illnesses are seen in adolescence and the early stages of adulthood.
- Students who are struggling with mental health issues may experience trauma, anxiety, despair, low self-esteem, and a lack of social skills when they attend secondary or graduate school for their education.

Student mental health at risk factors

A person's ability to manage life's typical challenges is considered a sign of good mental health. This condition permits effective labor performance and allows for significant societal contributions. But there are other situations that could make it harder to deal with life's unexpected curveballs. Daily activities and the ability to handle these changes may also be disrupted by these circumstances.

The elements listed below that may have an impact on mental health and raise the possibility of acquiring psychological illnesses include:

1. Child maltreatment

A kid who experiences physical abuse, sexual assault, emotional abuse, or neglect as they mature is more likely to experience significant mental and emotional anguish.

Mental illnesses like depression, anxiety, post-traumatic stress disorder, and personality problems are more likely to develop as a result of abuse.

Abused children may eventually struggle with alcohol and drug usage problems. But in addition to mental health issues, child abuse can result in bodily issues including diabetes, stroke, and other types of heart disease.

2. Environmental

The condition of a person's typical environment has a significant impact on their mental health. Unfavorable environmental conditions might have a negative impact on psychological health.

For instance, a rise in suicide instances may be influenced by the weather. Similarly, firsthand exposure to natural disasters can raise the risk of acquiring PTSD. Air pollution occasionally has a deleterious impact on depressive symptoms.

Contrarily, being in a supportive social setting can offer defence against mental health issues.

3. Biology

Your biological makeup may impact how well you are doing. Many mental health conditions have been found to run in families and can be inherited by family members.

These include illnesses like schizophrenia, bipolar disorder, depression, and attention deficit hyperactivity disorder (ADHD).

4. Lifestyle

Your mental health may be impacted by your way of living. Alcohol drinking, drug use, unsafe sexual conduct, smoking, a poor diet, and these activities all contribute to psychological harm. Depression has been associated with these behaviors.

Indicators of mental health issues

It's not always obvious to the person experiencing it or to those around them when their mental health is impaired. However, there are some warning indicators to watch out for that could indicate detrimental changes to wellbeing. These consist of:

1. A change in eating habits, whether overeating or underrating
2. A significant drop in energy
3. Becoming more reclusive and avoiding social interactions
3. Constantly experiencing dejection
4. Using alcohol, cigarettes, or other drugs more frequently than normal
5. Unexplained feelings of perplexity, rage, guilt, or worry
6. Extreme mood changes
7. Fighting with loved ones and friends

8. Hearing voices from an unknown source
9. Being incapable of carrying out daily chores because of self-harm or other harm-related thoughts.

Advantages of good mental health

It is impossible to exaggerate the significance of mental health for overall wellbeing, regardless of age. When psychological wellness is compromised, harmful behaviors may be displayed that may have an impact on one's own health as well as interpersonal connections. A Better Ability to Cope with Stressors in Life. The difficulties of life may be simpler to overcome when mental and emotional states are at their best. A stable mental state might support healthier coping techniques where alcohol/drugs, seclusion, tantrums, or fighting may have been used to handle marital conflicts, financial difficulties, work problems, and other life issues. The advantages are as follows:

- **Positivity in Oneself**

Personal sentiments about oneself are strongly correlated with mental health. Our overall mental health is related to our sense of self-worth. Having confidence is frequently a sign of a sound mental state.

Focusing on the positive aspects of oneself is more likely in someone whose mental health is flourishing. They will focus on these traits and, in general, have goals that aim for a long and happy life.

- **Improved Interactions**

You might be better able to give our friends and family your time, love, and support if your mental health is in good shape. It can be simpler to be there for and support the people you care about when we are not experiencing emotional turmoil.

- **Increased productivity**

Our levels of productivity may suffer if we are dealing with depression or other mental health issues. It's more likely that you will be able to work more effectively and produce work of a higher standard if you feel mentally strong.

- **Higher Quality of Life**

Our quality of life may increase when mental health is strong. Greater community building participation may be possible as a result. For instance, we might start helping out at food drives, shelters, soup kitchens, etc.

Additionally, we might discover new interests, meet new people, and visit unfamiliar cities. How to Maintain Good Mental Health- It is crucial that we look after our mental health because it is so crucial to overall wellness. A few introductions and changes to lifestyle choices can be necessary to maintain mental wellness. These consist of:

- Starting a regular exercise routine

- Making sleep and rest a priority each day
- Trying meditation
- Acquiring coping mechanisms for life's issues
- Staying in contact with loved ones
- Keeping a positive frame of mind

Ways to improve mental health of students

Teaching staff, parents, and students about the signs of and resources for mental health issues is one way to enhance kids' mental health. Encourage resilience and social and emotional competence, create a safe learning environment, teach and reinforce good conduct and decision-making, and promote assisting others and preserving excellent physical health.

Support for children and young people's emotional health can be provided throughout the school, not just in the classroom. School-based mental health initiatives might include treatment, mental wellness promotion, and prevention of mental health issues.

Effective programmers

1. Encourage all children and youth to have healthy social and emotional development.
2. Detect the presence of the risk of mental health issues in young people.
3. Holding a wellness week when events are planned to get pupils interacting and cooperating with folks they might not typically talk to.
4. Hold a day of sports or activities featuring various forms of physical activity or art programmers. We may invite talent instructors from different locations to come in and conduct taster sessions. We could also invite material artists to teach pottery and flower arranging lessons and anything else that calms the mind and increases energy.
5. Conduct mindfulness workshops that emphasize relaxation techniques, meditation, and stress reduction.
6. Take a test on mental health: By taking a mental health survey to determine student's starting place. Children sometimes fail to recognize their mental health problems on their own. These are a number of these kinds of online exams. It's enjoyable to try them. The precision of the test results can occasionally astound students.
7. Remove the stigma: Eliminating the stigma associated with such topics is an effective strategy for overcoming mental diseases. Similar to other ailments, mental illnesses are rather common. Others will start to publicly discuss things if young people begin to realize how widespread they are. People's courage will increase if they recognize they are not the only ones experiencing hardship. Disclosing one's mental illness may potentially help the victims by easing some of their suffering. It is nothing to hide behind or demonize, to put it briefly.

8. Demonstrate gratitude: Having a thankfulness practice is a terrific approach to live a life free of stress. It is the practice of being appreciative, of being willing to express gratitude and to repay kindness. People who take the time to think about and express gratitude for their surroundings feel happier, more alive, and have significantly more compassionate lives. In person, they are quite modest and nice. These are more likely to make a person less susceptible to acting in an emotional way. Therefore, their environment does not pose a significant threat to their emotional wellbeing.
9. Colouring and drawing with awareness: Coloring while being mindful helps you concentrate on how to pick and use colour in a design. It is well known to increase present-moment awareness and let go of any thoughts from the past. Both children and adults can benefit from colouring as a mental health exercise. It's a fantastic way to clear your head. Beyond this, it can aid in reducing mental tension, enhancing focus, and easing anxiety.
10. Take up meditation: Meditation is a technique for teaching your mind to concentrate its awareness and concentration. Its goal is to help the person become cognitively clear, emotionally calm, and steady. Many mental discomforts can be relieved by meditation, including stress, anxiety, and sadness. Not only does this meditation teach you how to calmly deal with your thoughts and emotions, it also does so. Your self-awareness and self-esteem will both increase. You'll learn to tolerate challenging individuals and circumstances.

Conclusion:

In order to promote the best growth and development, mental health education must start in the early years of school. Children develop their sense of self-worth and self-esteem throughout this time. Youth must overcome a variety of obstacles as they grow up, such as exclusion, bullying, conflict, and low self-esteem. Academic achievement and school performance can be impacted by mental health issues. Students may not be able to succeed academically if mental health issues are not acknowledged. More on-campus services for mental health education and promotion of training in cognitive behavioral therapy for students are the only ways we can actually improve the issue. Additionally, this solution is not just for college students because everyone may gain from having a better awareness of mental health concerns, and any general health issues, including drug abuse, phobias, and insomnia, can be treated with CBT. In this sense, a greater comprehension of mental disease and its treatment might teach us how to better address a variety of problems in the medical sector. Every element of our lives is impacted by mental health, making it a very important topic. The advantages of paying attention to your mental health are felt in every aspect of life. It has an impact on how you handle stress, relationships, and emergencies as well as how you think, feel, and act.

However, a student's mental health goes beyond simply being free of mental diseases. It also encompasses the capacity to perform to the best of your ability and engage meaningfully in social interactions will also enable you to recognize the symptoms and indicators of unresolved problems. It is even more crucial to talk about mental health for students nowadays since those who already have mental health disorders may be more vulnerable in a crisis or epidemic.

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BULLYING AND TRAUMA IN SCHOOL STUDENTS

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Abstract:

Bullying in academia is a significant problem worldwide and is one of the most common social actions among adolescents and children. Despite enforcing anti-bullying forestallment programs in nearly every academy within the United States, Europe, and some enterprises in low- income countries, yet bullying is more pervasive problems in seminaries than any other problems. This chapter provides a review of exploration and substantiation on academy bullying, understanding the description of bullying in academy, and the size of the problem, the consequences of bullying, academic correlations, who's at threat, scholars' comprehension of bullying and the substantiation academy- grounded programs to reduce and help bullying.

Introduction:

Bullying has been characterized in different ways by scholars and organizations. Olweus is credited with discovering the original meaning of the term in its classical sense, performing through physical, verbal, and relational forms in situations where an imbalance of power is evident explains. A student is bullied when he is continuously exposed to the aggressive behavior of one or more other students over a period of time. "A person who deliberately inflicts or attempts to inflict harm or pain on another person" is considered negative behavior. Bullying is more likely to occur when there is a power imbalance between the bully and the victim, as the victim cannot stop the bullying behavior. Bullying behavior can be direct, such as: Face-to-face, indirect disputes involving third parties, social exclusion, rumors, other types of psychological harm, and even online. Direct bullying includes physical violence such as hitting, hurting, or kicking (cyber bullying). According to the Center, "A power imbalance is observed or perceived in unwanted aggressive behavior by another youth or group of youth who is not a sibling or current romantic partner, or repetitive behavior is likely." CDC), which is considered bullying in schools. A recently recognized type of bullying known as electronic violence or cyberbullying is becoming a serious problem due to the increasing number of interactions. This type of bullying is called online aggressive behavior in the digital space and is characterized as persistent and hostile behavior using technology via mobile phones and social media. A student who was bullied online was bullied through email, chat rooms, instant chats, websites, or text messages. Because this type of bullying occurs outside of school and usually takes the form of anonymous messages posted online via social media, school officials and administrators are more likely to seek police action than traditional bullying are more likely to face I think it is difficult.

Cyberbullying among students has similar effects to traditional bullying. Bullying is defined differently by many scientists and organizations. The classical definition, first proposed by Olvius, is “intentional and repetitive behavior that occurs through physical, verbal, and relational forms in the presence of differences in power”.

According to Olweus, “Students are bullied when they receive repeated negative behavior from one or more students. This can occur when there is a force imbalance between Victims unable to protect themselves from bullying behavior. Bullying behavior can be direct, including personal conflicts hitting, hurting, kicking or any other type of physical injury. Indirect involvement of third parties, such as social exclusion, rumor spreading, other types of psychological harm, and even online (cyberbullying).”

Most definitions of bullying have similarities regarding the features of bullying such as being repeated over time, intent to inflict harm, an imbalance in power, and all highlight the chronicity of bullying. The Center for Disease Control (CDC) defined bullying in school as “any unwanted aggressive behaviors by another youth or group of youths who are not siblings or current dating partners that involves observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated”

A new emerging type of bullying called electronic aggression or cyberbullying. Bullying through electronic media is becoming a critical concern through the increasing virtual interactions among adolescents and children. This type of bullying is known as an aggressive online behavior in the digital space and defined as repetitive, aggressive behavior using technology through cell phones and social media. Students who experienced cyberbullying were bullied through email, chat rooms, instant messages, websites, or texting. This type of bullying is different from the traditional bullying in that it is difficult for school staff and administrators to control because it happens outside schools and mostly in the forms of anonymous messages posted online through social media. Students who experience cyberbullying experience similar outcomes to traditional bullying

Bullying as a public health scare

Bullying in school is the most common type of violence among adolescents, recognized as a serious concern for students and has become a public health problem and global concern. Although the prevalence of bullying is difficult to estimate because of the different measures used throughout the studies, researchers have agreed that bullying is a pervasive and significant problem in our schools today. In 2016 nationwide survey, 20.8% of students report being bullied. In 2015 survey of students ages 12–18, 21% reported being bullied at school, 13% reported being made fun of, called names, and insulted; 12% were the subject of rumors; 5% were pushed, shoved, tripped, or spit on; and 5% of students were socially excluded. In the same survey, 4% of students experienced threatened with harm, 3% were forced to do things they did

not like to do, and finally, 2% reported that their belonging was damaged on purpose. In the same survey, females (23%) more than males (19%) reported being bullied and females (15%) were more than males (9%) being the subject of rumors. However, more male ((5%) students against females (3%) reported being threatened with harm. Black students (25%) and white students (22%) report being bullied at school more than Hispanic students (17%) (Centers for Disease Control and NCIPC).

In research studies, bullying rates ranged from 9% to 98%. Across 80 studies of students aged 12 to 18, bullying rates were 35% for traditional bullying and 15% for cyberbullying. His only 36% of bullied children reported bullying and 64% did not. Of high school students in 2015, 16% reported cyberbullying and 20% were bullied on school grounds. 24% of middle school students are bullied online and 45% are in school. Between 2007 and 2016, cyberbullying rates doubled from 18% to 34%. Students with special needs are two to three times more likely to be bullied than regular students. Additionally, they noticed that they felt more anxious at school compared to their normal peers. An analysis of students from 19 countries (low- and middle-income countries) that participated in the Global School-based Students Health Survey (GSHS) found that 34.2% of students reported being bullied in the past month, of whom 55.6% were victims. Harassment was one or two days, last month at 7.9% every 30 days. The prevalence of bullying ranged from 20% to 61% in each country.

Bullying is not an area centered problem or scare but is spreaded in every country of the globe whether developed, developing or under-developed nation; and affects mostly teens and adolescents.

Effects of bullying

Studies have shown that the experience of bullying has short-term and long-term psychological and emotional effects on both victims and bullies. Loneliness, vomiting, trouble sleeping, nightmares, body aches, headaches, stomachaches, and frequent illnesses are some of the consequences of bullying. "Increased absenteeism among affected students due to direct physical or indirect psychological effects".

Students, whether bullies, victims or bystanders, committed suicide reported. Suicide is the second leading cause of death for students between the ages of 15 and 29. Students who had experienced bullying had twice the risk of suicidal ideation and 2.6 times the risk of attempted suicide compared to other students who had never experienced bullying or suicide in the past year. Depression, violent behavior and substance abuse are among the most common mediators between bullying and suicide.

School bullying and academic achievement

Bullying in seminaries not only affects the physical, emotional and psychosocial lives of scholars, but also has a direct impact on academy performance and education. Theoretical and

empirical literature supports a direct link between bullying and pupil performance in academia. Studies of middle academy scholars have shown that both traditional bullying and cyberbullying have a significant negative impact on pupil academic performance when socioeconomic status is controlled. Physical bullying was negatively associated with computers and writing in both men and women. It has been proven to significantly reduce performance. Peer immolation and poor academic performance are frequently identified. This is because children who are chronically bullied experience negative emotional and cerebral consequences that can reduce their participation in the classroom and intrude with their academic performance. Although habitual victims of bullying, indeed temporary detriment can have a severe impact on a pupil's academic performance and performance.

Results of a longitudinal study show a strong correlation between peer damage and preceptors' lower her GPA and lower academic engagement in middle academy. Scholars who have endured bullying have two to three times more advanced negative comprehension of the academy than scholars who have Norway been involved in bullying. Victims of bullying frequently condemn themselves for being bullied, which can affect their capability to concentrate on practice, lower grades, and perform inadequately on standardized tests. The most generally studied factors that play a part in moderating the association between bullying victimization and academy performance are fellowship quality, social support from peers, academy and early exit. On the other hand, having musketeers with high prosocial geste and low social anxiety reduces the threat of victimization and improves academy performance. Bullying and a violent academy culture also reduce scholars' academic performance and negatively impact their social and emotional well- being

Who's at threat for bullying?

There's no specific profile of scholars who are involved in bullying. Findings of former studies illustrate that there are numerous factors impacting the circumstance of bullying in the seminaries, ranging from the scholars ' sociodemographic, seminary size, number of scholars, and scholars ' perception of bullying. Several studies delved into the characteristics of those who were involved in bullying both bullies and victims. The result showed that preschool aggressiveness, low socioeconomic status, and poor family connections increase the probability of involvement in the bullying cycle at later stages. The results of Meta- analysis study, in which the scholars were distributed according to certain characteristics(either as victims, bully, and bully- victim), set up that pupils who bullies others have a negative station toward others, trouble with academic and social cognition, and come from low- income families. Victims, on the other hand, were more likely to have the characteristics of bad tone- recognition, lack of social chops, insulated and rejected by peers. Victims of bullying viewed as being unresistant or amenable

victims, frequently quiet, careful, and sensitive and may fluently cry, are doubtful of themselves, having low tone- confidence and a negative tone- image.

The exploration took into consideration the internal health issue as the characteristics of those involved in academy bullying. One of these critical issues is tone- regard. Although the idea that low tone- regard is a prominent characteristic of the victims, some results contradicted this idea. Some who say it's both for the victim and bully and others supported that bullies frequently showed lower tone- worth, but advanced social acceptance. Scholars, who have a jobless mama have the chance of being moreover as a victim or perpetrator of bullying. An analysis of data on 5th and 9th grade scholars in 1000 seminaries in Colombia, investigates variables associated with bullying similar as socioeconomic status, family characteristics, and community characteristics. Results revealed that manly scholars, low position of family empathy, family violence, community violence, hostile aggressiveness, and supporting beliefs in the community are associated with bullying

Students' perception of bullying

Bullying in schools has received a lot of research attention over the past three decades, but there is some disagreement about how students perceive bullying. Studies show that students describe bullies as feeling superior, seeking attention from others, exhibiting victim behavior or appearance (e.g., glasses, hairstyles, clothing), or behaving in a particular way. I found out that I recognize it as a person who shows characteristics such as. Others get annoyed. In addition, students identified that the victim's appearance, speech, and clothing were key factors in bullying. Bizarre behaviors such as B. Wearing different clothes, eating different foods, listening to different music, and bizarre behaviors that are perceived as distinctive features of victims of bullying.

According to a recent survey, students describe bullies as "basically cowards who lack respect for others, who want to show off their power, impress others, and feel superior." I understand that you are. Students perceived victims of bullying as having low self-esteem, speaking and pronouncing differently, shy and friendless. Both victims and perpetrators of bullying, male and female students, agreed that poverty and fat were the main reasons for bullying. Weak boys and short girls were also identified as major sources of bullying. Students also perceived bullying as bad behavior and always caused problems in the classroom.

School-based interventions to prevent and reduce bullying

The charge of any anti-bullying programs is to help bullying before it occurs. Still, the exploration on precluding bullying is still arising. In the light of adding frequency of bullying in seminaries, seminaries must ameliorate academy climate by emphasizing on strengthening the educational system to reduce bullying. The academy climate is defined as the physical structure, social and emotional terrain, including academy safety measures, comfortable means, and

harmonious connections between scholars and academy staff. In this environment, the health and well-being of scholars should be a precedence to the charge of public education.

- A exploration review for bullying forestallment programs suggested numerous practical strategies for bullying forestallment and reduction
- Academy programs must emphasize on enhancing the social and emotional climate of the academy by replacing detention with contemplation and perfecting scholar's internal adaptability.
- Seminaries must put programs in place to help their scholars' experimental adaptability to communicate meetly with each other and to develop effective managing chops and find the meaning of their lives.
- Promoting collaboration among different professionals and academy staff(preceptors, academy directors, academy counselor, social workers), felonious justice interpreters, and experimenters to identify the environmental, social and emotional factors that enhance bullying reductions in the seminaries.
- Enforcing a comprehensive, substantiation- grounded bullying forestallment program is pivotal to reduce and help bullying in seminaries. Use surveillance data, at all situations original, state, and public to identify academy requirements.
- Using positive behavioral support systems and behavioral managed chops, in the classroom and in the academy to identify cases of bullying.
- School programs should reflect a zero forbearance for munitions, demarcation, importunity, and gang exertion.
- The Anti-bullying programs should be enforced constantly to assure scholars safety in all academy locales.
- Anti-bullying academy programs should profit from enforcing peer interventions. Peers who have high tone- efficiency, are more likely to defend negative geste and they're more likely to act in the bullying situation.
- Seminaries need to produce a culture of dogmatism for violence by administering all academy programs constantly and fairly.
- Seminaries must develop a professional medication and development program for school teachers and staff to help them tutoring internal adaptability.
- School- grounded bullying programs should profit from the internal health coffers in seminaries (including the counselors, academy psychologists, and social workers) in feting and understanding the relations between the internal health of scholars similar to depression, anxiety and attendance and bullying problem.
- Seminaries have to apply a methodical protocol for the early identifications of scholars facing challenges and extremity.

Current status of bullying:

The exploration concluded that bullying exists in nearly every academy either governmental or private, but with different situations. The hunt set up that academy bullying affects academic achievement either for the victims who suffer from these marvels and at the same time it affects the bulliesthemselves. Teachers and academy operation have to set some programs for bullies to alleviate the academy bullying. The need for continuing anti-bullying work, in seminaries and other places used by children and youthful people, is egregious from current frequency rates and the accumulating substantiation of the unproductive influence of victimization on internal health issues and adaptation. Present suggestions are that bullying isn't getting worse. Over the last two decades a range of anti-bullying interventions have come available, and are circulated and extensively employed, in seminaries in industrialized countries. Cyberbullying provides new challenges, as being a fairly new form of bullying with its own characteristics and kindly different modes of effective intervention. Academy bullying is an area where exploration and practice have gone hand in hand, with good substantiation that the issues have bettered pupil well- being and happiness. The continuing community between exploration findings, both public and transnational, and policy and practice, has pledge of structure on the modest but significant successes so far, in creating safer surroundings in which children and youthful people can live, grow, play and learn. Research has shown that bullying is a complex social and emotional miracle that affects victims in numerous different ways. The authors began this study with the thesis that bullying and truancy were directly related. still, substantiation showed that bullying isn't simply a matter of supplements among variables. Complex problems can not be answered with simple, epigonic results. Rather, results showed that victimization can part scholars from literacy. Seminaries can overcome this negative effect if they borrow strategies that engage scholars in their work, creating positive literacy surroundings that produce academic achievement.

From this study it has been established that a maturity of the academy children are facing the trouble of bullying either by their seniors or from their peers. The reasons for being bullied vary from being fable inclined, weak, less intelligent and backward pupil in classroom studies. It was also set up that the utmost of the victims warrant socialization chops which force them to live within a small world without a friend circle.

Conclusion:

Bullying in seminaries is a wide problem around the world, and no community is vulnerable from this problem, despite the anti-bullying enterprise that is enforced nearly far and wide exploration on bullying has handed rigger substantiation about the nature of bullying, the factors contributing to bullying, the characteristics of a bully and the victim, the physical, social, internal and academic consequences of bullying. Research also suggested numerous practical

strategies that help in precluding and reducing the prevalence of bullying in seminaries. Effective forestallment of bullying programs must define bullying in a clear way to the community and include as its core platoon, scholars, academy staff, parents and other community members. In order to have a safe terrain for scholars to learn, and to grow up, scholars must learn how to communicate with each other, resoluteness conflicts effectively, and learn how to be compassionate to others

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GENDER EQUALITY - NEED OF THE HOUR

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Abstract:

Gender equality is very important for society. It is not only a fundamental human right, but also a required foundation for a peaceful, and sustainable world. Major reforms have also been taken to ensure gender equality. Need of gender equality is being discussed in the article. There are various barriers in the way of assuring and promoting gender equality. Government policies which are contributing and providing a way to ensure gender equality. Many different barriers are discussed here. The required steps and solutions are discussed in order to cope up with the increased gender inequality in the nation as well. The article clearly highlights the status of gender equality in current time, SDGs 5 reports and the importance of gender equality in order for the well-being of the world.

Introduction:

The word gender means socially constructed roles and responsibilities that societies consider appropriate for men and women. Ensuring that everyone has an equal opportunity to reach their potential is what equality means. Despite the fact that every member of society has equal rights and access to resources, there is still a lot of prejudice. Fundamentally, gender equality refers to the treatment of men and women equally in all spheres of life, including politics, the economy, health, and education. One of the major problems in our current society, modern culture, is gender equality. Maintaining gender equality around the world is crucial for growth as well. Rural women are still unable to make a meaningful contribution, and they don't even realise their full potential. However, treating all people equally, regardless of their gender, has received a lot of attention throughout the years. According to a 2018 survey, India ranked first among vulnerable nations for women in a condition that both residents and leaders have gladly rejected. Gender equality only exists in theory, not in practice, which is one of India's most unlikely facts. At every stage of life, we must work to achieve gender equality. Globally, women and girls still lag behind males in many essential areas. Goal 5 of the 17 Sustainable Development Goals (SDGs) established by the United Nations to combat gender inequality aims to empower all women and girls by the year 2030. There are currently 8 years remaining to meet it, and while the globe is on schedule, it does not appear possible. After COVID-19, the climate emergency leads to rising economic and political insecurity, progress on gender equality has not only failed to move forward but has begun to reverse. Gender equality will continue to be

nothing more than an unattainable objective without increased commitment from the international community. The moment is now to take action and support women and girls. The sustainable development agenda will outline how gender equality will be achieved. Ten more objectives have gender-specific benchmarks, recognising the link between women's empowerment and a better future for everyone.

According to UNICEF, gender equality means that “women and men, girls and boys, should enjoy the same rights and liberties, resources, opportunities and protections. It is however, not important that girls and boys or women and men, be the same or that they be treated exactly alike”.

Worldwide, nearly 1 in 4 girls between the ages of 15 and 19 are neither employed nor in education or training – compared to 1 in 10 boys. (UNICEF)

In India, gender equality is a fundamental human right and the cornerstone of a world that is stable, affluent, and sustainable. In India, gender equity and gender neutrality are the activities and ways of thinking that contribute to achieving the aim of gender equality. The concept of gender parity is used to assess the degree of gender equality in a given circumstance, however it is more theoretical than practical in modern culture.

Need for gender equality

Gender equality in this context does not imply that only women are suffering. However, there are situations when men too suffer because of gender inequity. In India, a third gender was recognised in 2014. Despite this, there are still issues and hardships for this third gender. Every gender should have equal representation, privileges, and opportunity. Everyone, every industry, and all age groups are impacted by gender inequity. It will take time to achieve gender equality, but it protects everyone against discrimination and violence against women and girls in particular. Additionally, it is essential for the welfare of the nation and society. A more evolved, better, and safer society is one where men and women are treated equally. Gender equality is a fundamental human right and an urgent necessity. However, gender equality in society is only achievable when men, women and transgender are able to participate equally in the distribution of influence and power, and when women in society enjoy the same level of financial independence as men. Men also gain from gender equality; it is not just beneficial to women. It benefits the economy, offers equitable opportunities, and gives women the right to make their own reproductive decisions. There is more peace in areas where there is greater gender equality. Women have demonstrated their abilities in every field whenever they have had the chance, not just as good homemakers but also as political leaders.

Country without providing equal opportunity for all genders to realise their potential, a nation cannot completely prosper. One of the main causes of poverty is gender inequality, and enabling women to work provides advantages for both them as individuals and the larger

economy. Every nation on earth strives to attain gender equality, but as of yet, we haven't succeeded.

If women were to play an identical role in labour markets as men, as much as \$28 trillion, or 26% could be added to global annual GDP by 2025 (McKinsey, 2019).

As per the reports of UNFPA (2020), 45% of women cannot make their own decision about their sexual and reproductive health.

Women are restricted from working in certain jobs or industries in almost 50% of countries (United Nations, 2021)

The UN Secretary- General, Mr. Antonio Guterres has stated that achieving gender equality and empowering women and girls is the unfinished business of our time, and the greatest human rights challenge in our world.

Barriers in achieving gender equality

Throughout history, there have been several obstacles to establishing gender equality, including sexual inequity, gender stereotypes, social expectations, educational disparities, and a lack of political representation. The world is not on the proper track to achieving gender equality by 2030, according to the most recent SDG-5 report, which was published in 2022. Covid-19 made these gender-based gaps worse. Following are certain barriers in achieving Gender equality:

1. Gender based violence

The World Health Organization estimates that one-third (30%) of women worldwide have experienced physical or sexual violence in their lives (Source:- WHO). Many countries have felt the pain of an increase in gender-based violence in the last few years. Many countries have seen an increase in the rate of domestic violence, where mainly women and men are the victims. In Colombia, reports of gender-based violence (GBV) against Venezuelan residents nearly doubled in past years. The National Crime Records Bureau of India reports that a gender based crime is committed every three minutes. At least two women are sexually assaulted every hour, a young married woman is beaten to death, burned or forced to kill herself every six hours, and 28.4 percent of pregnant women experience domestic violence. Because of the way that women are treated in our society, they often suffer from social isolation, poor self-care, and unemployment issues.

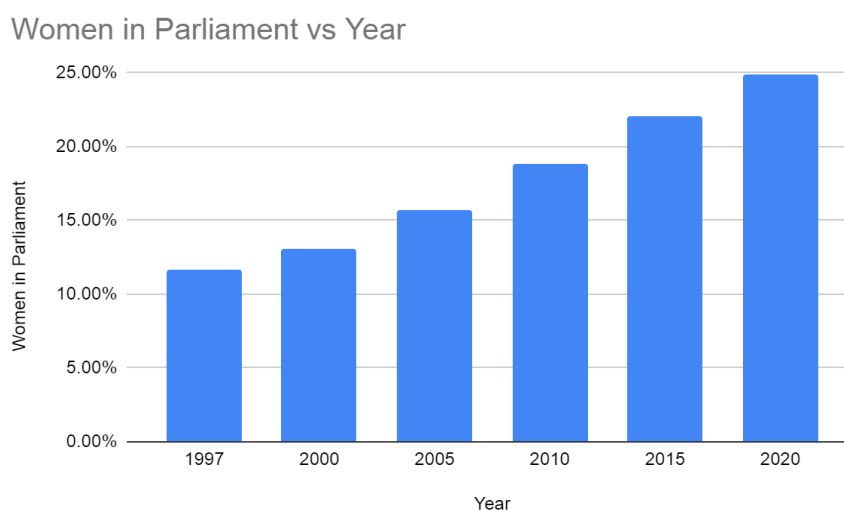
2. Inequality at workplace

Equality at the workplace is important because it provides the same respect to women as men. Employers must provide equal opportunities for promotion, including the ability to take maternity leave without fear of losing a job. As a result of social constructions about women, they have been deprived of their rightful place in society. Over 2 billion women don't have the same employment options as men. Society has considered them to be physically weak and

supposed to do housework. They were not the decision-maker and had to rely on others for financial needs. Nowadays the defence sector shows trust in females and wherever they are writing history either technology, medical or corporate sector. Equal pay for men and women is an important issue, but it is not yet a reality. In 2020, women earned 84% of what men earned for the same job, and Black and Latina women earned even less than that. The gender pay gap has remained relatively unchanged over the past 25 years, shrinking by only 8 cents in that time. There are many reasons why women might be underrepresented in certain occupations or industries, including the tendency for traditional social norms to keep women from choosing higher-paying roles, the limited number of opportunities available to women in education, and the continued discrimination against women. Many reason like sexual harassment, barriers in promotion etc. are the barriers in equality at workplace.

3. Lack of powers/representation

Women should participate equally with males and even transgender people in politics, entertainment, sports, and other fields, but this is not the case globally. No one should be left behind if we are to create a sustainable future for everyone. Over the past twenty years, the percentage of women in politics has doubled worldwide. But today, women have only about 1 in 4 seats in the legislature. Women holding the top political positions in the globe are extremely rare. There were roughly 25 heads of state or government representatives in October 2022. Only 24.9% of parliamentarians worldwide in 2020 are female.



Source: Inter-Parliamentary Union (Data as of 1 January 2020); Report of the UN Secretary-General E/CN.6/2020/3

According to Bureau of Labor and Statistics (BLS) publications (2010), 24% of CEOs in the United Nations were women, reflecting the same conditions at the workplace. Additionally, they made 74.5% more money than their male colleagues. According to the BLS' most current

poll from 2021, 8.1% of chief executive positions worldwide are held by women. By promoting equality at work, this can be equalised.

Another study in the entertainment sector looked at prominent movies from 11 different nations and discovered that just 28% of them had female protagonists, with 31% of all speaking characters being female. Critics' Choice Film Awards also make the obvious underrepresentation of women in the film business abundantly clear.

Women have been doing precisely that decade after decade, and now, women are much more visible in sports than ever before. Sports have the capacity to inspire change and overcome gender stereotypes. For the first time ever, nearly equal numbers of men and women are expected to compete in the Tokyo 2020 Olympics. In contrast, only 22 women (2.2%) of the 997 athletes that participated in the inaugural modern Olympics in 1900 did so. In practically all sports, men and women will compete against one another: Greco-Roman wrestling is a men's-only event, while rhythmic gymnastics, artistic swimming, and freestyle wrestling are events only open to women. Despite advancements, women are still largely excluded from participating in some sports globally and earn significantly less money overall than males.

4. Access to education

Gender inequities in education still exist, despite research indicating how important girls' education is for development.

As per UNICEF 129 million females worldwide are out of school, including 32 million in primary school, 30 million in lower secondary education, and 67 million in upper secondary education. Girls are more than twice as likely to be out of school in conflict-affected nations as they are in non-affected ones. Gender parity in elementary education has only been reached in 49% of the world's nations. The gender disparity grows at the secondary level, where just 24% of countries have achieved gender parity in upper secondary education and 42% in lower school. There are numerous causes poverty, child marriage, and gender-based violence are just a few of the obstacles to girls' education that differ between nations and groups. When it comes to spending money on education, poor families frequently favour boys. One of the major reasons for less enrolment is girls' needs for cleanliness, hygiene, and safety which may not always be met in schools. In education gender equality empowers girls and boys and promotes the development of life skills. The close skill gaps build prosperity in entire countries and society.

World Bank (2022) Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. Girls' education is a strategic development priority for the World Bank.

Table 1: Comparison of life expectancy, access to education and literacy rate of women

1995	2020
Girl's life expectancy at birth	
67.5 years	75.2 years
Number of girls out of the school	
Primary	
65 million	32 million
Lower secondary	
52 million	30 million
Upper secondary	
91 million	67 million
Female youth literacy	
80% of girls aged 15-24	90% of girls aged 15-24 years
Child marriage	
1 in 4	1 in 5
New HIV infection	
280000	140000

(Source: UNICEF)

5. Family background

Lack of gender equality with regard to economic, social, educational, and employment prospects defines the lives of millions of girls and women. Girls and women usually do not have access to resources and have limited decision-making power within their families, households, and communities, especially in the sections of the developing world. In this situation, education brings significant changes in the family. Family background matters a lot when it comes to gender inequalities which further depend upon the socio-economic condition of the parents and the culture and the social practices in that family. If the family is educated, then there will be less barriers and less gender stereotypes in the practice. 79% of women and only 34% of men do cooking and household work everyday for one hour or more.

Globally, 750 million women and girls were married before the age of 18 and at least 200 million women and girls in 30 countries have undergone Female genital mutilation (FGM).

So, family background plays a vital role in gender equality.

6. Gender gap

Men and women differ in their abilities and accomplishments in different areas of society. The World Economic Forum (WEF) released its Global Gap Index 2022, which measures the global gap in four key areas: health, education, economics, and politics.

Table 2: Gender Equality Index 2022 (Source: World Economic Forum, 2022)

	Overall	Economic Participation	Educational Attainment	Health	Political Empowerment
Europe	76.6%	70.2%	99.5%	97.0%	39.8%
North America	76.9%	77.4%	99.7%	96.9%	33.7%
Latin America and the Caribbean	72.6%	64.5%	99.5%	97.6%	28.7%
Central Asia	69.1%	68.2%	98.8%	97.4%	11.8%
East Asia and the Pacific	69.0%	72.2%	95.4%	95.2%	13.3%
Sub-Saharan Africa	67.9%	67.7%	85.3%	97.2%	21.3%
South Asia	62.3%	35.7%	93.2%	94.2%	26.2%
Middle East and North Africa	63.4%	46.0%	96.2%	96.4%	15.1%
Global	68.1%	60.3%	94.4%	95.8%	22.0%

Suggestions to overcome the barriers

Rather than focusing gender equality on paper or in government data, we should focus on making gender equality practical in society for every gender. Either male, female or transgender equal opportunity should be given to all.

- We need to end all types of myth, gender stereotypes and unwanted social practice to make gender equality practical and this will help in ending all sorts of discrimination based on genders.
- We need equality in education so that everyone can get a chance to get educated and get rid from unwanted stereotypes. All sorts of barriers which this world is facing in achieving gender equality needs to be addressed at grass root level in the society.
- To make education accessible to all, we need to focus on schemes like *Serva Shiksha Abhiyan* and *Mid day meal scheme*, so that it can reach to grass root level.

- To overcome these barriers we need equality at workplace, equality in politics, in decision making, at home, in employment and access to education for everyone so that gender based violence and other discrimination can be ended.
- To fill the Gender Gap in different areas, we need to provide equal opportunities to every gender and we need to empower women in terms of finance, politics etc. so that they can make their own decisions.
- There are various initiatives taken by all governments but it has not reached to grass root level, many schemes and yojanas are implemented to achieve or provide equality to every gender in the society. The United Nations has also launched the target as SDGs 5 to achieve gender equality, for which many countries are working so we need to create awareness among society. Like “Beti Bachao, Beti Padhao is a campaign of the Indian government to save and educate each and every girl. As Nelson Mandela says “Education is the most powerful weapon which you can use to change the world”. So this campaign very helpful to achieve equality in education and to full fill the sex ratio. Several schemes or steps taken by the Governments of different countries in order to achieve gender equality
- Balika Samridhi Yojana, Sarva Shiksha Abhiyan, Poshan Abhiyaan, Integrated child development services, Physically disability scholarship, Hostels for working women to guaranteeing safe settlement for working women from their place of living arrangement, National mission for empowerment of women (NMEW) reinforce the general procedures that advance all around development of women. There are also so many NGOs who are working for women and transgender to bring them in mainstream, to provide them equal opportunities. We also need to contribute to these schemes and NGOs, so that needy people can get benefits and we can reach our ultimate goal of gender equality.

Conclusion:

There is a strong need to ensure gender equality in the world, gender equality is also required for ensuring economic growth and sustainable development. Countries having gender equality are more peaceful, prosperous and safer for all in comparison to other countries. We need to understand the need for gender equality, why gender equality is important for society. Gender equality is not an easy task. There are many barriers in a way to achieve gender equality, inequality in education, at home, workplaces, in politics and need to overcome these barriers as soon as possible. We can overcome these barriers through awareness, better education and providing equal opportunity regardless of gender. So we can create a healthy, equal, prosperous and safer world for every gender.

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A STUDY OF SCHEMES AND POLICIES ON GENDER EQUALITY: A REVIEW OF LITERATURE

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Abstract:

From the Vedic period, we see that women had higher status even in our scriptures but in real practice, that status of women is not satisfactory from the medieval period including the British period also. Empowerment in our present society has become a significant topic of discussion in regarding of development of women's empowerment. In this study, we will discuss the various scheme launched by the government of India to improve employment facilities for women education facility provided to women health and infrastructure development, etc some of the most important schemes which was launched by the government was the Narega, child development scheme, Sarv Shiksha Abhiyan, National Rural Health Mission, Beti Bachao Beti padhao, women vocational training program, Ujjwal scheme, Pradhanmantri Ujjwal Yojana, we also talk about the various app like Himmat, and the panic button in last we also discussed some act for example protection of women from domestic violence act 2005 prohibition of Child Marriage Act 2006 right to Education Act 2009 sexual harassment of women at the workplace it improves the social status of women

Introduction:

Gender equality is defined as a state of equal ease of access to resources and opportunity regardless of gender, including economic participation and discussion making is the state of volume different behavior aspirations and lead equal regardless of gender. I can safely say that not a single country today has yet achieve gender equality. One country can say that their place some footing both man and woman is free from all all the prejudice and stereotype gender inequality exist in our society today no matter how much we try to discuss or deny it don't believe me will face the facts there have been improvement that is correct but these improvement or simply baby step in a cross of country race. One of the most important for vision in our constitution in article 15 (3).

In the article 15 (3) empowers the state to adopt the measure of the positive discrimination in favour of women. The National Commission for Women was set up in the year 1992 Ford dealing with the complaints of human rights and volitation to advise on the aspect of economic it is all about the development of women and to protect the legal rights of women.

In India a number of laws has been passed by both the central and state level of Government that address the issue of gender of gender disparity and aims to secure equal rights for the women in a various spheres of social and personal life. These legislation are also called women oriented or women centric.

Different types of inequalities

As a indian we easily get so proud and celebrate very small small things like when the boy is born, when the boy achieve any kind of award in school but we get totally muted and no celebration should we there when the things come for the girls for example in the 21 century some time we see there is no celebration for the girl. We are also able to see that the love for a male child is so much in the society as compared to girl child, people used to kill the daughter at birth or before the birth. If fortunately she is not killed then the people find another way to discriminate against her throughout her life. In Indian religion we see a woman as a goddess but we fail to see her as a human being as how she is. At first we worship her as a god but after that we use her as a tool.

In the society of people who has double standards in reality when it concern towards our attitude changes. Our actions are different from our thoughts and preaching.

Some examples of such legislation are the

Protection of women from domestic violence act 2005

The commission of Sati prevention act 1987

The sexual harassment of women and workplace (prevention Pro habitation and redressal) Act 2013

Equal pay

Prohibition from dowry

As I've mentioned above about the legislation and measures the Indian government has undertaken the numerous policy for For women empowerment and scheme such as Beti Bachao beti padhao to secure a better and safer and equal place for women in the society and to take care of their all-round interest including their social economic development the article will be focus on analyzing this policy and scheme in the light of their role in fulfilling the goal of gender equality in India

As we all know that equality is a fundamental human rights and and it is also a necessary and sustainable world it is a proven fact that equality among the women and girls can very helpful for the economic growth and development Initiatives by the government and non-government organization to deal with gender inequalities

initiative by government for reducing gender gap in all aspect of social economic and political life

#Economic participation and opportunity and health survival

#Educational attainment political participation

Social economic participation and opportunity and health and survival

Beti Bachao Beti padhao BBBP: Issue the protection, survival and education of the girl child. Beti Bachao Beti padhao save the daughter and educate the daughter this campaign was launched by the government of India as Indian we are also well familiar about this scheme this scheme Meli target state search as Uttar Pradesh Haryana Uttarakhand Punjab Bihar and

Background of this Beti Bachao Beti padhao: The female child sex ratio in India is declining day by day it also reach below the constant line in 2001 in 2009 933 female per thousand male in 2001. But sex ratio of the country shown little bit improvement in 2001 943 female per thousand male. In 2020 the sex ratio of the total population in India is 108.18 males per 100 female. There are 717,100,9700 717.10 million males and 662,903,415 or 66.90 million female in india

Reason for this initiative

1. Female foeticide female infanticide are most in human of acts and it is a shame that India these practice are prevailing at a large scale
2. Sex selective abortion this thing lead to a shop drop in the sex ratio of girl. Sex selective abortion is still on the rise on estimate done by the Mac pherson shows that more than 1000000 illegal abortion are being performed every year in the India mainly for the reason that the featus is of the girl child

Support

The Government of India has performed a national executive committee to promote Beti Bachao and beti padhao across the country this committee is organizing Cerebral program to promote to save girl child and educate girl child since January 2015 when the Dr Rajendra Pathak his National governor of Beti Bachao beti padhao Abhiyan

Now let's talk about Beti padhao

Padhaao means to educate

In India we mostly see in the ruler area or the most part of the country many parents think that educating a girl child is a bad investment of their life. They didn't get any profit while educating a girl child. They are thinking that one day their daughter will get married and leave the parental home. According to the people, women are supposed to be in the custody of their father before the marriage. After marriage they must be under the custody of their husband later on under the custody of their son and in old age or widow that's why they don't want to do much investment on the daughter.

Dowry

Dowry is also one reason that they don't want to invest too much on the education they wants to save their money to give dowry et cetera or without having a education women are found of lacking in a present day demanding job skill, unable to convey their message, they face

problem of literacy, deprivation, inefficiency, ignorance, lack of managerial skill and thinking, self-motivation shyness etc.

But whenever we talk about your marks of class 10 or 12 standard result of both male and female we see that the girl are always performing better than the boys this shows that parents are not spending much after plus two standard on girl child that's why there are employment of women is very less in number as compared to the male member If we talk about the literacy rate of females 65.46% in 2011 as against 82.14% of male literacy 16.68% less as compared to male. 16.68 this gap indicates world wide gender disparity in Indian the gap also shows that India do not give in a importance to education of girls Through every year government started various program and various scheme just like Beti Bachao Beti padhao to provide some benefits and empowerment of women but on ground level we can't say enough changes we are only able to see the changes when the mindset of the Indian world change when the society will treat equal to male and female than only a girl would not be considered as a burden and we are able to see the changes in the society for example= the Bhakti movement of Ramanujacharya encourage women to read religious book and to educate themselves thurs it give a new life to a woman

Second yojana

Sukanya samridhi yojana

Sukanya Samridhi Yojana under this scheme girls have been economically empowered by opening their bank accounts in the post office. The Sukanya Samridhi Yojana scheme for D batorment of the girl child in the country is for the saving of some amount for the girl child for their marriage and education purpose. Sukanya Samridhi Yojana this account can be opened at bank and post office. This account easy to access and it is also provide very easy method to withdraw the money for example parents can withdraw that money for the higher studies at the age of 18 year or after the completion of class 10 (document of admission is also valid form to withdrawal the fee from the account)

Rules for premature withdrawal form ssy

The rule and regulation of premature closure of account is mentioned below

- Once the girl rich at 18 year old if she is getting married or there is planning for married then ssy premature withdrawal is allowed the application must be submitted before one month of the daughter marriage
- In case if girl child get pass away the balance which was available in the account will be withdrawn by the Paris or Guardian after submitting that certificate

Feature of Sukanya Samridhi Yojana

Operation of the account

- The parents and Guardian can handle that account until the girl Richard the age of 10 year

- The child is able to operate that account once she attain the age of 18

Deposit made towards the account

The minimum and maximum deposit that can be made in account in a financial year is rupees 500 and Rupees 1 lakh respectively

Duration of the scheme

The time period of deposition of this scheme is at least 10 to 15 year

Transfer of account

And Sukanya Samriddhi Yojana can be transfer from one post to another post vice versa anywhere within the India no charge should be asked for the transfer of the account only they can ask about your proof residence ID that's it.

Mode of deposit

You can deposit your money through online transfer, demand draft, cheque or cash

Document required to open Sukanya Samriddhi Yojana account

- Must get Sukanya Samriddhi Yojana account opening form
- Birth certificate of the girl child must be submitted at the time of the opening the account
- ID proof and address proof are also required
- A medical certificate is also required in case of multiple children are born under one order of birth
- In last any other requested document may ask by the bank or post office

How to open a Sukanya Samriddhi account

1. You can simply visit to the nearest branch of the bank or post office
2. Fill the required application form
3. Once if you fill the form properly and submit it along with all the necessary document pay the first deposit amount which can range between 250 rupees to 500 rupees and you can also pay maximum amount at least 1 lakh rupees
4. After the payment your account must be verified by the bank and post office with all the details are correct and after submitting the rupees you can receive a deposit bill
5. Congratulations, your account is opened.

Working women hostel

It insures the safety and security for working women objective the main objective of this is game is to promote the ability and provide a safe and ecofriendly environment at working place either it was in the urban or semi urban area even for the rural area where the employment opportunity for the women is exist

The Hindi scheme government constructed a new building for the working women where they can live in the hostel without any discrimination with full respect towards their caste and religion and marital status etc.

This is meant for working women those women who are doing their training job there can live there in the hostel children of working women up to 18 year of girl and up to the age of 5 year of boy can stay if there in the hostel with their mother

What are the benefits of this scheme?

- This is beneficial for working women those who may be single widowed divorce separated married and photos working women whose house is very far away from their working place
- In this scheme the seat is reserve for the handicapped people or physically challenged people
- It is beneficial for those women who came for their training program the hostel only allow them to live for a year so the other women can also get chance or also take advantages of this scheme
- If we talk about the rent of this kind of hostel is very less from the rental house and apartment
- This type of hostel is also very secure from the other house or apartment they are providing CCTV provision at the main access and also keep the backup footage of at least 30 days
- A safe environment is also available in the hostel
- Medical facilities also available a well-qualified doctor also available 24/7 in case of any emergency in the hostel

Various type of agency organization which can work under this scheme

1. State government agency including women Development Corporation women Finance Corporation et cetera
2. Urban Municipal bodies including containment board
3. Panchayati Raj institution
4. SHGs self-help group
5. Recognized college and university
6. Civil society organization having prone track recorded for working in the field of women for the social welfare

Fund flow

The ministry of women and child development are responsible for the budget control administration of the scheme at the level the Minister will transfer the fund into the consolidated fund off the stage government funds should be released in the three installments in the ratio of 50: 40: 10 based on the progress of the work the initial budget will be allocated to the state government/ UT administration as per the proposal reserved from the respective state

Pradhanmantri matru Vandan Yojana

- It's main aim to provide the Maternity Benefit to pregnant and letting mother
- Earlier this Yojana is known as the Indira Gandhi matritva Sahyog Yojana
- This Maternity Benefit program run by the government of India and this program was launched in 2010 and renamed in 2017 this is came is implemented by the minister of women and child development this is a conditional cash transfer scheme for a pregnant women of 19 years
- This this scheme is also provide the same amount for the childbirth and child care and to provide the condition of saved delivery and good nutrition for feeding practices

Objective of this scheme

- This scheme promotes an appropriate practice care and institutional service utilization during pregnancy of women at the time of their delivery and lactation
- It also provides the all the basic facility and nutrition to the women

Pradhanmantri Ujjwal Yojana

The daily act of cooking has been a major health issue of women in India due to the use of firewood, till 2014 we see that 100 million of women in India are using the traditional biomass fuel to cook their food. They use cow dung agriculture waste charcoal and plastic waste to make fire in the kitchen, this kind of things produce lots of smoke and also using of various waste material can generate various harmful chemical which affect their body for example chemical reaction can harm their eyes, lungs can also effect by this, get chronic respiratory illness etc

For collecting the firewood, women and children have to travel km to get some firewood from the forest, they also collect the shred of leaves. To protect from this all thing government launch PMUY

Its main aims to to provide a safe and clean cooking fuel (LPG) gas so they don't have to do compromise with their health in smoke which was produced by the fire wood

Pradhanmantri ujjwal yojana was launched by the hon'ble prime minister Narendra modi in in first may 2016 in ballia (uttar pradesh) under this scheme at least 5 crore lpg new connection will be provided to below poverty families under this scheme the government also ensuring about the women empowerment especially in the ruler area, people can be issued the LPG gas cylinder in the name of women of the house holds

Enrollment process

A women those who belong to BPL and those who does not have any connection of lpg gas in her house holds they can apply for a new gas cylinder under PMUY by by feeling the KYC application and submitting this to your nearest distributor While submitting your application you also have to submit your proof and address and ration card and Aadhar number and bank account details to your distributor

Key themes address by LPG

Health

According to World Health Organization estimates, nearly 5 to 6 lakh deaths happen every year due to having indoor air pollution which was caused by biomass fuel while preparing bare food because of various kinds of illness such as respiratory disease, blood pressure etc due to the use of LPG gas cylinders. The death rate will decrease and

Safety

If we talk about safety it is easy to use.

Environment friendly.

Does not contain pollution

Does not contain any kind of deforestation

Does not effect on your health

Mahatma Gandhi National rural Employment Guarantee Act (MGNREGA)

This Act was enacted in 5th September 2005 and it came into the force in February 2006 in this act government guaranteed to provide 100 days employment in a year for every ruler family whose adult member man and woman those who are willing to do work and those who are able to do work. For their work they get minimum wages. One of the most important thing of this act that they guarantee employed one third of women and they also give equal payment to women without any discrimination. They earn equal wages, they also get equal status like male in the society.

Women vocational training program

NCVT national council on vocational training under the guidance of the ministry various programs were launched by the government to enhance the skill and provide various training facilities to the women to get an equal status in the society. The main aims to provide skill that give the employment to the women and provide competency and skill that enable women to become self-employed and entrepreneur this is scheme was initiated benefit for the women those who can do their work from home work like providing tiffin service, papad making, make up (beauty parlor),etc.

Small industry Development Bank of India SIDBI

Under this scheme the government finances the small industry. They provide fund to run their business

There are various function of this scheme

- They provide loans to run the business
- It also helps in expand the market in the both sector domestic as well as international market
- It also promote the employment opportunity to the urban and rural areas

- It also provide the opportunity to buy and use the new technology for there small industry
- It provide the timely flow of credit

Under this scheme various banks are financing and providing the loan to run business

Mahila Udyam Nidhi (MUN) = it provide the financial help to women entrepreneurs to run their entrepreneurial activities

Types of banks

- Annapurna microfinance pvt ltd
- Bandhan financial service pvt ltd
- Bhartiya micro credit lucknow
- Cashpor micro finance pvt ltd
- Disha india micro credit (Sre) Saharanpur
- Disha Microfin Pvt Ltd (Ahd) Ahmedabad

This all bank provide small credit to the women to do their business

Prime Minister Employment generation program

This program encourage women in the field of micro small and medium enterprises it is a Credit linked subsidies scheme up to 25 lakh and more than 6500 women benefited till dated

Women rescue Safety, Rehabilitation and Empowerment

Ujjawala

This scheme was launched in 2007 by the prime minister. This scheme is made for women. Under this scheme there are four major component are there **prevention of Trafficking and Rescue, rehabilitation and Reintegration of victims of trafficking for commercial Sexual Exploitation.**

Objective of this scheme is

- To prevent trafficking of women and children for commercial sexual exploitation through social mobilization and involvement of local community's awareness generation program generate public discourage through workshop seminar and such events and any other innovative activity.
- It also help to provide the rehabilitation service both immediate and long term to the victim by providing basic amenities need such as shelter food clothing medical treatment including counseling legal aid and guardians and vocational training
- The faculties rescue of victim from the place of their exploitation and place them in a safe custody

Mobile app for safety reason

1. Himmat is a mobile app which is launched by the Delhi police. This app was launched in January 2015. This app is made for women's safety. This app is beneficial for those women who are doing jobs, they have to travel at night. The most important thing about this app is that it

works within thirty seconds. This app is very easy to install immediately. This app sends the notification to police your friends family member along with your live location.

2. Panic button in mobile phone

This panic button is superior and faster version of himmat app after using of this app women feel safe and secure in nights they can feel secure as like men without any restriction as per rules since january 2017 all models phone will have the facility of panic button and from 1st jan 2018 all mobile phone will be required to have the facility of identifying the location through satellite GPS.

Important laws for women empowerment in India

We will live in a patriarchal society where women face a plethora of problems like Female foeticide, unequal wages for equal work, domestic violence, work of rectification of women stalking, immoral trafficking, dowry death, etc.

Protection of women from domestic violence act 2005

1.1 A comprehensive law that covers not only physical abuse harm or injury but also covered sexual abuse (forced sex) and verbal abuse (accusation of the character etc)

1.2 emotional abuse(in this man or family of man is abusing their wife for not bringing a dowry or bearing a male child)

1.3 economic abuse such as not providing money for the financial purpose to their wife and children

This act covers all those women who may be mother sister wife or they live in a shared household any woman who else has been subject to any kind of democracy valence can file a complaint against their family members the complaint must be filed against any adult member of the household or relative of the husband or male partner it includes both males as well as a female relative

The complaint can be filled to a police officer a protection officer or an NGO

2. Dowry prohibition Act 1961

This act is for prohibition of giving or taking the dowry. The term dowry means any property or valuable thing given or taken by the groom during their marriage directly or indirectly for dowry there is an act section 3

This act or this section is against those people who are taking or giving the dowry

Section 3(1) hundred this section for this article if any person is caused by taking or giving dowry he shall be punishable with imprisonment for a term which shall not be less than 5 years and with a fine which shall not be less than 15000 rupees or the amount of the value of such dowry whichever is more plenty for demanding dowry if any person demanding directly or indirectly from the bride parents or other relatives or Guardian of a bride or bridegroom as any dowry he shall be punishable with the imprisonment which shall less than 6

3. Preconception and prenatal diagnostic techniques (prohibition of sex selection act 1994)

This act is for the prohibition of sex selection before the birth of the baby to check the link of sex either it is boy or girl to save a girl child from a female foeticide

4. Section 22

This act is all about the prohibition of advertisements relating to the pre-concepts or prenatal determination of sex. If any person will be caught doing the advertisement of sex determination they should be punished for 3 years with a fine of up to 10000 rs. This act is again for the protection of the girl child to save a girl from female foeticide

5 Section 23 medical practitioner in this act 23 the punishment made for the doctor who is doing the sex determination test should be punishable the three years and 10000 rupees fine after the completion of this punishment if the doctor is again practicing sex determination test then they will be punishable for the 5 years and fine will be made of 50000 rupees

If we talk about parents who are sick with the advertisement of any medical practitioner or any other person for sex selection or 4 conducting prenatal Diagnostic techniques on any pregnant woman shall be punished for 3 years and fine up to 50000 if again the person doing the same activity they will be punishable for 3 years and fine up to 1 lakh

6. Sexual harassment of women in the workplace

Presentation propagation and redressal act 2013: This act was passed to protect women from sexual harassment at their working place the bill was passed by the Lok Sabha on 3rd September and on 26 February 2013 by Rajya Sabha and further got the assent of the president on 23rd April 2013 this act came into force on 9 December 2013 this act is applicable for whole India due to this act women are friendly to do their work due to this act security of workplace of women will get improve and the participation of job will be increased this is helpful in economic empowerment and inclusive growth

7. Prohibition of Child Marriage Act 2006 this act came into force in the year 2007 this act is all about child marriage which was happening earlier this act is helpful for the girl child this act allows that after the completion of the 21st the girl is allowed to do their Mary if before the age of 21st if any parents force their children to their Mary will be considered as a criminal offense as per the law

Right to Education Act 2009 the government provides free and compulsory education for every individual up to 6 to 14 years. It is included in article 21st of the Indian Constitution India become one of the 135th countries to make the education of fundamental right this act came into force on the first of April 2010 in this act girls can get an education from their locality (padhy ga India tabhi to aagy badhy ga india).

Equal Remuneration act 1976 the act aims to provide for the payment of equal remuneration to men women workers and for the prevention of discrimination on the ground of sex against women in the matter of employment and matter connected there with or incident thereto

Conclusion:

Women play an important role in the socioeconomic progress of any society. Women also have equal participation and equal beneficiary of the development program Swami Vivekanand's head says that a bird cannot fly in one saying no society can make progress unless women join men in all activities this statement has highly made it clear the importance of women in our society. In India, we mostly see gender inequality and the gender gap still exists Indian rape cases are a violation of the human rights of women, and girl trafficking and dowry death continue till date. Only government rules and policies are not enough for gender equality and women's empowerment in this regard people's mindsets must be changed and orthodox activity must be removed from our society then only female's will able to grow in India without this any discrimination between a boy child and girl child

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VARIOUS PROBLEMS FACED BY B. Ed. STUDENTS: A REVIEW OF LITERATURE

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Abstract:

This chapter aims to assess the problems faced by the students doing B.Ed. The result revealed the continuous problems that are faced by the students and teachers of B.Ed. on a daily basis which are left unseen but has a need to be brought into consideration. The main issue that most pupil teacher had was the lack of resources between teachers and students and the technology divide, both of which hindered the ability to learn and train as skilled teachers. The learning that was imparted to B.Ed. students was also seen to be brief and constrained, which enabled the students to expand their creativity in the field of teaching while restricting themselves to theoretical knowledge. Since today's teachers' trainees will be the world's future creators, their upbringing as educators should be done with good planning and curricula in order to build a productive world. Teacher trainees are the foundation of a brighter future, so their problems should be considered legitimate.

Keywords: Problems, B. Ed. Students, Suggestion

Introduction:

Teaching is a noble profession that comes with so important responsibility and duty towards scholars. Preceptors don't only educate and conduct knowledge but inspire and motivate scholars for life and take important way in life. They keep working to boost the confidence of scholars and direct them in the right direction. To borrow tutoring as a profession, we must realize that not only personality rates are important but educational qualifications too are one of the main conditions. The right qualifications and passion to educate scholars can make a good school teacher. You'll need to complete your scale and also complete a Bachelorette in Education degree. Getting this degree is mandatory to pursue a career as a schoolteacher in a secondary and advanced secondary academy. If you want to be a schoolteacher of advanced secondary classes also one can pursue this degree after the Master's which is after scale as well. In the current era, where the society strongly supports degrees in B.Tech. and MBBS, students rarely hear about exceptional programmes like B.Ed., previously known as B.T. (Bachelor of Training) The fact that students routinely want to be anything other than teachers, such as physicians, engineers, pilots, and models, tells a lot about the prestige of this profession.

In contrast, only the top 10% of merit holders are taken into consideration for this position in nations like South Korea and Finland. However, the threshold for becoming a teacher shouldn't be that high. The greatest candidates for teaching should be chosen through a process that goes beyond B.Ed. and M.Ed. It is important to alter the widespread belief that teaching is a vocation that anybody can pursue because it doesn't call for a particular skill set and isn't the primary option. Learning how to teach is the fundamental goal of earning a B.Ed. Although many of us possess a wealth of knowledge, teaching it to others is an entirely different matter. This is exactly how a B.Ed. Education aids us. Therefore, in the course, future educators learn how to capture students' interest and encourage them to try to absorb the information being shared. This mentality is one of the main problems that teachers deal with. People don't think highly of teaching because it isn't a well-recognized profession, and they think anyone can become a teacher. A great number of employment opportunities are now available in the education sector because it is now recognised as a crucial aspect in a nation's development.

In India, there are around 1.3 million seminaries, based on information from current research. This industry has a lot of compass as a result. To work in this sector, one needs a B.Ed. Under the RTE Act, a master's degree in education is now needed to work as a teacher. Additionally, it facilitates employment as a school teacher in both government and non-profit seminaries. One can study the methodologies used in the teaching industry with this course. It consists of the training programme that will enable someone to become a genuinely competent teacher. Tutoring is a career that is incredibly alluring because it commands such high social respect. India has a long history of having high regard for preceptors. And Norway should ignore that piecemeal from parents, preceptors are the most pivotal person in shaping the minds of youthful scholars. It's an inarguable fact that there are some great preceptors behind every successful person. Piecemeal from respect, there are colorful paths for career progression as a teacher. As a school teacher, one's payment can vary greatly depending on training, qualification, and the type of academy one's employed in. In similar cases, having a B.Ed. can make a huge difference to the payment package. It's a veritable stable job which does not involve pitfalls. It also ensures job security and job satisfaction.

Lately, roughly 1200 scholars from different IITs and NITs were employed to educate scholars in backward areas across 11 countries and union homes. This shows that moment it has come the need of the hour to increase the population of skillful preceptors in our country. But with these, we can't forget to mention the path that a pupil has to cover in order to reach that profession of a teacher. The scholars of B.Ed. face numerous problems in their way to the completion of the degree. By understanding the problems of the scholars we'd be suitable to travel along the in-depth trip of the degree and would give us a better understanding of the professions, the rigors to achieve it, and to suppose something else in order to ameliorate it. In

many aspects, training student teachers is essential for raising the caliber of instructors. And this might lay the groundwork for an excellent future and effective education, producing young people of promise.

Significance:

Making a difference in the lives of children makes teaching a fantastic career. However, many people are unaware of the hardships that come with this line of work. The task of instructing youngsters appears simple to the average individual. In addition, just as there are difficulties in the classroom, there are also difficulties in the completion of the training. Even though the benefits outweigh the difficulties, it's crucial to comprehend teachers' jobs and the difficulties they face. Teachers are the ones who develop nations and serve as the foundation for that process. Teachers should be seen as honorable professions since they give today's young access to the power of education. But there are obstacles that stand in the way of a teacher's life, and they begin even before they have earned their B.Ed. The foundation for a better future for both kids and future generations would be strengthened by an understanding of their issues, as today's teacher candidates are shaping the world of tomorrow. Since it would draw out the greatest attributes of the students and so increase their potential as teachers, an effective curriculum. However, there are other major concerns and issues that students pursuing a B.Ed. degree confront that go unnoticed. This needs to be taken into account because it plays a significant role in how a student's life is made should be included in the completion of the B.Ed. degree in order to create an effective teacher.

Objective:

- To study the problems faced by the teacher's trainees of B.Ed.
- To look on the suggestions as the problems faced by the teacher's trainees of B.Ed

Reviews:

Nilay and Arjun (2022) using a few questions to gather pertinent data on the difficulties of online classes, explored the issues that B.Ed students and teachers encountered during the COVID-19 epidemic. They were concise only with regard to the statistics and did not cover other facets of the subject. Additionally, they only surveyed a small subset of the population. The research yielded no conclusive findings in this regard.

Rasheedha and Maheshwari (2019) studied about 180 student teachers from government-sponsored and independently funded B.Ed. colleges affiliated with Tamil Nadu Teacher Education University participated in study of the issues faced by student teachers during a two-year B.Ed. programme (40 student teachers from government-sponsored and 140 from independently funded B.Ed. colleges). Questionnaire was used to gather data.

Snunith Shoham and Diane Mizrahi (2001) studied the library anxiety among undergraduates in their hassle with the academic libraries through a check grounded on LAC developed by Botick.

With five possible responses to 35 statements. This indicates that, although library anxiety isn't an inviting miracle, it clearly exists and should be honored as an implicit hedge to the educational achievement of B.Ed scholars.

Ling-Ling Tsai and Sheng-Ping Li (2004) discussed college students' sleeping habits. The sample included 237 students between the ages of 18 and 24. Each subject filled out a seven-day sleep diary. The study found that within the group of young college students, there were notable gender variations in sleep patterns and sleep issues. It is advised that students be made aware of their sleep issues and the effects because of the high incidence of sleep problems among regular college students.

Halder *et al.*, (2018) studied about the two years of the B.Ed. programme, difficulties faced by students and teachers were researched using a qualitative descriptive survey and data analysis. For this investigation, 92 samples have been collected. The researchers create two tools. One was for the teachers from both urban and rural areas in the districts of Nadia, Burdwan, and Murshidabad. Researchers discovered some issues after analysing the qualitative data, most of which were teachers' and students' negative attitudes of the B.Ed. programme. They discovered a total of 20 teacher opinions from 7 themes and 40 student opinions from 11 different themes. The majority of opinions suggested that teachers and students with various issues had negative attitudes.

Rathod (2016) describes the issues facing aspiring B.ED teachers via random sampling. 90 B.Ed. teacher candidates from three B.Ed. colleges made up the total sample. Researchers employed the survey method in this study and came to the conclusion that students develop stage fright after 40 erroneous classes and that fresh teaching methods were not applied during the teaching process.

Darji and Deota (2013) discussed the difficulties encountered by B.Ed. students in Vallabh Vidyanagar and found that training teachers takes a lot of time. Many academic issues are brought on by time constraints. Students' inability to adapt to changing circumstances leads to academic issues. To relieve the student's stress and better understand them, there is a need for social, emotional, educational, health, and home adjustments. Our skill and strength to adapt to positive changes are provided by adjustment. This essay aims to investigate the academic and adjustment issues faced by B.Ed. students.

Abhishek *et al.*, (2017) studied For the questionnaire on the challenges faced by student teachers during the two-year programme, 230 student teachers from government-sponsored and independently supported B.Ed. colleges related to Himachal Pradesh university were chosen (70

pupil-teachers from government sponsored and 160 from self-financed B.Ed. college was taken). The data was collected using a questionnaire, and it was analysed using the percentage technique. This study demonstrated the difficulties student instructors faced once the two-year B.Ed. curriculum was put into place. Numerous problems were faced by the administration, the teachers, and not just the student teachers.

Delawala *et al.*, (2018) studied the difficulties that students and instructors encounter, as well as their concerns, and found that teacher education programmes need constant innovation in order to meet changing demands. Teachers play a crucial role in helping the country achieve its objectives in terms of producing future citizens. A medium for articulating, evaluating, and altering attitudes, conversations will assist student teachers in reflecting on common personal problems, asking questions, and seeking answers from others.

Arya (2019) addressed the problems and challenges facing Indian education in the twenty-first century and noted how swiftly things are evolving. The globe is connecting more and more, and technology is always changing how we interact with information. We must reconsider what we learn and how we lead as a result of shifting global realities. For the twenty-first century, we require education.

Some major problems faced by the students doing B. Ed.

- **Limited availability of technological devices:** The availability of the appropriate equipment for every student to access digital content must be taken into account when we examine the field of digital learning. In rural India, not many people have access to personal laptops or computers, and phone screens are not ideal for prolonged study sessions. Especially when it comes to the pupil teachers, their command over technological devices should be there as, the world is turning into a digital platform, the role of a teacher would hold a great hand in its contribution.
- **Shortage of teachers:** Another issue is the lack of teachers or the bad teacher-to-student ratio in both private and public B.Ed. colleges and universities. To ensure that every student receives undivided attention, this ratio must be improved, and a high number of qualified teachers are needed as teachers' supervision and attention are still essential for learning.
- **Professional status:** The fact that students routinely want to be anything other than teachers, such as physicians, engineers, pilots, and models, tells a lot about the prestige of this profession. It is important to alter the widespread belief that teaching is a vocation that anybody can pursue because it doesn't call for a particular skill set and isn't the primary option. One of the primary issues with teachers nowadays is their mentality, which amply demonstrates the prestige that teachers have in our nation. People do not

view teaching as exceptional because it is not a highly recognized profession and they believe that anyone can become a teacher.

- **Inefficient professional training:** Due to insufficient effective professional teachers, student teachers receive inadequate training, which causes students' concepts to be unclear and muddled. Therefore, there should always be ongoing training programmes for educators to assist them stay current and adapt their teaching methods as necessary. All the generations of instructors would benefit from an easier transition. Since ineffective professional training prevents instructors in this country from acquiring new skills and matching those skills, this issue is crucial to consider.

Suggestions:

Through the review of literature, it has been noticed that pupil teachers faced problems with respect to use of technology, anxiety, regarding the use of 21st century skills, time duration so following suggestions are recommended

- There is need to provide sufficient training for the use of ICT in classroom through workshops, seminars or conferences
- In order to work on the anxiety level, some enlightening sessions, yoga, meditations should be practices at regular level.
- More B.Ed. colleges should be opened to facilitate the admission in B.Ed. courses.

Conclusion:

The B.Ed. course is a professional course designed to improve a teacher student's teaching abilities. Currently, taking this course is a requirement for students who want to apply for a position with the School Service Commission. In light of this, students are more likely to finish their B.Ed courses. Understanding and examining the issues experienced by students pursuing a BE.d in the state of Punjab was the major goal of the study. When it comes to preparing future citizens, teachers are crucial to the achievement of national objectives and ambitions. Teachers must therefore possess the necessary knowledge to handle the duties.

Being a teacher is a challenging job, especially at the current time when many unfunded private schools are responsible for delivering teacher education programmes. Both problem-solving and raising the standard of teacher preparation have received a lot of planning and funding. In this sense, pre-service and in-service teacher education serve as strategies to ensure that teachers are qualified to perform their duties. However, teachers must complete pre-service teacher education before beginning their careers. Programs for teacher education must constantly innovate to meet changing demands. In conclusion, students encounter a number of issues while they work toward earning their degrees. The challenges of imparting the literacy and information necessary for the advancement of society are the focus of teacher education in the twenty-first century.

Enhancing teacher effectiveness is always given top emphasis in educational reforms. Being a teacher is a challenging job, especially at the current time when many unfunded private schools are responsible for delivering teacher education programmes. The challenges and raising the standard of teacher preparation have received a lot of attention and funding. Although new technology has been developed for the field of education, our teacher preparation programmes still fall short of expectations. Numerous non-government institutions have been created as a result of the social need. But, the structure of all B.Ed. council isn't sufficient at all. Also B.Ed. The course has a two time duration rather than the former one year. The training of preceptors demands our critical attention. In a changing world, the old system of school teacher training no longer seems to meet the conditions of our seminaries and the society. The problem is the quality and effectiveness of our preceptors. How can a schoolteacher do a better job of tutoring is the main problem. The result of the enhancement of tutoring in our seminaries is to turn out effective preceptors from our school teacher training institutions. The minimal demand of any school teacher training programme is that it should enable the trainee to acquire the introductory chops and capability of a good school teacher.

Although teachers in India face many other difficulties on a daily basis, the ones listed above should be addressed and fixed as soon as possible. Any country must value its teachers and their education. The nation and the person both take on new forms as a result of education. There is a well-known proverb that states that teachers construct nations. If we provide very good infrastructure, Physical facility, Library facility, Proper guidance for lesson planning and help them to solve their problems than develop proper skills in our Teacher Trainees. Our educational system needs a strategy. An advanced or backward country can be traced back to its teachers. The best fruits will undoubtedly come from taking care of the roots. And no, you can't wait for the change to be implemented by the policy-makers. Every person has the power to influence change at their own level. And you have the power to lead the change.

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SUICIDAL BEHAVIOR

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“Suicidal pain includes the feeling that one has lost all capacity to effect emotional change. The agony is excruciating and looks as if it will never end. There is the feeling of having been beaten down for a very long time. There are feelings of agitation, emptiness, and incoherence, ‘Snap out of it and get on with your life, ‘Sounds like a demand to high jump ten feet.’”

David L. Conroy

The word suicide, come from the Latin word “sui” (of oneself) and “caedes” (killing). It was firstly introduced by the philosopher Sir Thomas Browne in the 17th century. According to Durkheim the term suicide can be applicable to all cases of death that evolve from a positive or negative act of a person who is aware of the sequel of the behavior directly or indirectly.

The World Health Organization defines Suicide as an act of deliberately killing oneself. Risk factors for suicide include mental disorder, especially depression, neurological disorders, cancer, and HIV infection. The aim of suicidal behavior, whether deliberately or reluctantly is to eternally finish one's life. True suicidal acts (also known as "gestures") are differentiated from others, self-harming, self-injurious, or Para-suicidal acts and gestures which are also premeditated, but not wished to cause death. Usually, self-injurious acts include cutting or burning oneself. This kind of behavior would be done on grounds of the extreme impression of hurting and harming, but there is no objective to end one's life. Self-injurious etiquette may result in accidental suicide.

Homicides also sometimes go with Suicidal feelings and impulses. Some people feels like their and others' life is not worth living so, others' lives should not continue either, and then decide to end the lives of other people with themselves. Some other reasons for suicide-homicide actions can be craving to punish some person or get revenge on those who have lead him to unendurable suffering to the suicidal person. Religious beliefs and military orders may be provoked such events.

The term suicidal is used to explain any actions or intellection relating to harm self, regardless of the intensity of intention to die as well as self-injurious behaviors and suicidal ideation. Researchers describes the term sociality as cognitive and behavioral characteristics which may become manifested like suicidal ideation or suicidal behavior. Now suicidal behavior is a crucial clinical problem and the main reason for death in adolescents.

Suicidal behavior could be described as a set of incoherent and various spectra of behaviors and can include suicidal ideation, suicidal threats, gestures, self-cutting, low-lethal suicide attempts, or actual suicide.

Self-harm or self-injury

Self-Harm (SH) or Self-Injury (SI) which is also known as, Self-Inflicted Violence (SIV), Non-Suicidal Self Injury (NSSI), or Self-Injurious Behavior (SIB), the spectrum of behaviors where substantiated injury is self-imposed. It involves intended tissue harm that is generally executed devoid of suicidal intent. The well-known method of self-harm is cutting the skin with sharp objects, e. g. a knife or razor blade. Sometimes the term self-mutilation is also used for troublesome, rough, or obnoxious behavior. A self-inflicted wound is a term related to soldiers to illustrate non-lethal injuries inflicted with the intention of early dismissal from battle. Apart from self-harm, the term self-inflicted wound foisted for a definite secondary intention. The definitions of self-harm also include forced harm on their bodies by means of disordered eating. The DSM-5 added a new disorder under the category "Conditions for Further Study" as Non-Suicidal Self Injury (NSSI). Abuse during childhood is known as a primary social factor escalating the incidence of self-harm, as harmful and troublesome parental or partner relationships. Many other factors such as war, poverty, and unemployment may also increase activities like self-harm. Self-harm also exhibit and experience of depersonalization or a hallucinogenic state of a person. About 70 percent of individuals get on self-harm with borderline personality traits and estimated 30% of individuals with autism notch in self-harm with eye-poking, skin-picking, hand-biting, and head-banging.

Self-harming behavior is prospectively life-threatening. There is more risk of suicide in individuals who self-harm. According to a study in 2013, about 3.3 million cases of self-harm occurred worldwide. Self-harm usually occurs in young adulthood between the ages of 12 and 24.

The stimulation for self-harm diverges, as it may be used to accomplish a lot of different functions such as providing fleeting release of intense feelings such as depression, anxiety, emotional numbness, stress, and a sense of failure or self-loathing. People may harm themselves by managing and controlling the pain, experienced in their personal life (e.g., through abuse).

Current research shows that the incidence of self-harm is too large in extent to young population with the standard age of commencement between 14 and 24. There is an increased risk of self-harm among college students. It comes in knowledge after a survey on undergraduate students that in the US, 9.8 percent of the students had purposefully cut or burned themselves at least once in the past. According to a study in Ireland, it states that

instances of treatment of self-harm at hospitals were higher in cities and urban districts than in rural locations. In 2008, a study on young people study the gender gap closely, result that 32 percent of young females, and 22 percent of young males were found engaged in self-harm. Studies also point out that males engaging in self-harm may also be at a greater risk of implementation of suicide.

Suicidal ideation or suicidal thoughts

Now a day's the medical term Suicidal Ideation (SI) is extensively in use. Suicidal Ideation is the direct feeling regarding giving up his or her own life, with some degree of the intention of suicide. A person with suicidal thoughts does not mean that he or she had to commit suicide. But it needs to be addressed and it has to be handled as a serious issue. Research has estimated that over 30,000 people commit suicide each year, and a suicide attempt is predicted to be once every minute.

Suicidal ideation, also known as suicidal thoughts engrossed thoughts concerning a bizarre obsession with suicide. Suicidal thoughts are a risk factor for suicidal behavior. Suicidal ideation is allied with depressive symptoms, hopelessness, and loneliness among adolescents. Suicidal thoughts are common, and many people experience them when they are in stress or experiencing depression. In most cases, these are short-term and can be treated, but in some cases, they place the individual at risk of attempting or done suicide. Most people who experience suicidal ideation do not carry it through, even though some may make suicide attempts.

Suicidal ideation occurs when a person think that they no longer able to handle the irresistible situation. The general situations or life events that might cause suicidal thoughts are grief, sexual abuse, financial problems, remorse, rejection, a relationship breakup, and unemployment. Following risk factors have impact on the probability of someone experiencing suicidal ideation:

- A family record of mental health issues
- A family history of substance abuse
- A family history of violence
- A family history of suicide
- A feeling of hopelessness
- A feeling of isolation or loneliness
- Being gay with no family or home support
- Being in trouble with the law
- Being under the influence of alcohol or drugs
- For children, having disciplinary, social, or school problems
- Having a problem with substance abuse

- Having a psychiatric disorder or mental illness
- Having attempted suicide before
- Being prone to reckless or impulsive behavior
- Possessing a gun
- Sleep deficiency

Knowing, identifying, or being associated with someone who has committed suicide Hereditary factors could increase the risk of suicidal ideation. Persons with suicidal feelings tend to have a family history of suicide or suicidal thoughts.

Suicidal ideation is of two types one is active and other one is passive. Active suicidal ideation is an existing desire to die with the appropriate plan. Passive suicidal ideation is when a person desire to die but person does not go along with a plan to end one's life. Many healthy people have suicidal thoughts. But for those who torment by mental illnesses such as depression, schizophrenia, and drug or alcohol abuse, suicidal ideation is predictable.

Mental health professionals used suicidal ideation to describe suicidal thoughts and feelings (without suicidal actions). The presence of suicidal ideation without any plan of committing suicide results, a less dangerous end of the suicide behavior. The probability of someone committing suicide is silent there but devoid of a few immediate risks. But it should be a bona fide cause for concern because if suicidal ideation has been established, it can turn into a "cognitive habit". Because of this, an involuntary and consistently negative, dysfunctional style of thinking starts periodically and spontaneously when a person gets stressed. The existence of this type of thinking with past history of depression can lead to further depression and aggravate suicidal gestures. Death from suicide is obviously a colossal alarm; however, deaths due to suicide are merely part of a larger dilemma. Suicide is considered as a terrible end of suicidal behavior. There is a far greater figure of adolescents that contemplate and attempt suicide than then the number of deaths due to suicide. The primary route for suicide is suicidal ideation. Suicidal ideation is preventable if treated. Currently, there are numerous treatment options obtainable for those who experience suicidal ideation. If someone has suicidal thoughts, it should be considered as an alarm and medical treatment should be required on urgent basis. Even though most individuals with suicidal ideation do not ultimately commit suicide but medical assistance is needed so that individuals can be safe.

Suicidal gestures

People suffering from suicidal ideation may also have suicidal gestures. When suicidal actions consign the risk of suicidal death increases. Actual attempts to kill yourself are known as "suicidal gestures" or "suicide attempts" by mental health professionals, no matter how ineffective those attempts could be. Suicidal gestures can be acted with the full fatal plan, or they may be acted out reluctantly, they want to end their lives than share their painful feelings

with people around them. Even uncertain, half-hearted suicidal gestures can consequence as complete suicide.

Community surveys of suicidal ideation have confirmed that about one-fourth of adolescents have experienced suicidal ideation at some point in their lives. Life events and difficulties such as bullying, social isolation, and poverty are linked to the increased risk of suicidal behavior. Adolescents who are dissatisfied with their social support tend to suffer from depressive symptoms and low family support is a predictor of adolescent suicide attempts. Social support significantly reduces suicidal ideation and depressive feelings among adolescents. The article also stresses upon the significance of professionals like general practitioners, teachers, pediatricians and school counselors to be trained to recognize nonfatal suicidal behaviors in adolescents so as to facilitate referral and effective management.

India is at its heights for adolescent suicide. Suicide is the second leading cause of death of youngsters in the country. Approximately every 90 minutes a youngster tries to commit suicide in India. It is a critical public health problem for adolescents around the world. An estimated 1.3 million people died globally among 10-19-year-olds in the year 2012 alone (World Health Organization, 2014). Suicide is a universal experience in the year 2015, 78 percent of suicidal cases occurred in low and middle-income countries.

According to the Global Burden of Disease Study, 2014 Suicide causes 842,000 deaths worldwide in 2013, whereas in the year 1990 7,12,000 deaths are accounted for.

Suicide is an imperative international communal apprehension that affirms nearly one million ultimate deaths every year (World Health Organization 2014). It is evident that the prevalence of suicidal ideation and suicide attempt increase in adolescents, which is the emphatic forecaster of succeeding in completed suicide.

There is ample cross-national dissimilarity in suicide rates. Age, gender, and ethnicity noticeably differ. According to the report from the World Health Organization suicide become an epidemic in Asia where several large populated countries with high suicide rate adjudge for a greater part of the world's suicides. Suicide is, therefore, an alarming social issue and also wide-ranging.

The death among the young, yet to fully appear into adulthood is a global tragedy. Parents, educators, researchers, and of course the adults in our society, must feel the responsibility of preventing this loss. It is necessary to assess the reasons and facts responsible for the mounting impulse in young people to take a decision that ends the way to all the possibilities of life.

Suicide is defined as enchanting one's own life on purpose. The word 'suicide' is translated into English as "self-murder". Till the end of the twentieth-century suicide was

considered as a criminal act. The Latin phrase *felo-de-se* was used as legal terminology, which means "a crime against the self".

Suicide is an act that takes one's own life. Different kind of suicide is prevails. The term "Assisted suicide" is used when an assistant or any person helps a terminally ill person to die, avoiding a looming, inescapable and probable painful decline as possible. "Euthanasia" is a term in which another person brings more active role in the ignition of a person's death.

Historical perspective

In Ancient Greece, suicide was not considered wrong generally, but there had to be a strong justified reason for it. Although Plato was against suicide, he made three important exceptions: when "legally ordered by the State" (as in the case of Socrates); for painful and incurable illness; and when someone is "required to commit suicide by the incidence of some intolerable misfortune".

Two other Greek philosophers, Speusippus and Democritus, both committed suicide because of health issues when they were very elderly (the former died at the age of 90). Then, the Epicureans generally felt that when life becomes unbearable, suicide was justified.

In Ancient Rome, there was no ban on suicide for citizens. However, suicide was not allowed for slaves and soldiers. Because life was not treated as a gift of the gods, most leading Romans supported the idea of suicide for specific situations, such as individuals preferring death to dishonor, or those who wished to avoid the decay of old age. The existence of suicide is probably as old as that of the man himself. At the different age, suicide has variously been overestimated, romanticized, bemoaned, as well as even destined.

Suicide in the Indian context can be understood through its literary, religious, and cultural ethos only because rarely the life as a human given by god after so long period of time.

Suicide has been mentioned in the great cultural stories like Ramayana as well as Mahabharata. It is known that at the time of Lord Sri Ram's death, there was an epidemic of suicide in Ayodhya. The sage Dadhichi gave up his life so that the Gods may use his bones in the war against the demons. In the Bhagavad Gita suicide for selfish reasons is not appreciated at all and considered that such death cannot have "shradha", one of the most important last rites in Hindu culture. The Brahmanical view held that those who attempt suicide should fast for a stipulated period. Same the Upanishads also condemn suicide and state that 'who takes his own life will enter the impenetrable darkness after death. Though, the Vedas in some instances permit suicide for religious reasons and consider that the best sacrifice was that of one's own life. 'Sallekhana', suicide by hunger was linked to the attainment of 'moksha' (liberation from the cycle of life and death), and is still practiced in this modern era. Sati, when a woman ends herself on the pyre of her husband rather than live the life of a widow (Johar), in which Rajput

women killed themselves to avoid from getting disgrace by the invading Muslim armies, was practiced until the early half of the 20th century.

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IMPACT OF SOCIAL MEDIA ON SUICIDAL BEHAVIOR AMONG YOUTH

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Abstract:

In today's speedy world, everybody tries to be advance of their competitors, friends and social circle. Youth is the age between childhood and adulthood. Use of social media Web sites is one of the most common activities among youth and it is associated with increased depressive, stress, aggression and isolation are symptoms in youth and these are positively related with suicide. Suicide is one of the highest causes of death among youth today. Any Website that allows social interaction is considered a social media site, including social networking sites. The main aim of the studies related to explore the relationship between social media and suicidal behavior among youth. The study with sample of total 60 males (30) & females (30) between the age of 14-25 years, from Udaipur (Raj.). Oxford researchers have found that internet forums provide a support network for socially isolated young people. Our hypothesis is "there is positive correlation between social media and suicidal behavior among 14-25 years age group boys and girls. Students were asked to present the data for age, gender, average daily time exhausted on social networking sites, average time spent on watching TV, and sleep duration in a 24-hour period. All students have been informed about the objective of the study and were asked to fill suicide probability scale (SPS) by John G. Cull and Wayne S. Gill. The result shows that social networking supported suicide related behavior. The time exhausted on social networking in high school and college students and it is related to the risk of suicidal behavior, determined by suicide probability scale. Although further research is needed to show the casual relationship between social media and suicidal behavior.

Keywords: Social media, Impact of social media, Suicide, Suicidal behavior, and Youth

Introduction:

Use of social media Websites is amongst most common activity of today's children and adolescents. Social networking sites such as Facebook, Whatsapp, MySpace, and Twitter, gaming sites and virtual worlds like as Club Penguin, Second Life, and the Sims; video sites such as YouTube, and blogs suggest today's youth a gateway for entertainment and communication also have grown exponentially in latest years. According to Comscore Digital focus 2013, these are some facts from the report. Among 73.9 million peoples among world, Indian is 3rd as Online Population, 2nd in Asia Pacific. McAfee's Tweens, Teens & Technology

Report 2014 was conducted through a survey across Indian of online teens and points out dangerous trending things and statistics among the Indian youth. Like 10-12 year old social account users reported elevated daily entrance to Snapchat, Pinterest, Tinder, Tumble, and Vine than their teen counterparts, even though the minimum age to register in these social networking sites is above 13 years, half (52%) of India's youth then too access their social media accounts while at school. Two-thirds (66%) of youth in India say that they feel more accepted on social media than they do in real life. 57% of youth do not know what to do if they were troubled or bullied online. Only 46% say their parents have had a discussion about online safety.

Social media allow teens to generate online identities, communicate with others and build social networks. These networks can provide teen's valuable support, mainly helping those who experience leaving out or have disabilities or chronic illnesses. Teens also use social media for entertainment and self-expression. And these platforms can expose teens to current events, allow them to interact across geographic barriers and teach them about a variety of subjects, including healthy behaviors. Social media that's entertaining or disturbing or also provides a meaningful connection to peers and a wide social network might even help teens avoid depression.

However, social media use can also negatively distress teens, distracting them, disrupting their sleep, and exposing them to bullying, rumour spreading, unrealistic views of other people's lives and peer pressure. The risks might be related to how much time teens use social media. A study in year 2019 states that more than 6,500 teens age between 12- to 15-years in the U.S. found that that they spent more than three hours a day on social media might which heightened risk for mental health problems. Another 2019 study on more than 12,000 subjects about 13- to 16-year-old in England founded that use of social media, more than three times a day can cause poor mental health and well-being in teens. Other studies also have observed links between high levels of social media use and depression or anxiety symptoms.

Suicide is defined as taking of one's own life. In some European languages, the word for suicide translates into English as "self-murder" Until the end of the twentieth century, approximately, suicide was considered a criminal act. The legal terminology used the Latin phrase *felo-de-se*, which means "a crime against the self". In the social climate of 2002, suicidal behavior is commonly regarded and responded as a psychiatric emergency. Suicide causes immense pain, suffering, and loss to individuals, families, and communities nationwide. Suicide is the second foremost cause of death among 15-24 year olds and more than 9.4 million adults in the United States had very serious thoughts of suicide in every 12 months. But suicide is preventable, so it's important to recognize what to do. Suicidal behavior is any action that could be root for person's die, such as taking a drug overdose or crashing a car on intentionally. Suicidal behavior includes completed suicide, and attempted suicide. Thoughts and plans about suicide are called suicide ideation. As per World Health Organization, in the year 2020, approximately 1.53 million people have died from suicide. There is a increase in evidence that

this behavior of using social media affect and change people's lives, mainly in teenagers (Centre for Disease Control and Prevention Suicide, 2011).

India has one of the world's highest rates of suicides cases among people aged from 15 years to 29 years. Each year, from 30 to 40 people per 100,000 aged between 15 and 29 kill themselves in India. In every 90 minutes a teenager tries to commit suicide in India but in every six hours, one died by suicide. India is regarded as "Suicide Capital of South-East Asia" as it has recorded the highest number of suicides in South-East Asia in 2012, according to WHO report, if you look at the progress of the rate of suicide in India you can check on the government sites like Ministry of Home affairs, National Crime Records Bureau, Accidental Deaths and Suicides in India. In 1967 the suicide rate in India was 7.8, but it has increased to 11.0 in 2013, with a peak rate of 11.4 in 2010. According to a list compiled from the 2012, Suicidal Deaths in India Report that is published by National Crime Records Bureau (NCRB), Government of India The top three states with highest suicide rates are Sikkim, Tamil Nadu and Kerala respectively, while Bihar recorded least suicide rates. In 2012 Rajasthan comes at 19th rank with suicide rate 7.0% per 100,000.

Impact of internet and other communication networks on suicide

Rising cases of group suicides of stranger, who meet over internet had been reported in Japan since last decade. The victims usually found to be young and meet over the internet on sites that provide number of suicide-related sites and chat rooms where participants are online, not to persuade one another, but to support one another in their desire for suicide. Fears have increased in the UK when people got to know about the link between suicide and internet, when 5981 internet suicides were reported in 2012.

Depression is one of the most frequent psychiatric mood disorders in both developed and low-income countries. Mainly depression affects approximately 16% of the general population at one or more times during their lives (Lee *et al.*, 2010, Kessler *et al.*, 2005). Depression is a major risk factor for highly prevailing cardiovascular disorders, and has a significant impact on suicide incidence. On several occasion, television exposure also provide content related to aggressive and anti-social behavior (Johnson *et al.*, 2002, Mitrofan *et al.*, 2009) and sedentary way of life has been linked with depression in adult population (Teychenne *et al.*, 2010). Computer uses and television is also linked with anxiety and depressive symptoms (de Wit *et al.*, 2011). Social networking phenomenon it is quite new, very few research studies so far have been done on its impact on health. Facebook use has been linked with changes in one's self-esteem (Gonzales *et al.*, 2011), and some authors expressed their concern about its possible harmful effect to mental health, especially those issues that are related to the quality of social interactions (Rajani *et al.*, 2011).

Around the world, the English terms youth, adolescent, teenager, kid, and young person are interchanged, there meanings are same. Youth can be referred as the time of life when

one is young. This involve the duration of life which is between the childhood and adulthood (Webster's New World Dictionary, Altschuler, D., et. al. 2009). Youth also identify as a particular mindset of attitude, as in "they are very youthful". For certain uses, such as employment statistics, the term also sometimes referred as individual from the age of 14 to 25 (Furlong, A., 2013). However, the term adolescence also refers to a definite age range during a specific developmental period in a person's life.

Review of Literature:

Sandhya Keelery (2020) when internet users of India are very quickly increased more than 680 million actives done on digital platform. Initially it was done by way of straightforward email, this have long-drawn-out on the way to a digital creation, through lots of social networking giants reminiscent of Google, Facebook, as well as Twitter. Nowadays it became a part of on a daily life for millions of Indians.

Clement (2020) in 2020, worldwide, about 3.6 billion internet users were interacting by means of social media 2020.

Krishnan (2019) almost 574 million numbers full of life Internet users are belonged to India till 2019. After India second internet user country is China. Indian internet users use 2.4 hours every day along with 17 hours every week on social networking sites while internationally.

McGillivray (2015) Study shows negative effect of engaging in social media and the average spending time each day on their phone and computer is more than sleeping.

Dadhich (2015) reported that in 2014, from January to November almost 414 cases of suicide were reported from different Thana's.

Research purpose:

- The main purpose of this study to find the relation between social media and suicidal behavior among youth.

Objective:

- To study the relationship between social media and suicidal behavior among youth (Male and Female).
- To study the difference between male and female score of social media.
- To study the difference between male and female score of suicidal behavior.

Hypotheses:

- There is positive relationship between social media and suicidal behavior among youth (Male and Female).
- There is no statistically significant difference between male and female score of social media.
- There is no statistically significant difference between male and female score of suicidal behavior.

Methodology:

Variable:

1. Independent variables: (I) Gender: a) Male b) Female
(II) Social Media Scale
2. Dependent variable: Suicidal behavior

Sample:

The study utilized a sample of total 60 (30 male & 30 female) between the age of 14-25, from Udaipur (Raj.).

Sampling method: Random sampling was used to eliminate possible bias.

Research design: Correlational research design

Test and tools:

1. Social Media Scale (SMS) by Dr. Rukmani Radhaswami
2. Suicide Probability Scale (SPS) by John G. Cull & Wayne S. Gill.

Result and Discussion:

The scoring was done as per the procedure laid down in the manual of the suicide probability scale. The social media and suicidal behavior scores were taken then computed and analyzed with SPSS16.0 for windows statistics, mainly the Pearson Correlation, Mean, SD, DF, 'T' value, P value two-tail, and were applied to find out the correlation and significance at 0.01 level (2-tailed) of correlation among the social media and suicidal behavior. To see the difference between male and female and significance by t test, analysis of data is done. The results of various parameters are as follows:

Table 1: Correlation between social media and suicidal behavior

		Social Media Score	Suicidal Behavior Score
Social Media Score	Pearson Correlation	1	.355**
	Sig. (2-tailed)		.005
	N	60	60
Suicidal Behavior Score	Pearson Correlation	.355**	1
	Sig. (2-tailed)	.005	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation coefficient revealed significant positive correlation between social media and suicidal behavior $r(58) = .35, p = .005$.

Table 2: Descriptive analysis between two group (male & female) score of social media

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social Media Score	Male	30	54.7667	7.90758	1.44372
	Female	30	57.2333	5.28292	.96452

Table: 3 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social Media Score	Equal variances assumed	9.243	.004	-1.421	58	.161	-2.46667	1.73627	-5.94219	1.00886
	Equal variances not assumed			-1.421	50.587	.162	-2.46667	1.73627	-5.95307	1.01973

An independent-samples t test was conducted to determine if a difference existed between the mean of social media scores of male and female. There was no statistically significant difference between the mean social media score of males (N=30, M=54.7667, SD=7.90758) and females ((N=30, M=57.2333, SD=5.28292), $t(50.587) = -1.421, p = .162$. The effect size (Cohen’s d), $\eta^2 = 0.36$, was small. The 95% confidence interval was -5.9 to 1.01. The researcher failed to reject the null hypothesis.

Table 4: Descriptive analysis between two group (male & female) score of suicidal behavior

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Suicidal Behavior Score	Male	30	10.8000	5.96195	1.08850
	Female	30	13.0333	7.01959	1.28160

An independent-samples t test was conducted to determine if a difference existed between the mean of suicidal behavior scores of male and female. There was no statistically significant difference between the mean suicidal behavior score of males (N=30, M= 10.8000, SD=5.96195) and female (N=30, M= 13.0333, SD= 7.01959), $t(58) = -1.328, p = .189$. The

effect size (Cohen’s d), $\eta^2 = 0.34$, was small. The 95% confidence interval was -5.6 to 1.1. The researcher failed to reject the null hypothesis.

Table 5: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Suicidal Behavior Score	Equal variances assumed	.292	.591	-1.328	58	.189	-2.23333	1.68146	-5.59915	1.13248
	Equal variances not assumed			-1.328	56.519	.189	-2.23333	1.68146	-5.60103	1.13436

Conclusion:

In this study our positive hypothesis “there is positive relationship between social media and suicide behavior probability on youth” is significant at the 0.01 level. And our null hypothesis becomes accepted. So we can say that “there is no significant difference between the scores of social media of male and female”, and “There is no significant difference between the score of suicidal behavior in male and female”.

In our research no respondents were found to be classed in the high or severe level of suicidal risk. Two male and three female respondents rated as mild in classification of suicidal risk. In descriptive analysis here also females shows more scores of use of social media and suicidal behavior. But according to t- test we fail to reject null hypothesis. This is may be due to errors in making inference. Some study also support our results .Conclusion that the analysis indicated no respondents to be classified at the severe level of suicidal risk, is an important point to be made that the Suicide Probability Scale was used in a general population to identify students at risk of suicide.

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AN ACIVITY INDEX AND STRESS VULNERABILITY OF TEACHING STAFF FROM SHIVAJI UNIVERSITY, KOLHAPUR

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Abstract:

The purpose of the study was to compare stress vulnerability based on level of activity, gender, and teaching experience. For the descriptive survey 64 teachers (Male-34, Female-30) were selected convenience sampling from different departments within university of Shivaji, campus. Level of activity index was measured using ‘Acticity Index Quastionnaire’ (Thomos *et al.*, 2017) and information revealed to the gender, and teaching experience was gathered. Stress Vulnerability Questionnaire (Werner *et al.*, 2006) was used to measure their stress vulnerability. Teachers were grouped based on gender and teacxhing experience and all the teachers were categorized as sedentary based on their activity index score. The mean stress vulnerability score of teachers from different grouped ranged between 49.00 & 57.43. 2×4 ANNOVA was used to compare stress vulnerability among teachers. Results shows that there is no significance difference stress vulnerability score of teachers based on gender and teaching experience.

Introduction:

In 2004 World Health Organization (WHO) endorsed a global strategy on diet, physical activity and health indicating that inactivity is not just a problem for developed countries. Global strategy suggests that appropriate PA is important in prevention of lifestyle diseases. Inactivity is one of the leading global causes of death and disability (WHO, 2003). Despite the common knowledge that exercise or PA is helpful, many people are not regularly active. Brook’s (1996) study addressed the sedentary population and their reasons for leading an inactive lifestyle; he found that competing priorities, lack of exposure, lack of incentives, lack of motivation, boredom and psychological barriers were some important barriers.

Stress is a degree of total burnout caused by life events. It is also an inevitable part of life. Under the physiological stress Asthma and allergic cold are included & under psychological stress anxiety & depression are involved. Now a days the issue is not how to avoid stress but rather how to manage it. While there are many approaches and specific techniques, in general the fundamental principles of physical and psychological fitness themselves is an effective strategy for managing stress.

For managing stress people should follow few factors like-PA or exercise, avoiding caffeine, time management, clear communication, relaxation techniques etc. Stress can be categorized into positive and negative and accordingly the results get influenced.

Teachers are arguably the most important group of professionals for our nation's future. Work-stress can cause unusual and dysfunctional behavior at work and contribute to poor mental and physical health. Because of competition, Demand to meet Academic Performance Indicator (API) brings in lots of stress on teachers; which will further affect their teaching and in response students learning. Hence Researcher wants to measure the actual level of PA and teachers vulnerability to stress and further compare the differences in stress vulnerability based on activity index and teaching experience.

Objectives of the study:

- To measure the activity index of teaching staff from Shivaji University Kolhapur.
- To measure the stress vulnerability of teaching staff from Shivaji University Kolhapur.
- To compare stress vulnerability of teaching staff based on level of activity, gender and teaching experience.

Methodology:

Sampling:

The total sample consisted, from 15 departments with each department 4 teachers were taken (60 teachers). 15 Departments namely Electronics, Mathematics, Education, Law, Bio-Technology, Marathi, Economics, Zoology, Commerce and Management, Political Science, Computer science, Psychology, Food Science and Technology, Hindi, Micro-Biology, etc.were selected and four teachers were taken randomly from the selected departments.

Sampling method:

For data collection the researcher used 2 different questionnaires and demographic profile. In first Activity Index Questionnaire (Thomos *et al.*, 2017) questionnaire 3 questions which was used to assess an individual's overall level of activity in 3 dimensions (frequency, Duration Intensity). Responses to the questions were given 6 point scale.

Stress Vulnerability Questionnaire (Werner *et al.*, 2006) contains 30 questions which was used to assess an individual's stress vulnerability. Responses' to the questions were given 4 point scale ranging from-strongly agree to assess an individual's stress vulnerability. Responses o the questions were given 4 point scale ranging from "strongly agree to strongly disagree"each carries marks (Strongly agree-1, mildly agree-2, to strongly agree-3, strongly disagree-4).

Procedure:

The researcher personally visited the different departments from Shivaji University Campus with seek permission from each departments HOD. With those teachers consented for

filled-up questionnaires they were taken. Researcher had given all the necessary instructions regarding the filling-up of the questionnaires

For them had given all the necessary instruction regarding filling-up of questionnaires from 15 departments met by randomly.

Departments are Electronics, Mathematics, Education, Law, Bio-Technology, Marathi, Economics, Zoology, Commerce and Management, Political Science, Computer science, Psychology, Food Science and Technology,Hindi, Micro-Biology, etc.

After the data collection all option that recorded by the sample were put into the data & then it was analyzed using statistical tool.

Data analysis:

Table 1: Descriptive statistics of stress vulnerability for different groups of gender and experience

Gender	Exp category	Mean	Std. Deviation	N
Male	1 – 9	52.00	16.279	5
	10 – 19	55.54	6.450	13
	20 – 29	52.33	8.276	9
	30 & Above	57.43	4.353	7
	Total	54.56	8.472	34
Female	1 – 9	50.00	7.823	6
	10 – 19	52.67	7.984	9
	20 – 29	54.55	7.954	11
	30 & Above	49.00	4.320	4
	Total	52.33	7.512	30
Total	1 – 9	50.91	11.734	11
	10 – 19	54.36	7.081	22
	20 – 29	53.55	7.964	20
	30 & Above	54.36	5.921	11
	Total	53.52	8.051	64

From the table no.1 and figure 1 it is observed that out of 34 male teachers there are 5 teachers who had less than 9 years experience and their mean stress was 52 which is least as compared to other groups of male teachers based on experience but they are vulnerable to stress.

Seven teachers who had experience 30 years and above had the highest stress mean of 57.43 among male teachers.

In case of 30 female teachers those teachers who had least experience (less than 9 years) and those who had experience more than 30 years were somewhat vulnerable to stress their mean stress was 50 and 49 respectively. While those teachers who had 10-19 years teaching experience and 20-29 years teaching experience had mean stress of 52.67 and 54.55 respectively and they were categorized as vulnerable to stress.

And the mean stress of total sample (n= 64) was 53.52 which means they were vulnerable to stress

Table 2: ANNOVA comparing Stress Vulnerability with in different based on Gender, Experience and Gender & Experience

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	358.312 ^a	7	51.187		.769
					.615
Intercept	156024.903	1	156024.903	2345.186	.000
Gender	106.952	1	106.952	1.608	.210
Exp category	71.266	3	23.755		.357
					.784
Gender * exp category	197.058	3	23.755		.357
					.405
Error	3725.672	56	66.530		
Total	187375.000	64			
Corrected Total	4083.984	63			

a. R Squared = .088 (Adjusted R Squared = -.026), Exp. category-Experience category.

From the table 2, it is observed that comparing Stress Vulnerability with different basis on Gender & Experience there was no significant difference between stress vulnerability score. While comparison of stress vulnerability with gender experience category showed that there was no significance difference.

Results:

Sedentary- After calculating ‘Activity-Index’ questionnaires score all teachers were come under sedentary category.

Somewhat VS and VS - After calculating Stress Vulnerability among all teachers few were come under 'somewhat vulnerable' few in vulnerable.

Analysis showed that there was no significant difference in stress vulnerability score of teachers based on gender & teaching experience.

Conclusion:

After going through the related literature study on, the researcher found that there has been conducted study on teachers. With the help of above related literature researcher has been selected the appropriate statistical tool

It is concluded that gender and length of teaching experience do not influence on stress level.

The researcher found that there was no significance difference in stress vulnerability score of the teacher based on gender and teaching experience. The revealed that all teachers have sedentary lifestyle, they were not aware about their health.

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KEY SUCCESS FACTORS OF INDIAN FAMILY BUSINESS: A CASE STUDY OF DABUR GROUP AND MURUGAPPA GROUP

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Abstract:

The objective of this chapter is to explore the key success factors of Dabur group and Murugappa group. Secondary data is collected through published case studies, websites of companies, newspapers, etc. Research findings reveal that hiring consultants, recruit from outside, family council, family constitution, family gatherings, make it optional, set boundaries, corporate transparency, integrity, and innovation are the secrets of success of Dabur group whereas equality, group corporate committee, recruit from outside, trust and meritocracy, family constitution, Kartha or mentor, outside experience, hiring consultants, group meetings, adaptation and flexibility, trusteeship, passion and quality, respect and transparency are the secrets of success of Murugappa group. This chapter will help business families to know the secrets of success of Dabur group and Murugappa group. Moreover, it will help academicians and students to use this paper for Family Business and Entrepreneurship course.

Keywords: Dabur group, success factors, Murugappa group, family business

Introduction:

As businesses grow, they split, supporting the saying “shirt sleeve to shirt sleeve in three generations” (McCulloch 2004). Very few family businesses survive beyond three generations. The Murugappa Group, Dabur group, Wadia group, Godrej group, Tata group, etc. are few examples which are surviving beyond three generations. According to Ramachandran (2006) very little is known regarding success factors of Indian business families. This study highlights the success factors of Dabur group as it is surviving beyond three generations. The aim of the current paper is to explore the key success factors of Dabur and Murgappa group.

Case 1: Dabur group

India's fourth largest fast moving consumable goods company, Dabur is world's largest ayurvedic/ herbal/ natural health care company, having more than 250 herbal/ayurvedic products. These products are built upon the tradition of quality and experience. Dr. Burman started Dabur in 1884 in Kolkata to manufacture and sell ayurveda medicines. His vision was to give quality

cure for villagers who could not afford medical treatment. Very soon he became trusted 'Daktar' with affordable medicines. Dabur has launched personal, health, and food products with herbal and ayurvedic approach. The Dabur experience in ayurveda has helped them in positioning their products in herbal and natural way. Dabur propagates that family business should be preserved and grown but for this, it is required to preserve the family.

Key Success factors of Dabur group

Hiring consultants

When a company is having some issues and there is no relevant expertise within the company then it is always advisable to hire consultants. McKinsey consulting company was roped in to help Dabur regarding two issues; growing the Dabur and avoiding family conflict. The Mc Kinsey asked the Burman family to leave their executive roles in family business to avoid conflict and they all left their executive positions from Dabur (Raghunathan, 2015).

Recruit from the outside

To professionalize the business it is important to recruit from outside. It helps in managing the overlap between family and business. The Burmans segregated the family and business in 1998. Professionals were hired from outside to run the business. They were taught about family business culture so that it was easy for them to understand what was expected from them.

Family council

Family council is required to enhance understanding among family members and boost decision-making process (Bianchi and Alderson, 2012). It plays a significant role in reducing conflicts. All the stakeholders of the business family are members of family council. Burman family member's direct involvement in business is limited. Thus it plays a role of a mediator between the Burman family and their business. It consists of male family members of 25 and older. Earlier family council used to discuss personal issues but once professionals were roped in the family business then there was no discussion on personal matters. The family council meeting is held every quarter, and performance of Dabur is presented where update on the company is given by Family members who are in board. As family members have their own ventures socouncil looks at the families outside ventures. Proposed ventures need family council approval. Based on their interest, the family members can decide to invest in other's ventures also belonging to their group. There is healthy competition among family members of Burman family (Raghunathan, 2015).

Family constitution

Family constitution provides family's values and rules in written form regarding entry of the family members in the business, salary, retirement, pension, succession, dividend policies, philanthropy, role of females in business, etc. The key to prevent and resolve family business

conflict is family constitution. This is a written document flexible enough to incorporate changes. It helps all family members to decide what is to be done as everything is in writing. Burman family has its family constitution. The constitution has guidelines with respect to family member's responsibilities towards the various businesses that they have. For instance, Burman family members are not allowed to enjoy CEO position in Dabur. Family constitution of Burman family consists of everything from succession processes to dividend policies (Raghunathan, 2015).

Family Gathering and Get Together

Strong families enjoy time together, in terms of both quality and quantity. There are lots of opportunities for the family to have got together for strengthening family bonding. Burman family spends a lot of quality time together for engagements, marriage, milestone birthdays and anniversaries (Raghunathan, 2015). It helps to gratify the emotional needs and reduces conflict.

Make it optional

The next generation is well educated, independent, confident and ambitious. Many of them are moving away from their family business to start their own venture. Sometimes, parental pressure to join family business is so subtle that children devote their life in making family business avoiding their own interest. But, Burman family has brought the freedom for family members to pursue their own businesses. Fresh family members are being encouraged to develop their own ventures.

Set boundaries

Setting boundary help everyone to remove or mitigate conflict. Burman family members have empowered professionals with written documents to act on their behalf. So, they do not interfere in how the business is being run but strategically they are involved in business.

Corporate governance and transparency

Dabur places a high value on corporate governance and actionable transparency. It has set corporate governance principles for itself in addition to adhering to all legal and regulatory requirements. For example, it is always on the lookout for efforts to establish professional management practices (Ramachandran, 2006).

Integrity

Integrity is a trait that is necessary for success in both personal and professional endeavors. The Burman family is dedicated to achieving corporate success while maintaining ethics. They are truthful to customers, business partners, and, most importantly, to each other.

Case 2: Murugappa group

Murugappa Group is an INR 547 billion conglomerate, with an exceptional reputation for value creation and high standards of governance. Dewan Bahadur, founder of this group started banking business in 1900. The Murugappa Group began as a banking enterprise in the pre -World

War 1 era in Burma (Myanmar). Shifting to India during the turbulent war years, the Group established its base in the South. It grew by leaps & bounds, building strong, market-leading companies in critical sectors like agri-solutions, financial services & engineering.

Key Success factors of Murugappa group

Equality

Dewan Bahadur divided his business among three children equally. It enhanced the confidence of every child which further boost up the entrepreneurial spirit of members. This action created wealth, opportunities for the business, and family unity.

Group Corporate Committee

As the Murugappa family was becoming larger and family members were living farther from one another, a group corporate committee was formed to enhance communication. It helped in exchange of ideas, advice and knowledge in every business pursuits.

Recruit from the outside

To professionalize the business it is important to recruit from outside. It helps in managing the overlap between family and business. Murugappan family faced some shortcomings in the succession plan because of unexpected deaths of Muru (in 1995) and MV (in 1996). The group decided to hire professionals from outside. The Family as governing board decided to offer policy guidelines and monitor results.

Dewan Bahadur initiated a tradition of using trusted advisors, starting with Sir A. RamaswamiMudaliar in the 1930s. In the late 1950s Dewan Bahadur's descendents showed a willingness to include nonfamily members in business management and made Sir Mudaliar the first nonexecutive, nonfamily chairman of their two most important businesses, TII and CUMI. Hiring non-family professionals on the corporate board or management team is the key to family business success (Nahar, 2020).

Trust and meritocracy

According to A. Vellayan, "To make the transition and succession work, trust across the generations is paramount. According to Nahar, (2020), if you lose one quarter of financial performance, you can make it up in the next quarter but lost trust cannot be obtained. All members of the family have trust in each other. Moreover, they know that their place on board is not because they are the members of Murugappa family but there are set criteria to become board members. Male family members are compensated in an equitable manner dependent on the range of seniority and experience.

Integrity

Murguppa group has given up most importance to integrity in their all personal and professional pursuits. They believe in achieving their goals by being honest towards employees, customers, suppliers, and all other stakeholders.

Family constitution

Family constitution is a written document regarding entry of the family members in the business, salary, retirement, pension, succession, dividend policies, philanthropy, role of females in business, etc. The key to prevent and resolve family business conflict is family constitution. Murugappa group paid attention on family constitution that covered family's role and responsibility in the business, and relationship between family and business. Group also considered that a formal constitution is required if they have to grow their business. Moreover, revisiting the constitution is equally important from every family member point of view.

Kartha or Mentor

Kartha is a family elder who is responsible for making all decisions related to family. His responsibility is also to prepare next generation males for their future by guiding their education, training and work.

On behalf of the family, he encourages and utilizes members' individual strengths and supports weaknesses, even subordinating himself when others are better suited for the leadership of particular tasks and roles.

To enhance individual and group success, informal mentoring between the family members takes place with older, more experienced and/or accomplished members guiding, assisting, and supporting younger, less experienced and/or less able members. According to Nahar (2020), nurturing in-house talent is required in family businesses so that it can run over generations.

Outside experience

Next generation members of Murguppa group had to study and work with joint-venture partners. It was done to ensure that next generation males acquired outside experience away from the family and were prevented from being pampered or taken advantage of early in their careers.

Hiring consultants

When a company is having some issues and there is no relevant expertise within the company then it is always advisable to hire consultants. In 1994 the Murugappa Group engaged its first management consultant, A. D. Little, to look at issues of governance and leadership succession. This resulted in a succession plan, based on merit as well as seniority, in which senior family members were to fill the positions of managing director, chief operating officer, and chief executive officer of the Group's companies until each retired at 65.

Group meetings

After taking over business leadership from MV in 1996, Subbiah, in consultation with AMM, engaged a prominent business colleague and respected family friend, Dr. A. S. Ganguly, to facilitate communication on family business leadership among the family leaders active in the enterprise. The group met one or two days a month for almost two years to chart the

course of change. They discussed topics such as: How best could family members make the transition from operating to governing the businesses? What roles should family members play as governors? Could current nonfamily COOs of the business units step up into the managing director/CEO roles? What should be the composition of the Group board and the family role in the subsidiary boards? During the meetings, the Murugappa Group surfaced five re-organization goals: first, to be more of a group rather than a collection of separate entities; second, to be more flexible in the make-up of the portfolio of businesses; third, to have less emotional attachment by individuals to their businesses; fourth, to shift away from family led units to nonfamily-led units; fifth, to mentor nonfamily managing directors/CEOs for the long term view.

Adaptation and flexibility

Starting from Dewan Bahadur onward, Murugappa family members are examples of successful adaptability and flexibility striving for harmony in their environment. Throughout the generations, family members in the business have used situations presented to them as springboards from which to creatively adapt, flex, and move forward for the good of family and community.

Trusteeship

Murugappa family believes that we come to this world with empty hands and we return from this world, with nothing. So, here, we are holding one thing in trust for someone that was command and handed over to us. We enjoy it and hand it over safe and higher.

Passion and quality

There is passion in every member of Murguppa family to work and to win. This is considered as healthy desire to accelerate their business. Also, murguppa family members are improving constantly so that there is no compromise on quality front.

Respect and transparency

Respecting the dignity of every person is a must for murguppa family.

We respect the dignity of every individual. We are open and transparent with each other. We inspire and enable people to achieve high standards and challenging goals. We provide everyone equal opportunities to progress and grow.

Conclusion:

This study concludes that hiring consultants, recruit from outside, family council, family constitution, family gatherings, make it optional, set boundaries, corporate transparency, integrity, and innovation are the secrets of success of Dabur group whereas equality, group corporate committee, recruit from outside, trust and meritocracy, family constitution, Kartha or mentor, outside experience, hiring consultants, group meetings, adaptation and flexibility, trusteeship, passion and quality, respect and transparency are the secrets of success of Murugappa group.

Dabur and Murugappa group give a new direction to business families by hiring nonfamily CEO for the company. Family governance tools like, family council, family constitution; family retreats open the door for healthy communication and reaffirm their values.

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PROMOTING DECENT WORK AND ECONOMIC GROWTH AMONG YOUNGSTERS

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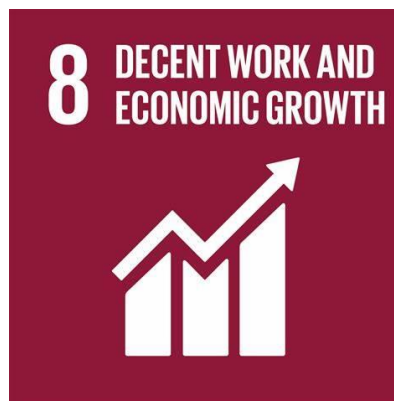
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Abstract:

SDG 8 aims for promoting sustained, inclusive, and sustainable economic growth along with full and productive employment and decent work for all. The progress toward targets will be measured, evaluated, and checked by 17 indicators. Ensuring and promoting decent work and economic growth among youngsters is really much required as they will be the upcoming generation of the country. Assuring youngsters with decent work will contribute to increasing the economic growth of the nation altogether. The rate of unemployment in India is very high which is required to settle for which many diverse opportunities have been focused on in different sectors. A call for decent work and economic growth for building and developing a nation at a fast pace is really required.

Introduction:

The United Nations has brought out 17 Sustainable Development Goals (SDGs), aiming at different targets and areas. The SDGs were adopted by United Nations (UN) members in the year 2015 to ensure peace and prosperity all over the world till the year 2030. Achieving the SDGs is not possible without the intervention of governments, the private sector, civil societies, and the citizens for a better society. Out of these 17 goals, SDG 8 is the "DECENT WORK AND ECONOMIC GROWTH" in the list. The full title of this SDG 8 is "Foster sustained, inclusive and sustainable economic growth, along with full and productive employment and decent work for all."



Decent work basically refers to the opportunities for every individual to get productive work with a fair income, security, and social protection. Getting a better prospect for personal development and social integration of the individual is also taken under this. It indicates decent work, with adequate earnings, productive work, decent working time, and a safe environment. The stability and security of the work and the promotion of social dialogue are also included. It assures giving the same opportunities to men and women as well.

Economic growth refers to the increase in the individual real income and leading a quality life and standard of living. It is an increase in the capacity or production of economic goods and services as compared from one point in time to another. It is measured in GDP (Gross Domestic Product) as it considers the country's entire economic output in it.

SDG 8 aims at sustained economic growth which can lead to progress and can create decent jobs for all providing them with employment opportunities and thus improving living standards. It is all about finding ways to limit the work along with boosting the economy of the nation.

The target of this SDG is to achieve full and productive employment and decent work for all women and men by the year 2030. It includes the young generation and persons with disabilities. Equal pay for work of equal value for both men and women is also focused on.

Importance of SDG 8 with reference to youngsters

Today's global youth unemployment rate is 14% (3 times higher than the adult rate). There is quite an urgent need for investment in education and skills training for the growing population of young people, which is even expected to reach nearly 2 billion by the year 2030, who will be unprepared for work. So, decent work is largely required to create safer and more secure opportunities for youngsters. SDG 8 seeks to ensure that the economic sector of the country provides the essential need for all its citizens to lead a good life irrespective of their background, race or culture (United Nations, 2020). Having a job does not guarantee an escape from the situation of poverty in many countries. Therefore, this slow and uneven progress urges the need to rethink and retool the economic and social policies for removing poverty (UNDP, 2020).

Confirming the employment of youth is a very important goal. SDG 8 will be achieved by creating decent jobs for everyone and also removing the ill-practices like forced and child labour. UNICEF along with United Nations partners work to promote youth skills and employment, through "Generation Unlimited" which is a partnership aiming to ensure that every young person is engaged in some form of school, learning, training or employment by the year 2030 (UNICEF, 2021).

Global unemployment has increased from 170 million in 2007 to 202 million in 2012 (MDGMONITOR, 2016). About more than 470 million jobs will be required to adjust with new

entries to the labour market till 2030 at a global level. If SDG 8 gets to be achieved in time, then only the world might be able to halve the 470 million job deficit before 2020 (UNESCO, 2021).

Youth employment is a bigger problem in achieving this goal. As per the report of UNICEF, 621 million young people aged 15-24 years old are not indulged in education, employment or any training. About 75 million young people are well-trained but have no job at all. Also, about one billion young people will enter the labour market in the next decade and will face irregular and informal employment. Almost 90% of all youngsters live in developing countries (UNICEF, 2020).

Of the world's 621 million young people who are not in education, employment or training, girls and young women make up the majority (UNICEF, 2020). Unemployment is badly affecting young women more than young men almost everywhere in the world. Women are more engaged in "invisible" domestic work outside the home, which is even considered poorly.

Global economic recovery is hampered by the new waves of covid-19, rising inflation, supply-chain disruptions, and labour market challenges (United Nations, 2022). It is also hampered badly by the Ukraine Crisis. The annual growth rate of global real GDP per capita(%) in years (2018-2023) is like, 2.1 in 2018, -4.4 in 2019 (during Covid-19), 4.4 in 2021 (Recovery), 2.1 in 2022(projected, during Ukraine Crisis) (United Nations, 2022). Global unemployment is still to remain above the pre-pandemic level until at least the year 2023. As per the reports of the United Nations, the global unemployment rate is 5.4% in 2019, 6.6% in 2020 and 6.2% in 2021.

Covid-19 has also led to unemployment on a larger scale. It has lost about 255 million full-time jobs which is about 4 times the number of jobs lost during the global financial crisis during the years (2007-2009) (United Nations, 2022). Economic recovery is still underway and is expected to return to pre-pandemic levels only in 2022 or 2023 (United Nations, 2022).

Following table shows the information on few targets of SDG 8 and their indicators in concern with decent work and economic growth among youngsters. Its aims are clearly mentioned along with the success rate of each indicator. Further suggestions and remarks are also provided for all of them.

Target	Aim	Indicator	Aim	Target year	Success rate	Remarks
8.5	Achieve full and productive employment and decent work for all (women,	8.5.1	Average hourly earnings (of female, male and persons with disabilities).	2030	A factor-weighted gender pay gap of 19 % was determined (in 2017).	About 600 million new jobs is required by 2030, just to adjust with the growth of

	men, young people and persons with disabilities). Equal pay for Equal work.	8.5.2	Unemployment rate, (by sex, age and persons with disabilities).		More than 204 million people were unemployed (2015). Less than 45% of wage and salaried workers are employed (on a full-time permanent basis), which is even declining.	the working-age population.
8.6	Substantially reduce the proportion of youth not in employment, education or training.	8.6.1	Proportion of youth(aged 15-24 years) not in education, employment or training.	2020	22 % of the world's young people were not in employment, education or training (in 2019).	Should address factors like education, skills development and training, supplies and demand.
8.B	Develop and operationalize a global strategy for youth employment.	8.B.1	Existence of a developed and operationalized national strategy for youth employment.	2020	98% of the countries surveyed had a youth employment strategy or a plan to develop (in 2019).	

Out of SDG 8, the target 8.5, 8.6 and 8.B are related to the decent work and economic growth among youngsters. These targets aimed at assuring and promoting decent work and economic growth among youngsters till the year 2020 (8.6, and 8.B), and the year 2030 (8.5). Still, not much improvement is seen under the targets (8.5, and 8.6). A lot of improvement (about 98%) is achieved and seen under the target (8.B). For achieving success in these targets, about

600 million new jobs is required by the year 2030, to deal with the growth of working-age people. Factors like education, skills development and training, and supplies and demand also need to be focused upon.

Ways to promote decent work and economic growth among youngsters

1. Increased access to financial services

If we want sustainable economic growth, then there is a strong need for societies to create the conditions of quality jobs that will give a push to the economy. More earning opportunities and decent working conditions are needed for the economy to run smoothly. There is a greater need for increased access to financial services, so youngsters can manage incomes, collect assets and make more productive investments in the economy. Focusing more on trade, banking, and agricultural set-up will lead to increase productivity thus reducing the unemployment levels in most areas of the world, thus leaving a positive impact on the economy.

2. Technical and Vocational Education

The biggest solution to the problem of unemployed youth is to promote and go for technical and vocational education, and training. This will help in reducing the number of unemployed youth in the area by providing them access to education and training opportunities. This will further help in raising awareness regarding the evils of society hampering the economy and will help prevent them in society. Aiming to providing youth with the best opportunities needs investment in education and training of best possible quality, along with skills required for labour market demands. This will give them social protection and lead to the youth attaining the productive employment, irrespective of gender, income level or socio-economic status.

3. Higher costs for farm production

Agriculture is the backbone of society and provides jobs. Still, farmers and farmworkers are not able to earn enough to get decent food, housing, and education. Also, the rise in prices of basic commodities is worsening the situation even more. This also paves the reason for young people to leave farming and get informal and insecure work somewhere. In order to promote inclusive and sustainable economic growth, employment, and decent work among youngsters, the farmers should get a decent price for their crops and the workers should have safe, secure, and fairly paid jobs in the agricultural sector. This improvement can be made in the agricultural sector in order to ensure decent work and economic growth among young people.

4. Promoting business opportunities

Businesses are considered the most important for the creation of jobs and economic growth. Companies play a very important role in achieving Goal 8 as they are responsible for a large

proportion of GDP along with providing the majority of jobs to the people. If we go on promoting job creation with increased access to banking and financial services, then we will definitely get the benefits of entrepreneurship in society and the boons it brings to the economy.

Entrepreneurship helps in providing the disadvantaged groups with job opportunities, thus dealing with discrimination and stereotypes. It is a good way to generate both economic empowerment for youth and sustainable development.

5. Technological Intervention

Intervention of technology also contribute to the youth employment in the society. With new technologies coming up, new opportunities are also opening up for young people so that they can make the best use of the technology available to them. Countries are required to give education and training leading to the growth of digital economy, including investment in infrastructure, innovation, and research and development to help people with new technologies.

6. Growth of micro, small and medium sized enterprises

Growth of micro, small and medium sized enterprises also lead to the employment in large numbers. There can be opening of sch enterprises which is easily accessible and affordable which can lead to the income generation and yoth employment both.

7. Awareness of apps resulting in Youth Employment.

An awareness regarding the app named as “Yogyata” can be spread. It targets the youths in the rural areas and provide access to the courses which will enhance the skills and the educational qualifications of the youth. The courses provided in the app helps the youth in completing a knowledge regarding many diiferent areas and getting jobs in areas such as cyber security, CAD, and 3D printing. This helps in providing the industry-based skills in rural areas which will help them in getting jobs and imparts skill-based vocational education to rural youth of the country. This app helps in CAD and 3D Printing, Tally, Entrepreneurship Development Program, MS Excel, Ms Word, MS Notebook, MS Outlook, MS Powerpoint, Desktop Publishing Design,Website Design, E-filling of Income Tax Returns, Goods and Services Tax and Digital Marketing. All these courses vary in terms of content and duration.

8. Awareness regarding HCL Internship

There is a platform with which provides job opportunities to the people related to our educational qualifications and indulge you in the sectors like IT jobs, Government jobs, Banking jobs, Railway jobs, SSC, BPO, Start-ups, and also provides internships to the youth.

Conclusion:

Many stakeholders, like government, businesses and workers are required to be involved in advancing and promoting the decent work and economic growth. The promotion of decent work and economic growth requires work in almost all the sectors and participations from many different stakeholders. A lot of work is required to be done in order to promote this which can be made possible from the ideas provided here. Promoting this SDG is the need of the hour and requires much work to get the success in this field.

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REJUVENATING ACADEMIC ASPECTS OF CHILDREN SUFFERING THROUGH PARENTAL ABSENCE

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Abstract:

The role of parents in their children's lives is extremely important. The fact that children require their parents at all times emphasizes the importance of parents. But unfortunately, every child is not privileged to live with their parents. Such children are said to be deprived of parental presence. Parental absence along with its types is discussed in this article. The factors which are responsible for parental absence and the effects it could have on the lives of young children are also discussed in detail. Education is one of the ways through which the effects of parental absence on children can be mitigated. Some of the potential ways through which educational institutions can mitigate the effects of parental absence are discussed briefly.

Introduction:

Parents are among the most important people in the lives of young children. Mothers and fathers, as well as other caregivers who act as parents, are examples of parents. From birth, Children rely on their parents to provide them with the care they require to be happy and healthy, as well as to grow and develop properly. Early childhood parental care is recognized as one of the most important factors in promoting a child's cognitive and non-cognitive abilities. A large number of the literature shows that lack of parental care in early childhood has a negative impact on children's development in terms of health status, daily behavior, and academic performance. Some studies negatively relate the absence of parents to school enrollment rates of left-behind children and show that long-term maternal absence appears to reduce educational opportunities for left-behind children.

Parental absence does not only mean physical absence but is understood as a parent's emotional unavailability, lack of active involvement, and responsiveness to the child's needs. Reasons for parental absence may include migration, imprisonment, family inability to care for children due to poverty, disability, domestic violence, abuse or neglect, addiction or other forms of substance abuse, or death of parents.

A number of studies have shown that prolonged parental separation has adverse effects like depression, loneliness, anxiety, anger, behavioral problems at school, low achievement motivation, low self-esteem, cheating, school refusal, and theft. On the other hand, some children

may become more independent and develop greater self-confidence and self-esteem. In absence of an appropriate, warm, and loving parental figure, children are on the verge of developing multiple personality, emotional, and psychological difficulties.

Types of parental absence:

- 1. Emotional Absence:** This concept is fairly self-explanatory. This means that the parent is still at home but not available to their kids. When parents fail to share their sincere affection for their children or express their love and affection, they are in the act of present but absent parenting.
- 2. Physical Absence:** - Children who lose their parents because of death or living apart because of financial and educational purposes or because of marriage-related issues. This kind of parental absence is termed as physical absence.

Causes of parental absence:

Mental illness: Parents having their own mental health issues, such as having personality disorders or dealing with symptoms of depression or anxiety, may have more difficulty caring for their children than parents having good mental health. Childcare can be challenging for such parents, especially when they lack resources and support, which can negatively impact a parent's mental health.

Educational needs: Children migrate to different cities and nations in search of better and higher education, leaving family and friends behind, depriving themselves of parental presence.

Death: The death of a parent usually ends a child's relationship with someone of key emotional importance, potentially straining the relationship with the surviving parent or caregiver, worsening the economic situation and living condition of the family. It creates pressure to take responsibilities of the dead parent, thus isolating the child from friends.

Economical needs: Parents often migrate to improve their families' standard of living by providing financial support to their surviving dependents, mainly children. Such children experience prolonged separation from their migrant worker parents as they grow up. For these children, such experiences can have negative repercussions, particularly when left in vulnerable situations.

Fostering: A foster family is a temporary housing situation for children whose parents are unable to care for them and whose need for care has become known to the child welfare agency staff. During the caregiving period, children can live with relatives, foster families or in group facilities. Parental absence and lack of familiar surroundings are some of the greatest hardships faced by foster children.

Marriage-related issues: Marital disruption (separation or divorce) or conflict between parents that is frequent, intense, and poorly resolved can put children at risk for

behavioral, social, and academic problems as well as mental health concerns. It can also have a major impact on a child's long-term outcomes.

Effects of parental absence on the lives of children

Children who get deprived of parental presence because of any of the aforementioned reasons and are forced to grow up without a complete family structure and normal family environment are bound to face difficulties, particularly during their adolescent years, when they are attempting to form an identity, and this may lead to psychological challenges in their lives. It is not necessary that every child who faces parental deprivation will have psychological or social problems, but the unfortunate fact is that growing up in such conditions can have obvious negative consequences in their childhood or as they enter adulthood.

Therefore, when children face parental deprivation, many, and sometimes all their physical and emotional needs are not fulfilled, and as a result, many problems may emerge.

Some of the problems might emerge in the form of:

Aggression: Parents offer warmth and security to their children. When either one or both of the parents are absent, the child gets deprived of the previously mentioned nourishments. It doesn't take long for them to realize that no one has their back which makes them feel vulnerable. In order to hide and possibly counteract this vulnerability, they become aggressive with the intention of intimidating others before becoming victims of it themselves. This is frequently the case in school bullying. For them, aggressive and seemingly rude behavior protects them from potential threats. There are numerous causes of juvenile delinquency, but the most common is a missing parent.

Lack of life skills: Children learn from their parents how to love, how to be strong in the face of adversity, how to respect their environment, how to trust, and how to protect themselves and their loved ones over time, as well as how to be successful, earn money, and learn other life skills. If the father figure, whose role it is to support their children's academic and social skills, is absent, there will be regression and deceleration in learning these skills. Many studies have found that children deprived of parental presence have mostly lower grades, act timidly, and are more introverted than their peers.

Drugs and alcohol use: Teens with absent parents are more vulnerable than their peers to developing a drug addiction or consuming alcohol before reaching the legal drinking age. They begin to harm themselves as their parents are not there to keep an eye on them. When compared to non-users, substance-using students are at a higher risk of academic failure, including dropout, especially when use is frequent and heavy. Parental absence significantly impacts children.

Critical about society: Life seems unfair to children who lost their parents, surrounded by a large number of people who appear to be having a good life, these children tend to

rebel against society. Even if the child is living with single parent, watching him/her work far beyond their capacity just to make ends meet not only distress them but eventually begins to fill them with anger.

Affected adult relationships: The way childhood is spent has a significant impact on relationships and the way he interacts with others later in life. Several psychological studies have shown that adults who have grown up without their parents are more likely to struggle with their own relationships. If properly loved and cared for during childhood, he will most likely exhibit the same characteristics as adults. If the child is abused or neglected, as an adult, he will most likely develop defensive or overly protective characteristics to protect himself. These insecure attachment patterns make them behave in ways that may cause rejection by their peers. These rejections make it difficult for them to develop social skills and increase distrust of other people and such children are more prone to be lonely during adulthood.

Low self-esteem: One of the issues that children with parental absence face is self-blame, worthlessness, and a sense of being incapable and helpless in comparison to other children. These thoughts can cause them to compare themselves to others, leading to low self-esteem in addition to an inferiority complex. If these cognitive distortions are not corrected, these children would tend to remain unhappy and worthless.

Stress and pregnancy: Several studies have shown that girls are more likely to become pregnant during their adolescence if their parents, particularly their father, are absent. The most common explanation for this is stress. The stress hypothesis proposes that during difficult times, girls are eager to engage in sexual intercourse and pass on their genes. When the father is absent, the household income remains low while stress levels remain high. Because of her constant stress, the girl tends to ignore the negative consequences of pregnancy at such a young age and continues with it.

Academic outcomes: Family structure plays a key role in children's academic performance. Parents encourage their children to do better in school, and children stay motivated because they want to make their parents proud of them. They lose their key motivator when their parents are absent, and as a result, they care very little about their grades.

Children's experiences and resources are shaped by their living arrangements with their parents, and parental absence has a significant impact on their welfare and educational outcomes. Children living without parents, especially without father, tend to gain fewer educational qualifications and may indulge in child labor as they lack resources and are burdened with the responsibilities of their family.

Rejuvenating academic aspects of children suffering through parental absence

Any country's future is dependent on hopeful, spirited, and young human resources. Human resources can help the nation grow in a variety of ways, including agriculture, education, technology, services industry, manufacturing industry, trade, tourism, and so on. They can help the nation develop and reach new heights. Any human resource can be a potential resource for society with the right investment in nutrition, health, education and other areas.

Children who get deprived of parental presence and are forced to grow up without a complete family structure and normal family environment are bound to face difficulties. Prolonged parental separation has adverse effects like depression, loneliness, anxiety, anger, behavioral problems at school, low achievement motivation, low self-esteem, substance use, and many more. Quality education helps children realize their maximum potential and attain financial independence, which finally adds to the nation's growth. Through the right ways educational institutions have the potential to reverse or mitigate the effects of parental deprivation.

Some of the potential ways through which the effects of parental deprivation can be mitigated are:

Workshops: Educational institutions can organize workshops for children facing parental absence so that they can learn life skills, techniques, or ideas which they can use in their work or daily lives.

Yoga sessions: By attending yoga sessions, the children would learn how to exercise and concentrate better. It would boost their self-esteem, and confidence and also would be useful in helping children cope with stress and anxiety.

Co-curricular activities: Co-curricular activities always help children in cultivating new and different skills. It helps in sharpening their communication skills, expression skills, public speaking, participation and sense of belongingness through different types of activities such as dance, singing, debates, recitation, extempore, group discussion, etc.

Seminars: Schools can organize seminars on topics related to 'parental deprivation' for students with parental absence so that they can learn to heal traumas from the past and attain better mental health.

Sports: There is great importance of sports in all spheres of life. Sports help build the character and personality of a person. Participating in sports instills good values, ethics, and skills in an individual's life. The person begins to have a more positive outlook on life and is able to deal with obstacles more easily. Not only this, but it also lowers the person's stress level, and as a result, people begin to approach challenges with optimism. Thus, sports can be a major tool in mitigating the impacts of parental absence.

Counseling: Child counseling is a therapy used to assess a child's mind and identify problems. It is important for a child who is experiencing emotional and mental distress. This thereby helps young children and teenagers in dealing with psychological and emotional traumas that are affecting their well-being. Whether it's because of grief, a stressful environment, or an unpleasant incident, child counselors can help them get out of it.

Mentorship: Mentors serve as motivators who guides students get to the finish line and beyond. They can also serve as self-esteem boosters, assisting students in learning to express themselves and enhancing their social development. They are sometimes the ones who show their students the big picture of life and what the future holds. Children deprived of parental presence may find their role models in them as well.

Positive education: Positive education is based on the principles of positive psychology and aims to increase the concept of well-being in schools. The idea of helping the students build on their strengths, nurture their resilience and practice happiness skills for better mental health and an optimistic school experience has been at the heart of the 'positive education' approach.

Central and state governments are making continuous efforts to educate deprived children. The most significant step was the incorporation of article 21-A into the Indian constitution through the 86th amendment to the Constitution Act of 2002. Its goal was to make primary education a fundamental right and its constitutional legislation, the right of children to free and compulsory education (RTE) act 2009, went into effect on April 1, 2010. With this effort, India joined the 135 countries that have made education a fundamental right for all children. The RTE Act of 2009 ensures the enrollment, retention, and completion of primary education for children aged 6 to 14.

Conclusion:

Human resources help the nation grow in a variety of ways, including agriculture, education, technology, research, and so on. They can help the nation develop and reach new heights. Children deprived of parental presence may not be able to achieve their fullest potential as parental absence may cause other types of deprivation as well, such as social deprivation, economic deprivation, educational deprivation, emotional deprivation, and many more. There are many causes of parental absence such as mental illness, death, and divorce of parents or migration because of educational and economical needs. When children face parental deprivation, many, and sometimes all their physical and emotional needs are not fulfilled, and as a result, many problems may emerge, such as aggression, lack of life skills, drug and alcohol abuse, stress & pregnancy, depression, low self-esteem, affected adult relationships and poor academic performance. Education is one of the ways through which the effects of parental

absence on children can be mitigated. Some of the potential ways through which educational institutions can mitigate the effects of parental absence are by organizing workshops, yoga sessions, co-curricular activities, seminars, and games and also by providing counseling, mentorship, and positive education to deprived children. Central and state governments are making continuous efforts to educate deprived children. Universalization of education is a major step towards ensuring education for all including children deprived of parental presence.

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SOCIAL ANXIETY IN SENIOR SECONDARY SCHOOLS: FACTORS, IMPACT AND MEASURES TO CONTROL

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Abstract:

Senior secondary students deal with a variety of difficulties. Students that make an effort to overcome these obstacles may change their behavior. This could have a negative psychological impact on them and make them anxious. The prevalence of anxiety is highest among teenage students. When they believe they won't succeed in their academic or extracurricular goals, many students experience anxiety; on occasion, though, worry can help students to become more creative in how they approach their objectives. While there are many strategies for students to deal with anxiety, some may find it difficult. Numerous mental health issues are presumably caused by this. They should therefore reduce their anxiousness in order to maintain their mental health and stay in the facility. A social anxiety illness involves frequent emotional changes in people due to their fear of being embarrassed in front of others. People start experiencing it primarily in their teenage years. Everyone goes through the adolescent years in life, during which a person's future can either be shaped or obliterated according to their interests or desires. Therefore, as circumstances change, the individual will experience multiple difficulties while coping-up and adapting to their surroundings. During this moment, they will fear being judged, humiliated, and fitting in. This societal aversion to humiliation, getting embarrassed and fearing public speaking is known as social anxiety.

Impact of social anxiety

Social anxiety has an international impact. It has an impact on many areas of our lives. By paying close attention to the social situations that people with social anxiety encounter on a daily basis, we can identify them. Introverted people typically experience this anxiety when speaking on the phone, interacting with strangers, or in other social situations. As a result, they are less interactive with their surroundings and are less likely to interact with others. They have fewer friends, speak less, and struggle to carry on any conversation. Finding these symptoms in them can be a dead end for solving their issues.

This anxiety can impair mental health and hinder our ability to think clearly, both of which fall under the cognitive domain of an individual. It impairs our memory and has a negative impact on a person's academic performance. It results in breathing issues and an increase in heart

rate, which fall under an individual's affective domain. It falls under the psychomotor domain and causes hands to collapse, feet to freeze, and people to stammer when they are in a crowd.

Students who experience social anxiety become passive in class. Both the academic failure and the dropout rate are higher. The student struggles to perform well in a traditional classroom setting and frequently fears failing. Students generally experience this as a result of having experienced any type of educational trauma in the past or having higher than realistic expectations.

These students frequently experience bullying from their peers in their environment, and they are prevented from showcasing their abilities in front of the public because they are afraid of criticism. They are typically punished for having problems because it is assumed that they are to blame. They are naturally reclusive and hold themselves responsible for all of life's problems. It is important to recognise this disorder and give it a supportive environment so it can produce useful results. Therefore, the student's anxiety shouldn't stand in the way of their success.

The factors causing social anxiety

The risk of students developing anxiety in their social and academic lives is increased by a number of factors. Social anxiety can be associated with particular social situations, like speaking to strangers or giving a performance in front of an audience. Some of the common triggers of social anxiety in students at the senior secondary level are:

The curriculum difficulty

One of the key elements that causes anxiety in young minds at their higher level of studies is the curriculum's difficulty. Some weak students who perform poorly in school struggle with not being able to comprehend the curriculum. He finds it challenging to respond to questions in class because he cannot understand. As a result, they cannot complete the requirements of their respective courses.

The difficulty in exams

Due to their lack of preparation, several students experience anxiety before taking their half yearly and final examinations. Some students could not comprehend the exam questions, and as a result, provide incorrect responses. More significantly, there is occasionally insufficient time to complete the test questions. Some teachers don't understand how each student learns differently, therefore they create tests that don't reflect the intelligence of some students. Thus, pupils risk failing their tests. Secondary students in a variety of areas, including math, history, geography, chemistry, physics, engineering, the arts, and music, frequently experience exam anxiety. For instance, some music-focused students experience anxiety when taking tests that require them to utilize a musical instrument. Some students experience anxiety about taking online exams because some professors set time limits on them even though some students may require more time. Additionally, while students are completing the online test, the computer may

not function properly or the Internet may go down. Therefore, some students might not favor taking tests online.

Discrimination

At senior secondary schools, discrimination is a problem that many students worry about. Various backgrounds, nations, races, religions, colors, cultures, and levels of intelligence are represented among the personnel and students at these institutions. Some students experience anxiety as a result of unjust treatment from peers, friends, staff, and instructors. Students experience anxiety when they believe they are not wanted and are being treated poorly.

Disabilities

Despite the obstacles they encounter, some individuals with disabilities enroll in senior secondary education institutions to enhance their education. Particular students with disabilities experience anxiety as a result of being unable to major in some specialities they may require. Specific impaired students find it challenging to engage in course activities including labs and instruments in some disciplines, such as geology and biology. They could also find it difficult to interact with other pupils and prefer to remain alone.

Some students have visual impairments, thus they need particular software, handouts, and textbooks. For certain courses, these materials, however, are not accessible. Additionally, some kids may suffer from psychiatric disorders and require specialized care from the mental health facility in order to excel academically. Some autistic students experience anxiety when attempting to succeed in their academic endeavors.

Shifting to other schools

Even though some nervousness about changing schools is acceptable and even beneficial, excessive anxiety can be harmful to your teen's health. Teens who have panic episodes or severe anxiety are likely to feel worn out and uneasy most of the time. His or her academic performance can deteriorate, which can lead to a decline in self-esteem. When anxiety levels are excessive, sadness or even suicidal thoughts may result.

The following are some indications that your kid is experiencing too much stress:

- regular, vague physical complaints (such as headaches or stomach aches)
- severe irritability
- shifts in sleeping patterns
- alterations in appetite

If your teen experiences a panic attack, symptoms may include a racing heart, shallow breathing, flushing, sweating, and a feeling of impending doom. It is advisable to have your child seek out professional counseling if you see these signs so they may learn how to manage their anxiety.

Learning a new language

One of the main things that makes students at their level anxious is learning a new language. Nearly all higher education institutions use English as their primary foreign language. Additionally, the majority of the kids have grown up speaking their native tongue. They therefore worry about being embarrassed if they make a mistake while speaking their second or new language. They worry that a language barrier will prevent them from understanding or absorbing the information. They might perform poorly in school as a result.

Some students even abandon their careers out of concern for receiving unfavorable feedback from their classmates. And some of them worry that their presentation skills will never match their level of English fluency.

A study found that Indonesian students are unable to finish the assignments in the proper time with proper answers during the allotted time given to them in the class. Because the teacher asks them to write in English and they are poor with it. They get anxious when someone asks them a difficult question regarding their assignments or presentations.

Impact of social anxiety on engagement in learning

It was discovered that the impact of social anxiety on learning activities was centered on three major themes: anticipatory anxiety with assumptions about failure, embarrassment, and disabling effects. Anxiety was most commonly associated with participating in learning activities that involved (or had the potential to involve) public speaking during presentations, seminars, and lectures, according to the frequency data. Anticipatory anxiety characterised the period preceding such events ("I often feel embarrassed and worry greatly before contributing because I am primarily afraid of getting things wrong and looking stupid"). These periods could be quite long ("I get really nervous when I have to give a presentation, and I worry about it for ages beforehand"). Anticipatory anxiety was severe enough in some cases to impair performance.

Impairment (I stutter when speaking in front of others, and my voice clearly trembles, especially during presentations) and physical issues. High anxiety levels had cognitive effects on the brain as well, such as thought-blocking. (I can't seem to relax, which keeps me from understanding the information being received.) Excessive self-preoccupation also hindered task completion ("I feel anxious and very self-conscious when 'put on the spot' my mind goes blank, even if I know the answer! ") and was associated with embarrassment over excessive blushing ("I always go bright red!! I clam up and get a terrible stammer because I detest it so much."

How can students cope with social anxiety?

In order to reduce their fear of the future and boost their knowledge and confidence (one student said, "For presentations, I find that if I spend a lot of time studying I become more confident and am typically ok"), students adopted learning tactics like memorization and practise. In medical

Such tactics are known as "safety behaviors," and several of the ones used had, at best, only limited positive effects on learning activities. For instance, some students would ask others to speak for them ("I sit with a group of friends who are more than willing to answer questions on our behalf, therefore I don't volunteer to answer any"). Or they can say something like "I avoid presentations etc if I can decrease my input in the standing up phase by conducting extra research" to avoid having to speak up. Alternatively, they would slink away from the group or take a seat behind.

An individual who is tall to blend in rather than stand out ("As soon as I go into the room, I look it out and create a location to sit where I have the least attention on me and avoid eye contact so that a lecturer won't choose on me to answer a question") In more extreme situations, safety behaviors represented escape (avoidance) from the feared circumstance or event (e.g., "I don't attend lectures if I know I have to make a presentation").

While several students admitted that they were aware of the possible effects of avoidance and safety behaviors on their learning and grades, they were content to accept the results ("I do not attend classes where I will have to give a presentation. I avoid them like the plague indicates receiving a 10% grade reduction). Others said that problems should be dealt with head-on.

I used to attempt to avoid situations where I would be placed on the spot, but this never worked and occasionally made the negative feelings worse. These days, I just try to get through it and, if I'm giving a presentation, I don't try to hide my anxiety.

When avoidance was at its worst, it was ubiquitous and almost likely detrimental to both social and academic development ("Avoiding all courses and just studying the lecture notes").

What can schools do to help students overcome social anxiety?

Schools are crucial in assisting children with anxiety. The following actions may be taken by schools to help students:

Offer yoga, breathwork, and mindfulness lessons in the classroom: children can manage their anxiety by using relaxation strategies like deep breathing or meditation. Weekly yoga, breathwork, and mindfulness programmes in schools are now widely accepted as having considerable positive effects on children.

Make the environment safe and encouraging by enforcing a zero-tolerance policy against bullying and ensuring that all students feel included and respected.

Improving relationship between the faculty member and students

To prevent any misunderstandings concerning the students' mental health, the link between teachers and students needs to be improved. It has a significant impact on lowering kids' stress levels. They should have an open and comforting relationship so that they won't be afraid to ask for academic or curriculum-related assistance. For instance, if a teacher notices any signs of anxiousness in the class, he may decide to do group activities, which are a terrific way to get

to know your peers. A strong friendship with your friends will enable you to be more open and vulnerable with them, which will ultimately help you feel less stressed and shy.

Using mental health services

Many institutions provide students with mental health workers to help them cope with their negative feelings while they pursue their studies. Mental health workers should be available to meet students on campus and give students a trusted and secure setting to improve their self-confidence when seeking help.

Improving academic services

Institutions should provide students with useful academic services like a writing center, which helps students write in a variety of subjects and increases their proficiency in vocabulary and grammar, in order to lower their academic anxiety. Additionally crucial in assisting kids in lowering their anxiety are tutorial services. To assist students in understanding the course material, particularly in language courses, mathematics, statistics, and biology, the tutorial should be offered by a competent staff with expertise in the subject. Students' research and experimentation can be assisted by better library services. Some adult students, according to Grandy, experience library anxiety because they are unable to use the library's resources. In order to lessen their fear of utilizing technology, library resources, and search techniques, these pupils should be given information literacy classes.

Conclusion:

The majority of students in higher education institutions deal with a variety of difficulties that make them feel anxious and uneasy. Academic difficulties, which have an impact on students' persistence or retention in the institution, are the most significant factor. The difficulty of learning a new language, midterm and final exams, and curriculum are a few of these academic factors. Other students also experience anxiety for a variety of reasons, such as being ill or having a disability. Additionally, some students experience discrimination, which negatively impacts them. International students experience anxiety related to culture shock, which has an impact on how long they stay in the institutions. To avoid unwelcome symptoms that could harm their mental health and negatively impact their psychological behaviors, students should learn how to manage their emotions. Additionally, students need to know how to develop their mental faculties so they can adapt to the various challenges they encounter in their academic careers. More importantly, the leadership of the university and college should take into account the value of providing students with an academic environment that fosters learning and persistence at the institution while shielding them from an unwelcome anxiety feeling that may negatively affect students' behaviors and attitudes after graduation.

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श्रीमद्भगवद्गीता एवं संतमत में आध्यात्मिक चेतना के सोपान

प्रीति श्रीवास्तव

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शोध-सारांश:

यह निर्विवाद सत्य है कि श्रीमद्भगवद्गीता जाति, धर्म, संप्रदाय से भिन्न एक अत्यंत विलक्षण तथा अलौकिक ग्रंथ है। यह एक परम रहस्यात्मक ग्रंथ है, जिसके महात्म्य का भली प्रकार वर्णन करना किसी साधारण मानव के लिए संभव नहीं है। अतः आधुनिक युग में यह पवित्र ग्रंथ मानव कल्याण का धर्मशास्त्र माना गया है। इतिहास साक्षी है कि भारत की पावन भूमि पर समय-समय पर अनेक ऋषियों, मुनियों, पीर, पैगंबर, साधु एवं संत महात्माओं का अवतरण होता रहा है और वे सभी पुण्य आत्माएँ मनुष्य की आत्मिक उन्नति के लिए उनका पथ-प्रदर्शन करती रही हैं। प्रायः सभी संत-महात्माओं ने आध्यात्मिक चेतना के मूलभूत सिद्धांतों का वर्णन किया है तथा उसे उचित रीति से आत्मसात करने का पावन संदेश भी दिया है। अतएव प्राणीमात्र की आध्यात्मिक आत्मोन्नति के विषय में उन अवतारी पुरुषों और संतों का कथन है कि जब समस्त मानव जाति आध्यात्मिकता के मूल सिद्धांतों को आत्मसात कर अपनी चेतना शक्ति को जागृत कर लेगा तभी इस भौतिक जगत में सर्वत्र व्याप्त असन्तोष, घृणा, ईर्ष्या, द्वेष, हिंसा आदि दुर्विचार और दुराचार सब कुछ समाप्त हो जाएगा और विश्व में परम शांति की स्थापना होगी। समस्त जनसमुदाय उस परम सत्ता में अपना पितृत्व और सभी मनुष्यों में अपना भतृत्व की भावना से जागरूक हो व्यवहार करने लगेगा। इस प्रकार दुर्लभ और पवित्र मानव जीवन सफल हो सकेगा। क्योंकि 'दुर्लभं मानुषं जन्म', 'न मानुशात् श्रेष्ठतरं हि किञ्चिद्' इत्यादि वचनों द्वारा मानव जीवन की श्रेष्ठता सिद्ध की गयी है।

कूट-शब्द: श्रीमद्भगवद्गीता, आत्म-चिन्तन, चैतन्य-बोध, संतमत, परमतत्त्व, ब्रह्म-साक्षात्कार, सहजबोध, आध्यात्मिक चेतना।

प्रस्तावना:

भारतीय चिंतन परंपरा में आध्यात्मिक चेतना अत्यंत गूढ़ एवं व्यापक विषय है। जिसका अंग्रेजी पर्याय Spiritual Consciousness है। इस संदर्भ में आध्यात्मिक एवं चेतना शब्द व्याख्या सापेक्ष हैं। शब्दकोश के अनुसार आत्मा, परमात्मा और मन से संबंध रखने वाले को 'आध्यात्मिक' कहा जाता है एवं 'चेतना' शब्द चित् संज्ञाने धातु से निष्पन्न है, जो चैतन्य, अनुभव, ज्ञान, प्रज्ञा, प्रतिबोध, प्रमा, अन्तर्बोध आदि कई अर्थों का द्योतक है। इस प्रकार आध्यात्मिक चेतना का अभिप्राय आत्मा-परमात्मा के बोधज्ञान अथवा आत्मा-परमात्मा के साक्षात्कार से है। वस्तुतः आत्मतत्त्व ही मुख्य चेतन तत्त्व है। अन्य तत्त्वों में उसी की चेतना व्याप्त है। शरीर, मन, बुद्धि, अहंकार, इंद्रियां आदि उसी की चेतना से चेतन हैं। अर्थात् मनुष्य द्वारा सुख-दुःख की अनुभूति इसी चेतना से प्राप्त होती है। इस

चेतना के त्रिविध रूप हैं – ज्ञानात्मक, भावात्मक तथा क्रियात्मक। अध्यात्म के क्षेत्र में 'आत्मबोध' ही चेतना है तथा साहित्य एवं दर्शन में चेतना के लिए चैतन्य शब्द का प्रयोग किया गया है। यद्यपि भारतीय विचारधारा में चेतना का मूल स्रोत स्वयं परमात्मा है, जिसे सत्-चित्-आनंद रूप में परिभाषित किया गया है। इसका चित् स्वरूप ही चेतना का द्योतक है। परंतु वह सच्चिदानंद प्रकाश स्वरूप भी है, ऐसा संतों की वाणी में वर्णन है –

सत चित आनंद यह गुण भारी।

और चौथे परकाश अपारी।¹

सर्वज्ञात है कि यह दृश्यमान जगत जड़-चेतन रूप दो पदार्थों से मिलकर बना है। जड़ नश्वर हैं, इसमें बुद्धि या गति नहीं है तथा चेतन वह अविनाशी तत्व है जिसमें गति, वृद्धि और अनुभव है। इस सृष्टि के रहिवासियों में मानव ही एक ऐसा अनमोल जीव है जिसमें चेतनता की मात्रा सर्वाधिक है। यही कारण है कि मानव सृष्टि सर्वोत्तम और सर्वोत्कृष्ट मानी गई है। वस्तुतः मानव में अन्तर्निहित चेतना का जड़ पदार्थों, मन की तरंगों एवं सांसारिक भोग-विलास से विरत हो, परमसत्य की अनुभूति हेतु प्रयत्न करना ही चेतना का आध्यात्मिक रूप है तथा परमतत्व का साक्षात्कार ही चेतना का पूर्ण विकास है। भारतीय परंपरा के अनुसार पुरुषार्थ चतुष्टय में मोक्ष प्राप्ति ही मानव जीवन का चरम लक्ष्य बताया गया है। किन्तु इस चरम लक्ष्य की प्राप्ति हेतु चेतना का पूर्ण विकास करना अति आवश्यक है। इसके लिए परमतत्व परमात्मा ने समय-समय पर विभिन्न अवतारों को इस संसार में अवतरित किया। जो मानव के आध्यात्मिक चेतन-शक्ति को विकसित करने में सहायक और पथ-प्रदर्शक बन सकें।

श्रीमद्भगवद्गीता में वर्णित आध्यात्मिक चेतना:

श्रीमद्भगवद्गीता में आत्मा, चैतन्य, परम तत्व अथवा ब्रह्म का विशद विवेचन हुआ है। गीता की तत्व भूमि में क्षर, अक्षर एवं पुरुषोत्तम की सत्ता स्वीकार की गई है। इसके अनुसार जीव चैतन्यात्मक होने से परमेश्वर की पराप्रकृति अर्थात् उत्कृष्ट विभूति है। उसी को क्षेत्रज्ञ तथा अक्षर पुरुष कहा गया है। इसके अतिरिक्त तृतीय तत्व के रूप में पुरुषोत्तम की सत्ता स्वीकार की गई है। जो क्षर से परे, अक्षर से भी उत्तम है। वही पुरुषोत्तम, परमात्मा, परब्रह्म, परमेश्वर, सर्वशक्तिमान, विभु एवं अव्यय कहा गया है –

उत्तमः पुरुषस्त्वन्यः परमात्मेत्युदाहृतः।

यो लोकत्रयमाविश्य बिभर्त्यव्यय ईश्वरः।।

यस्मात्क्षरमतीतोऽहमक्षरादपि चोत्तमः।

अतोऽस्मि लोके वेदे च प्रथितः पुरुषोत्तमः।।²

परम तत्व परमात्मा का स्वरूप वर्णन करते हुए गीता में कहा गया है कि वह परमात्मा निर्गुण, निर्विकार, निर्विशेष परमब्रह्म है। वह जगत के कार्य-कारण से परे सर्वत्र व्याप्त है। वह ज्ञान भी है, ज्ञेय भी है और समस्त प्राणी मात्र के हृदय में अवस्थित है।³ गीता में भगवान् श्रीकृष्ण ने स्वयं कहा है कि संसार की समस्त जड़ और चेतन वस्तुएं पुरुषोत्तम के ही स्वरूप हैं –

मत्तः परतरं नान्यत्किञ्चिदस्ति धनञ्जय।⁴

उनका कथन है कि मेरे इस स्वरूप को साक्षात् अनुभव करने वाले भक्त मेरे भाव को प्राप्त करते

ॐ –

नान्यं गुणेभ्यः कर्तारं यदा द्रष्टानुपश्यति ।

गुणेभ्यश्च परं वेत्ति मद्भावं सोऽधिगच्छति ।।⁵

इस प्रकार श्रीमद्भगवद्गीता में ब्रह्म के परे अक्षर पुरुष के स्थान को ब्रह्मपद एवं निजधाम कहा गया है और इसी ब्रह्मपद की प्राप्ति को मोक्ष की संज्ञा दी गई है। इस संदर्भ में गीता का स्पष्ट कथन है कि सकाम भाव से किए गए कर्मों द्वारा एहिक फलों की तथा निष्काम भाव से किए गए कर्मों द्वारा आमुष्मिक फल अर्थात् मोक्ष की प्राप्ति होती है –

असक्तो ह्याचरन्कर्म परमाप्नोति पूरुषः ।⁶

पुनः परम चेतना का वर्णन करते हुए कहते हैं कि जो मेरे आविर्भाव एवं कर्मों की दिव्य प्रकृति को जान लेता है अर्थात् मेरे चैतन्य स्वरूप का साक्षात्कार कर लेता है वह भव-बंधन से मुक्त हो मेरे परमधाम को प्राप्त होता है।⁷

भारतीय धर्म-साधना में परमतत्त्व तथा मोक्ष प्राप्ति के तीन साधन बताए गए हैं – कर्ममार्ग, ज्ञानमार्ग एवं भक्तिमार्ग। वैदिक काल में याज्ञिक कर्मकांड की प्रधानता होने से कर्ममार्ग की तथा उपनिषद् काल में चिंतन प्रधान ज्ञानमार्ग की प्रधानता रही है। परंतु भक्तिमार्ग का अभ्युदय सर्वप्रथम वैष्णव भक्ति के रूप में वासुदेव उपासना से प्रारंभ हुआ। ये वासुदेव वृष्णि वंशी वसुदेव के पुत्र वासुदेव श्रीकृष्ण ही थे। श्रीमद्भगवद्गीता में कर्म, ज्ञान और भक्ति का समन्वय करते हुए भक्ति को ही सर्वाधिक महत्व दिया गया है तथा भक्तिमार्ग को परब्रह्म प्राप्ति का सर्वश्रेष्ठ साधन बतलाया गया है। गीता में स्वयं श्रीकृष्ण ने कहा है कि ‘जो अन्य साधनों की अपेक्षा सिर्फ अनन्यभक्ति द्वारा मेरी उपासना करते हैं, उन्हें मैं मृत्यु रूपी संसार सागर से मुक्त कर देता हूँ।’⁸ गीता के 18वें अध्याय में वे गुह्यतम ज्ञान का उपदेश देते हुए कहते हैं कि ‘अन्य सभी धर्मों और उपायों को छोड़कर सच्चे भक्त बनकर मेरी शरण में आओ और प्रेमपूर्वक श्रद्धा-भक्ति द्वारा मेरी उपासना करो, मैं तुम्हें समस्त पापों से मुक्त कर तुम्हारा उद्धार कर दूंगा।’⁹

वस्तुतः जब हम प्राचीन दार्शनिक साहित्य पर दृष्टिपात करते हैं तो यह ज्ञात होता है कि वेदों और उपनिषदों में वर्णित ‘ओम्’ अर्थात् ‘प्रणव’ ही उच्चतम स्थान के प्रतीकात्मक आध्यात्मिक शब्द है। इस प्रणव शब्द को अंतर में सुनना ही ब्रह्मपद की प्राप्ति तथा चेतना के आध्यात्मिक स्तर का सर्वोच्च स्थान माना गया है। जिसे तुरियातीत भी कहा गया है। इस प्रकार कहा जा सकता है कि उपनिषद्काल में मुख्यतः अंतःसाधना, सत्यान्वेषण की जिज्ञासा और गुरु का महत्व विषयक ज्ञान सर्वोपरि रहा है। आत्मदर्शी ऋषियों द्वारा प्रसारित यह ज्ञान कुछ समय तक जनमानस में अवस्थित रहा। किंतु कालांतर में जब कोई सच्चा मार्गदर्शक नहीं रहा तो पंडित और भेषियों ने इनका स्थान ग्रहण कर अपने स्वार्थहित हेतु लोगों को मूर्तिपूजन एवं बाह्य कर्मकांड की ओर आकृष्ट कर लिया। क्योंकि अंतःसाधना की अपेक्षा यह सहज और सुगम मार्ग है। फलस्वरूप मानव वास्तविक धर्म से दूर होता गया और आगे चलकर वह आध्यात्मिक स्तर के अनुसार बौद्ध, जैन, वैष्णव, शैव आदि अनेक धर्म-धाराओं में विभाजित होता चला गया। किंतु यह अक्षरशः सत्य है कि इन सभी धर्मों के मूल में एक ही चेतना व्याप्त है। अर्थात् हिंदू, मुस्लिम, सिक्ख, ईसाई, बौद्ध, जैन तथा संतमत आदि सभी धर्म एक अपार, अनंत एवं विभु चेतना के ही विविध रूप हैं। साहित्यिक इतिहास के अन्वेषण से यह परिलक्षित होता है कि मध्ययुग में कबीर, सूर, तुलसी, नामदेव आदि अनेक भक्त कवियों ने परमेश्वर के

सगुण और निर्गुण रूप का वर्णन कर सामान्य मनुष्यों में भक्ति भावना को संचारित करने का प्रयास किया। यही वह शुभ समय था जब विभिन्न कालों एवं विभिन्न रूपों में ब्रह्मांड से ऊपर के धामों से संतों का अवतरण हुआ। संत कबीर, गुरुनानक साहब, तुलसी साहब आदि कई महान संत हुए जिन्होंने अपनी वाणी में ब्रह्मांड से ऊपर के लोकों की चर्चा की। इन सभी संतों ने युग की मांग के अनुसार धर्म को बाह्य आडंबरों से मुक्त कर उसके वास्तविक स्वरूप को जनमानस के समक्ष रखा और समाज के कल्याणार्थ मार्गदर्शन करते हुए उनके आध्यात्मिक चेतना के विस्तार हेतु पूर्ण प्रयास किया। यह मत भी कर्म, ज्ञान और भक्ति का सम्मिलित रूप है। इस मत के विचारकों ने वर्तमान वैज्ञानिकों को भी आध्यात्मिक चेतना के प्रति विभिन्न पहलुओं पर विचार-विमर्श करने के लिए प्रेरित किया है, जो संतमत के नाम से विख्यात हुआ।

संतमत में वर्णित आध्यात्मिक चेतना:

प्रायः संतों के द्वारा प्रतिपादित मत को संतमत कहा जाता है। आत्मदर्शी महामानव ही संत की गरिमा को धारण करते हैं। स्वानुभूति और सदाचार ही उनके जीवन का मुख्य आधार है। वैदिक साहित्य में संत शब्द का प्रयोग 'एक' एवं 'अद्वितीय' परमतत्व के लिए किया गया है। इस प्रकार प्राचीनतम ग्रंथों में संत शब्द का प्रयोग अलौकिक शक्ति के अर्थ में हुआ है। सत् का अर्थ है सार तत्व, उसका ज्ञाता भी सत् है और वही संत है। इस प्रकार वह महान आत्मा जिसने सत् रूपी परमतत्व का अपनी साधना के माध्यम से अनुभव कर लिया हो तथा सतपुरुष के साथ तद्रूप हो चुका हो, 'संत' कहलाता है। तात्पर्य यह है कि सतलोक अथवा उसके ऊपर के धामों से अवतरित पुरुष जो वहां का भेद एवं जाने का मार्ग जानता हो तथा सत्यपुरुष के साथ सदैव उसका संबंध रहता हो, वही वास्तविक संत है। इस संदर्भ में आचार्य परशुराम चतुर्वेदी जी ने भी इसी भावना को व्यक्त करते हुए कहा है कि 'जिसने सत् रूपी परम तत्व का अनुभव कर लिया हो, जो अपने व्यक्तित्व से ऊपर उठकर उसके साथ तद्रूप हो गया हो तथा जो सत्य स्वरूप नित्य सिद्ध वस्तु का साक्षात्कार कर चुका हो अथवा अपरोक्ष की उपलब्धि के फलस्वरूप अखंड सत्य में प्रतिष्ठित हो गया हो, वही संत है।'¹⁰ संत परंपरा में कबीर साहब को आदि संत के रूप में स्वीकार किया गया है। यद्यपि कबीर साहब से भी पूर्व अनेक महात्माओं ने संत रूप धारण किया, परंतु संतमत की विचारधारा को स्पष्ट एवं व्यापक रूप देने का श्रेय कबीर साहब को ही है। संत शिरोमणि कबीर साहब निर्गुण काव्यधारा के प्रतिनिधि कवि हैं। उन्होंने अपनी वाणियों में अपने से पूर्ववर्ती सनक, सनंदन एवं जयदेव आदि कई संतों का नामोल्लेख किया है –

सनक सनन्दन जै देवनांमां, भगति करी मन उनहूँ न जानां।¹¹

मध्यकाल में सेन नाईजी, पीपाजी, संत रैदास, धन्नाजी, गुरुनानक साहब, जगजीवन साहब आदि कबीर साहब के समकालीन संत हैं एवं दादूदयाल, गरीबदास, सुंदरदास, मलूकदास, दरिया साहब, पलटू साहब, तुलसी साहब एवं राधास्वामी मत के संत; कबीर साहब के परिवर्ती संत हैं। उपरोक्त सभी संतों ने युगानुरूप बाह्य आडंबरों एवं कर्मकांडों का बहिष्कार कर एकमात्र परम चेतन-शक्ति, जो इस सृष्टि का मूल है और सर्वत्र व्याप्त है, की उपासना करने पर बल दिया है। साथ ही उन्होंने वर्गभेद एवं जातिभेद का तिरस्कार भी किया है।

संतमत में वक्तु संत सतगुरु की महिमा बताई गई है। प्रायः सभी संतो ने आध्यात्मिक चेतना के प्राप्ति हेतु गुरु के महत्व को स्वीकार किया है। कबीर साहब ने तो गुरु को गोविंद से भी बढ़कर बताया है –

गुरु गोविंद दोऊ खड़े, काके लागूँ पायँ ।

बलिहारी गुरु आपणें गोविंद दियो बताय ।¹²

सतगुरु का अर्थ है – सच्चा गुरु, जिसने अंतःसाधना के द्वारा परमसत्ता का साक्षात्कार कर लिया हो और जो अपने शिष्य को उस सत्ता से मिला सकता हो। इस संदर्भ में गुरुनानक साहब ने सच्चे गुरु की पहचान इस प्रकार बताई है –

घर माहि घर दिखाई दे, सो सतगुरु पुरुष सुजान ।

पंच शब्द धुनकार धुन, तहं बाजै शब्द में निशान ।¹³

यद्यपि वेदों और उपनिषदों में चेतन-शक्ति विज्ञान का वर्णन उपलब्ध है। ऋग्वेद में वर्णन है कि विष्णु ने अपने तीन पदों (तीन डगों) में संपूर्ण पृथ्वी को नाप लिया।¹⁴ अर्थात् यहां तीन लोकों तक की चेतन-शक्ति की ओर संकेत किया गया है। परंतु उसके आगे की चेतन-शक्ति के विषय में श्रुतियों ने नेति-नेति (यह नहीं है) ऐसा कह कर चुप हो गए। इस प्रकार वेदोपनिषदों एवं गीता में चेतन-शक्ति का वर्णन अव्याकृत ब्रह्म अथवा सुन्न देश की चेतना तक ही सीमित है।¹⁵ सर्वप्रथम संतमत के संतों ने ही तीन लोक के ऊपर चौथे लोक अर्थात् निर्मल चेतन देश की चेतन-शक्ति का बहुविध गुणगान किया है। जिसे 'परब्रह्मपद' तथा 'सतलोक' भी कहते हैं। यह पिंड, अंड एवं ब्रह्मांड से परे चौथे लोक में स्थित है। तुलसी साहब ने भी घट रामायण में यही बात कही है

सुरति संत करें कोई सैला । चौथा पद सतनाम दुहेला ॥¹⁶

राधास्वामी मत के प्रथम अवतार परम संत श्री शिवदयाल सिंह जी (स्वामी जी महाराज) का कथन है कि सतलोक और सत्तपुरुष की कला से ही तीन लोकों का सब विस्तार हुआ है।¹⁷ सतलोक जो कि महाप्रकाशवान और पाक तथा निर्मल है, जहां सिर्फ चैतन्य ही चैतन्य है, वही कुल नीचे की रचना का आदि और अंत है।¹⁸

संतमत में आत्मा अथवा चैतन्य को सुरत की संज्ञा दी गई है। यह सुरत परम चेतन भंडार का एक अंश है, इसे प्रायः सभी संतो ने परमतत्व, परब्रह्म, परमात्मा आदि शब्दों से अभिहित किया है और उसे अजर, अमर, सर्वव्यापक एवं सत्य बतलाया है। संतमत के अनुसार ब्रह्म सर्वव्यापक होने से प्रत्येक प्राणी में विद्यमान है तथा सच्ची जिज्ञासा के अन्वेषण से ही प्राप्त है। संत कबीर ने परमात्मा को मित्र, माता, पिता और पति आदि रूपों में वर्णित किया है। कभी वे कहते हैं – 'हरि मोर पिउ, मैं राम की बहुरिया' और कभी 'हरि जननी, मैं बालक तोरा' इन शब्दों में वर्णन करते हैं। उन्होंने अपनी रचनाओं में अनामी लोक तक का वर्णन किया है और जीव को ब्रह्म का अंश माना है। वे जीव और ब्रह्म अथवा आत्मा और परमात्मा को एक मानते हुए कहते हैं कि "आत्मा राव अवर नहिं दूजा" अर्थात् जिस प्रकार ब्रह्म सर्वव्यापक है, उसी प्रकार आत्मा केवल शरीर न होकर सर्वत्र व्याप्त है। क्योंकि वह ब्रह्म का ही अन्य रूप है। वस्तुतः मानव की अन्तश्चेतना का अभ्युत्थान अत्यन्त आवश्यक है, अतः कबीर साहब ने जीव को अपना वास्तविक स्वरूप पहचानने की बात कही है। जब जीव अपने और परमात्मा के एकाकार स्वरूप को जान लेता है, तब वह संसार के विविध दुखों से मुक्त होकर परमात्मरूप हो जाता है। कबीरदास जी ने अपने उपदेशों में सहज-साधना का

वर्णन करते हुए सहज शब्द को कहीं 'ब्रह्म' तथा कहीं उसे 'चैतन्य-प्राप्ति' की साधना के रूप में प्रयुक्त किया है। जो ब्रह्म, वाणी द्वारा वर्णित ना हो सके, जो कल्पना के परे तथा विश्वातीत है, उसे कबीर साहब ने 'सहज' कहा है। यही सहज भाव अंतरात्मा रूप में विद्यमान है। कबीर साहब की सहज-साधना में ज्ञान, योग एवं प्रेम-भक्ति की महती भूमिका है। आध्यात्मिक चेतना के संदर्भ में कबीर साहब ने बाह्याडम्बरों को कोई स्थान नहीं दिया है, अपितु नाम स्मरण, परमात्मा में चित्त को स्थापित करना ही परमात्मा के प्राप्ति का साधन बताया है। इस प्रकार कबीर साहब पूर्णतः सशक्त चेतना वाले आदि संत थे। उन्होंने जीव और जगत को प्रत्यक्ष दृष्टि से देखा और जीवन की प्रयोगशाला में उसे सत्य खंडों के रूप में प्रयोग किया है। उनकी वैचारिक अभिव्यक्ति वैज्ञानिक अवधारणा पर अवलंबित है। उनका कथन है कि जिस प्रकार लोहा लोहे को अग्नि में पिघलाकर शुद्ध कर देता है, उसी प्रकार सतगुरु भी शिष्य को साधना की कसौटी पर कस कर कंचनवत बना देते हैं।¹⁹ इस प्रकार कबीर साहब ने मानवमात्र की मंगल कामना से समाज में प्रगतिशील चेतना के बीज बोए। कबीर के विचार तत्कालीन समाज में जितने लाभकारी थे, उतने ही आज भी प्रासंगिक हैं। क्योंकि उनकी वाणी कालजयी है, युगों का बंधन उन्हें बांध नहीं सकता।

इस संदर्भ में गुरु नानक साहब का मंतव्य है कि परमात्मा स्वयं हमारे शरीर में रहता है तथा शुद्ध अंतःकरण से सतनाम का जाप करने से गुप्त आध्यात्मिक शक्तियों को जगाया जा सकता है। परन्तु इसके लिए सिद्ध गुरु का मार्गदर्शन आवश्यक है। नानकजी के मतानुसार सतगुरु, सत्य-खंड तथा सत्य-नाम का महत्व अपरंपार है। जो गुरु की भक्ति कर गुरुमुख बन जाता है, वह अपने घट के भीतर अनाहत शब्द को सुनकर नौ खंडों को पार करके दशम द्वार से होकर सत्य खंड या सत्य देश में प्रवेश करता है।

यहाँ यह स्पष्ट कर देना आवश्यक है कि सन्तों ने योग-साधना को मुख्य साधना के रूप में नहीं स्वीकार किया है, अपितु वे उसे भक्ति की उपकारक मानते हैं। श्रद्धा, भक्ति, समर्पण-भाव, प्रेम, वात्सल्य आदि साधन ही आध्यात्मिक चेतन-शक्तियों को जागृत करने में परम सहायक हैं। संतमत सुरत-शब्द-अभ्यास की युक्ति द्वारा मानव को अपने गंतव्य स्थान तक पहुंचने का मार्ग बतलाता है। सुरत या आत्मा को शब्द की धार पकड़कर नीचे से ऊपर की ओर चढ़ाना ही सुरत-शब्द-अभ्यास है तथा यही शाश्वत सुख प्राप्ति का उपाय भी है। इस प्रकार सुरत-शब्द-योग एक आंतरिक साधन या अभ्यास है, जो संतमत और अन्य संबंधित आध्यात्मिक परंपराओं में अपनाई जाने वाली योग पद्धति है। संस्कृत में 'सुरत' का अर्थ आत्मा, 'शब्द' का अर्थ ध्वनि और 'योग' का अर्थ जुड़ना है। इसी शब्द को 'ध्वनि की धारा' भी कहते हैं। इस मत का सैद्धांतिक दृष्टिकोण यह है कि सृष्टि के प्रारंभ में केवल शब्द ही था। यह सृष्टि शब्द से ही अस्तित्व में आई और विभिन्न लोकों की रचना हुई। ध्यातव्य है कि संतमत में आध्यात्मिक चेतना का अभ्यास छठे चक्र से प्रारंभ होता है तथा शब्द को परमसत्ता का ध्वन्यात्मक नाम बताया गया है। संतमत के अनुसार मानव कुल रचना का एक छोटा नमूना है, जिसमें वह सभी लोक विद्यमान है जिनकी ऊपर कल्पना की गई है। वस्तुतः मानव शरीर साधना का माध्यम है। संतमत में सुमिरन और ध्यान पर विशेष बल दिया गया है। यहां ध्यान का तात्पर्य आत्मा के स्थान अर्थात् छठे चक्र पर चित्त को केंद्रित करने से है। मानव अपने शरीर में निहित उच्च कोटि की आध्यात्मिक शक्तियों को सुरत-शब्द-अभ्यास द्वारा तथा भक्ति-मार्ग के अनुसरण द्वारा जागृत कर उस परम चेतना से साक्षात्कार कर सकता है। इस प्रकार कहा जा सकता है कि संतमत विशेष रूप से भक्ति-मार्ग ही है तथा सुरत-शब्द-अभ्यास ही उस

शाश्वत सत्य को प्राप्त करने का उपाय है। संत मतानुसार अंतःसाधना द्वारा निर्मल चेतन देश तक पहुंचना ही मानवीय आध्यात्मिक चेतना के स्तर का पूर्ण विकास है। मानव अपनी गुप्त शक्तियों को जागृत करके ब्रह्मांड और निर्मल चेतन देश से संपर्क स्थापित कर सकता है और इसके लिए भेदी तथा सच्चे गुरु को मार्गदर्शक के रूप में महत्त्व दिया गया है।

उपरोक्त वर्णन के आधार पर यह कहा जा सकता है कि आध्यात्मिक चेतना के विकास हेतु गीता एवं संतमत दोनों ने ही भक्ति को सर्वोत्तम और सर्व सुलभ मार्ग बतलाया है, जिसके व्यवहार द्वारा जीव अपने चरम लक्ष्य अथवा परम पुरुषार्थ को प्राप्त कर सकता है। आज जबकि निरंतर धर्म का हास होता जा रहा है, समाज से नैतिक और आध्यात्मिक मूल्य लुप्त होते जा रहे हैं तथा मानव सांसारिक भोग-विलास में पूर्णरूपेण लिप्त है। ऐसे समय में मानव उत्थान और उसके कल्याण हेतु धार्मिक आध्यात्मिक चेतना को विकसित करना अत्यंत आवश्यक हो गया है। समाज और राष्ट्र हित में मानव की अंतःचेतना को जाग्रत करना ही परम उद्देश्य है। समय की मांग के अनुसार हमें समसामयिक दृष्टि से विचार करना होगा तथा उसका व्यावहारिक प्रयोग भी करना होगा, तभी समस्त देश का पुनरुत्थान और कल्याण हो सकेगा। निष्कर्षतः कहा जा सकता है कि श्रीमद्भगवद्गीता एवं संतमत में आध्यात्मिक चेतना को सर्वोपरि मानते हुए उसके विकास प्रक्रिया द्वारा मानव को संपूर्ण मानव बनाने का तथा विश्व में पूर्ण शांति स्थापित करने का दिव्य संदेश दिया गया है।

उपसंहार:

उपरोक्त विवरण से यह निष्कर्ष निकलता है कि परमेश्वर ने इस सृष्टि में जो कुछ भी सृजन किया है उसका केंद्र मानव जीवन ही है। वेदों में मानव देह को 'अष्ट-चक्रा नवद्वारा देवानां पूरयोध्या' कहकर मानव शरीर की महत्ता प्रतिपादित की गई है। किंतु यह मानव उसी क्षण तक महिमामंडित है जब तक कि इसमें चेतना व्याप्त है। प्रायः सभी दार्शनिकों ने इस विषय में गंभीर चिंतन किया है। श्रीमद्भगवद्गीता एवं संत-महात्माओं के उपदेशों में इस चेतना का सूक्ष्मतम स्वरूप अभिव्यक्त किया गया है। आत्म-तत्त्व ही मुख्य चेतन तत्त्व है। भारतीय विचारधारा के अंतर्गत चेतना की चार अवस्थाएं वर्णित की गई हैं जाग्रत, स्वप्न, सुषुप्ति तथा तूरीय। यह चतुर्थ अवस्था ही आत्मबोध की अवस्था है। इस स्तर तक पहुंचने के अनेक साधन बताए गए हैं। ज्ञानयोग, भक्तियोग, कर्मयोग, अष्टांगयोग एवं सुरत-शब्द-योग आदि इनमें से मुख्य हैं। आज के वैज्ञानिक युग में मानव जब आत्मतत्त्व तथा परमसत्ता दोनों ही तत्त्वों को नकार रहा है, जिसका दुष्परिणाम यह है कि वह तनाव, चिंता, निराशा और अवसाद जैसे मानसिक रोगों का शिकार हो रहा है और शारीरिक व्याधियों से पीड़ित होता जा रहा है। मानव के इन व्याधियों से मुक्ति के लिए निज स्वरूप को जानने की आवश्यकता है। जीवन जीने के लिए सर्वशक्तिमान परमेश्वर की सत्ता में श्रद्धा, विश्वास एवं मानवोचित आचरण की नितांत आवश्यकता है तथा इसके लिए मानवीय चेतना के विकास की आवश्यकता अवश्यम्भावी है। आज के युग में मानव चेतना की आध्यात्मिक उन्नति के बिना जीवन की राह सुगम नहीं हो सकेगी। हम मानव से उच्च, उच्चतर, उच्चतम शिखर की ओर बढ़ते जाएं, इसके लिए चेतना के आध्यात्मिक विस्तार के अतिरिक्त अन्य कोई मार्ग नहीं है –

नान्यः पन्थाः विद्यतेऽयनाय । मानव अतिमानवीय अवस्था तक पहुंचे और संसार का कल्याण हो, यही सुखद अनुभव और जीवन का सार है।

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A REVIEW ON ACHIEVEMENT MOTIVATION AND SELF ESTEEM AMONG STUDENTS OF SCHOOLS IN INDIA

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Abstract

Self-esteem refers to extent of which we will accept or approve of ourselves or how much we value ourselves, it involves a degree of relation and we may have a positive or negative outlook on it. The study is to find the correlation between Self-esteem and achievement motivation among rural Elementary students of government schools. The aim of the present study was to investigate whether the reported previous findings can be replicated when ability self-concepts, task values, goals, and achievement motives are all assessed at the same level of specificity as the achievement criteria (Grades, marks and percentage). Results indicate a strong correlation between student's self-esteem and achievement motivation.

Keyword: Self-esteem, Achievement, Motivation, Elementary student

Introduction:

A high level of perceived satisfaction indicates that the individual has high self-esteem, whereas a low level of satisfaction indicates low self-esteem.

Özkan (1994) defined people with high self-esteem as individuals who are successful in academic and professional areas, who can handle stress, who can establish social and close relations and who have a high level of vitality and enjoyment. At the same time, he defined people with low self-esteem as individuals who have a low level of vitality and enjoyment, who are not self-confident, who feel shame and feelings of worthlessness and who feel inadequate in terms of successes and skills.

The formation of self-image in individuals starts in their babyhood and early childhood periods through the verbal and non-verbal signals that they receive from their parents who are the primary objects of connection. Towards the early childhood period, when the cognitive level is developed, the baby starts to create his or her self-esteem by evaluating his or her physical properties, abilities, strengths and weaknesses. Nine months old babies start to realize that they are mentally different from each other, and they develop their verbal self when they are eighteen months old. The progress of infants' cognitive level develops their social relations and allows the babies to better perceive and interpret the signals that they get from their surroundings. It is argued in the literature that fulfilling adequately the physical needs of the babies in their first two

years through the love, care and affection of their mothers affects self-esteem positively creating the schema that the baby is someone who is worth of attention and love. As the child grows older, being appreciated and supported by his or her environment increases his or her self-esteem, whereas a lack of support, negative evaluations, frequent comparison with other individuals and a lack of positive feedback may decrease his or her self-esteem. Various psychological theories have suggested different explanations for the formation of self-esteem.

According to the Adlerian Individual Psychology Theory, self-esteem represents the shift from feelings of inferiority to a sense of superiority. At the same time, it was emphasized that factors such as illnesses, family circumstances, family communication, birth order and inability in establishing social relationships play an important role in the formation of self-esteem. Research comprising several field studies and laboratory experiments revealed that achievement motivation positively influenced academic performance. It was found that motivational orientation predicted children's standardized achievement scores. There is a significant correlation between academic achievement and motivation has impact on academic achievement of elementary school students in mathematics with respect to gender. Highly motivated students performed better academically than lowly motivated student. Females are highly motivated as compared to male.

Factors affecting self esteem

The researcher helped us to understand achievement motivation and self-esteem among ruler elementary students. It helps us to recognise the student problem under achievement motivation

Fear of failure: Being afraid to do something can stop students from moving forward. The student may doubt that success is going to be possible or not lack of motivation to attain it, lack of clarity in themselves (Students may not have clarity in what they are doing and what they are going to do next, they can quickly become demotivated).

Comparison: It is also a reason for lack of motivation. Comparison or comparing someone by something like on their physical appearance compared to our colleagues, family, friends, neighbours or whoever only promotes unproductive thinking.

Procrastination: This is one of the main reasons for anyone to not achieve a particular thing. It builds with a small age with prolonging the task to be completed in the eleventh hour. Procrastination can have a negative effect on students' schoolwork, grades, and even their overall health. Students who procrastinate experience higher levels of frustration, guilt, stress, and anxiety—in some cases leading to serious issues like low self-esteem and depression which can hamper the performance of the student in academics as well as non- academic areas.

Distraction: When students attention is pulled in too many directions, they can lose focus and motivation for working on what's most important thing to do. Thus, distraction is a key role in

negatively affecting students learning and memorizing ability by distractions from social media, talking in class, and texting.

Social roles: Attitudes of a person play an important role in self-esteem and further development of a person. The relation between the concepts and the response is closely analyzed to determine the most important criteria people's actions can be judged by. It carries prestige and therefore promotes or deteriorates one's self-esteem.

To improve self-esteem

The study also explore the opportunities that can help in the achievement motivation:

- Teacher Counselor educated and institution can also play an important role in motivating students.
- It is the responsibility of the teacher to motivate student to succeed in the school
- Institutional support by the administration Academicians and management assists in developing achievement motivation among student.
- Institutional support through policy and practice of the institution is equally important which are meant to identify assess and provide solution to the problem of students so that students success cannot be harmed.
- Along with teacher role there overall support by the institution is very necessary for determining the success of student.

Literature review on self-esteem

The purpose of this paper is to explore the Achievement motivation and self-esteem among rural Elementary students. So this section includes the review related to achieving motivation and self-esteem among rural elementary students.

Carson (1986) conducted a study on Self-Esteem in Elementary School Children. The data collected from 232 fourth and fifth grade students in nine classroom groups were measured by use of the Cooper smith Self-Esteem Inventory (SEI). Each student completed the SEI, socioeconomic background. Eight research questions posed for this study the result of this test was compared between two groups male and female. The male student is having a higher self-esteem than the female student and the female student is having higher self-concepts than male students in school-academic. Result found in this study failed to support the assumption made in the study that teacher perceptions of student self-concept would be statistically similar to student self-ratings of self-concept

Yang and Festsch (2007) conducted a study to explore the self-esteem of children in small towns was assessed comparing these children self-rated competencies to extend norm suggest that rural children self-concept are not distinctly different from suburban and urban children ruler children feelings of self-worth and self-assessment of scholastic competence and comparable two or more higher than Metropolitan student.

Chetri (2014) This study was undertaken to study the self-esteem and achievement motivations of Elementary school students and their relationship with academic achievement. The sample for the investigation comprises 480 Boys and girls of class 1st to 5th from various Government and non-government managed schools within the age range of 2 to 7 year from rural areas. The non-significant difference was observed in self -and achievement motivation. The second finding was in respect of non-significant differences in achievement motivation. Another finding of the study.

Literature review on achievement motivation

Adom Josephine (2014) demonstrated a study which investigated the relationship between Achievement motivation and self-esteem among rural Elementary students. Best study found out the student profile to ascertain the level of achievement motivation self-esteem. A total of 120 students selected from 4 Elementary Schools participated in the study. The Inventory of school motivation developed by McInerney and Sinclair in (1991). The study results showed that majority of the elementary school students were highly motivated. The study also found a significant correlation between self-esteem and academic achievement. The study confirm the importance of achievement motivation.

Arshad Zaidi and Mahmood (2015) conducted a study to assess the self-esteem and academic performance among Elementary student after arising several behaviour and educational problem during pandemic total number of ITI student 40 male and 40 female student was selected through Purposive sampling from Faisalabad. The score of male and female student was compare Pearson product moment and test were used for statistical data. Moreover a significant difference was found between male and female student on self-esteem which indicates that female student Have High score.

Jeffrey and Zein (2017) conducted a study to examine the Achievement motivation 4 dimension namely willing to take moderate risk requiring immediate feedback considering success and integrating with task to measure the Achievement motivations of students. The data was collected by random sampling method from 252 student respondent by Senior High school student yadika, 5 west Jakarta Indonesia. The questionnaire get the positive and effective result of achievement motivation from this 252 senior.

Fryberg ,Covarrubias & Meltzoff (2018) conducted a study to see self-concept, self-esteem and academic achievement of minority maturity North American Elementary school children, minority and majority elementary school student from native American reservation (N=188:K-fifth grade 5 to 10 year olds) completed test of self-esteem. Both minority and majority student exhibited positive self-esteem minority student have low achievement then majority student. First minority student had a low academic achievement then majority student and this effect was stronger in older grade 3 to 5 then in younger grade K2 children's actual

achievement was a related to their academic self-Concept for older student but more strongly linked to self-esteem in younger student

Chechi and Amanpreet kaur (2018) conducted a study on Achievement motivation And study found at Elementary and elementary education Is very important for the children as they grow and develop their personality during this days at school student learn value of cooperation coordination and honesty and so many other skill which is necessary for them to become a good person in their life .They get motivation from their teachers to achieve success and excellence. Development of achievement motivation among elementary and elementary school students can be possible if teachers manage them well and consider the value and feelings of their students. Along with the teacher role, the overall support by the institution is very necessary for determining the success of a student. Institutional support is also necessary for determining the success of a student.

Bhattacharya (2019) conducted a study to examine the motivation level of elementary school students. The result found that the elementary School students of government schools come from economically poor and lower middle class families. They are introverted in nature and do not want to respond in an academic environment. So our challenge is to provide them a School environment completely free from fear, full of fun, fulfil all the needs. Do caring like their home atmosphere the result also find that giving the reward system is beneficial for the children achievement.

Engin(2020) conducted a study for primary school students' academic achievement and motivation in terms of parental attitudes, teacher motivation, teacher self-efficacy and leadership perception a research was taken and data was collected from 60 primary school teachers teaching 4th grade students in 2017-2018 academic year and from 1476 4th grade primary school students. The study shows that fathers' having a high level of education, teachers' having a high level of motivation, a democratic attitude in the family are some factors positively affecting student achievement. High level of teacher motivation will also increase the elementary school student motivation. The result shows that teachers with high self-efficacy also have a high level of motivation. The results of the study indicate that fathers' educational level has effects on students' academic achievements. There is no statistically significant difference between students whose fathers have graduate degrees and undergraduate degrees. However, there is a statistically significant difference between academic achievement levels of students whose fathers have graduate-undergraduate degrees and students whose fathers are high school, middle school, elementary school graduates in favour of graduate-undergraduate degree fathers. Additionally, children of high school graduate fathers have higher academic achievement levels than middle school and elementary school graduate fathers. This situation can be a result of higher family interest in their children's educational life as their own high level of education

McClelland (1917) conducted a study that shows how motivation affects people's performance, in this study it concludes achievement affiliation and power within a setting goals concern is limited to performance and success or achievement of Elementary school students. Some children are there who exist in setting and accomplishing the challenging goals, some are considered to calculate the risk and take the easy decision which will help them to succeed. And some are thinking about both the positive as well as negative point to get succeed because it will help them to progress well and reach the new height.

Emmanuel *et al.* (2014) examined the achievement motivation of the student in relation with their academic self-concept and academic achievement the sample was taken from 120 students of high school. They utilise the inventory of school motivation developed by McLenerney and Sinclair and select 12 items from it. The result showed that the majority of high school students were highly motivated, and they had high self-concept among themselves and they also performed well in mathematics achievement tests. The study also found a significant correlation between self-concept and academic achievement .They found that achievement motivation and academic achievement were positively related to each other.

Research gap:

1. Each student has a different family background and therefore measuring the achievement motivation on the basis of only academic performance will not be able to justify the differences in the results of the measurement.
2. Mental health and individual difference of the students are also major factor in the achievement motivation performance therefore each student must be tested for a favourable mental health and a safe environment.

Conclusion:

This study demonstrated the relative importance of students' ability self-concepts, their task values, learning goals, and achievement motives for students' grades in different academic subjects above and beyond intelligence and prior achievement. The research show only the teacher's perception of student's ability which can obstruct the main ideology of achievement motivation study that took place. Further it was found that the male students had higher self-esteem compared to the female students, but the female students had clearer self-concept. In some cases, it was seen that the parent's education was also one of the reasons for the academic motivation and achievement of the students. The educational level of the parents affect the motivation of the students. If comparison of students of urban and rural schools is done there is no significant differences in the aspects of self-worth and self-assessment of scholastic competence. The students were not motivated in the online class for academic achievement as were in the offline mode of social environment, problem solving techniques and chid derived classroom. Minorities also had low self-esteem than majority. Institutional support in needed at

all levels of learning. Healthy school environment and academic competition should be present in order to provide honest judgment and rewards.

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ROLE OF YOGA AND MEDITATION TO REDUCE STRESS AMONG ADOLESCENTS: A REVIEW OF LITERATURE

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Abstract:

Yoga is continuously being used from long time as scientific way of dealing with various stress and anxiety levels along with many other physical and mental benefits. Still ways in which yoga is helpful to tackle stress and anxiety is not popular and common among teenagers. To understand the role of yoga and meditation in reducing the stress faced by teenagers due to their sudden change and decision phase in life. Adolescents in the present situation do not know about yoga at all because they consider it as a traditional and old practice, but this superstitious mind could be changed by knowing that meditation and yoga are not just postures but more than that and have lifelong benefits.

Introduction:

In this competitive age, the lifestyle has become very fast, making it hard and difficult to live a normal life. Human beings are busy in studying technology but have no time to engage in spiritualism and amazing acts of God which are beyond the calculation and mind of the mind (Dangwal and Singh, 2012). People are constantly over-stressed in their daily lives – visually, mentally, emotionally and physically, and eventually catch up with serious health problems. Not only is stress often an unpleasant experience, but it has also been shown to wear down the body, leading to increased biological age and likely leading to long-term illness. Stress is experienced when emotional, physical, and/or environmental demands exceed a person's personal resources and ability to cope effectively (Sheps, 2002). Work-related psychosocial stressors are known to affect bodily functions through psychological processes and affect health through four types of closely related mechanisms, namely: emotional, cognitive, behavioral, and physiological (Levi, 1990). When we are stressed, our body does not function properly and we can suffer from some pretty serious ailments.

In this scenario, stress is not only a dangerous and significant problem for adults, but children are also stressed (academic stress). In an academic situation such as school, the student reacts with psychological distress to the expected frustration associated with failure in the annual examination or even to the knowledge of the possibility of such failure (Gupta and Khan, 1987). In academic life, academic stress can act as a negative predictor of academic performance

(Endler *et al.*, 1994). Academic stress is measured using its four components, frustration, conflict, pressure, and anxiety. The key to the whole problem is "self-help". One should learn how to relax and stay relaxed. There is a need to build more confidence in natural stress relievers. Yoga and meditation save us in this moment and teach us how to be one with the world by being one with ourselves. Yoga, through its techniques of meditation, asanas and pranayama, has a positive effect on stress management in adolescents (Milada).

Yoga, the practice of mind-body control, is an ancient art that began in India over a thousand years ago. Yoga is a systematic process of spiritual development. The path of yoga teaches individuals how to integrate and heal their personal existence (Das, 2008). Since yoga involves breath control, meditation, and physical postures, it is said to increase the vitality of the human body, help with concentration, calm the mind, and improve common physical ailments (Vaidyanathan, 2004). Yoga is an art in all its aspects, from the most practical to the highest. Yoga is also considered a full-fledged science. The science of yoga consists in gaining knowledge through observation and experiment. There are four types of yoga: Raj yoga, Karma yoga, Jnana yoga and Bhakti yoga. Raj yoga, which is the yoga of meditation or concentration. Raj Yoga consists of eight steps and each step includes self-control, muscle relaxation postures, breath control, concentration and deep meditation (Mishra, 1987). The most used steps from Raj yoga in the Western world are Pranayama, Asana and Dhayana (Mishra, 1987).

Meditation, which is a part of yoga, which is the seventh part of Ashtanga yoga (Tamini). As a relaxation technique, meditation is essentially a restorative exercise for the mind. Through constant meditation, a person slowly gains self-knowledge and frees himself from the shackles, not only of external ones, but also of his inner consciousness. Meditation is the act of focusing one's thoughts or engaging in self-reflection or contemplation. Some people believe that through deep meditation one can influence or control physical and mental functioning and the course of illness (Udupa, 1975). The ultimate goal of life is salvation and this, as the scriptures say, is achieved through the knowledge of the ultimate truth about the self and its place in the cosmic self, gained through meditation (Harinath, 2004). Meditation is the royal road to freedom, the mysterious ladder that reached from earth to heaven, darkness to light, mortality to immortality (Sakthignanavel, 2005). With a little patience and 10-20 minutes, 1-2 times a day, one can get a wonderful feeling of inner peace and contentment. By actually slowing down, the time one spends meditating will eventually create hours. One will become more relaxed, more focused and feel much more energized to do more as a result. Evidence is mounting that meditation can make people healthier and happier. Research on meditation and stress has shown that meditation is spiritually beneficial and has shown that it can definitely counteract the effects of stress. Oman, Hederg and Thoresen (2006) looked at the effect of meditation on doctors, nurses,

chaplains and other health professionals. And they found that meditation reduces stress and can improve mental health.

Nassiri (2005) evaluated the effects of regular relaxation on perceived stress and found that regular relaxation produced lower scores on a perceived stress scale. Bonadonna (2003) conducted an 8-week study of medical and pre-med students to see if regular meditation for 8 weeks would reduce students' anxiety and stress during exam period. The results were positive; meditation reduced students' stress and anxiety levels. Transcendental Meditation reduces stress (Michaels). Kaur and Dhillon (2013) found gender differences in academic anxiety due to yoga asanas.

Considering the importance and relevance of yoga in human life, the researcher tried to experiment with it in practical life to specifically study and analyze its effects.

Objectives:

1. To study the role of yoga to reduce stress among adolescents
2. To study the role of meditation to reduce stress among adolescents
3. To study the role of yoga and meditation to reduce stress among adolescents

Yoga

Yoga is considered one of many types of complementary and integrative medicine approaches. Yoga combines physical and mental disciplines that can help you achieve peace of mind and body. This can help you relax and manage stress and anxiety. Yoga has many styles, forms and intensities. Hatha yoga in particular can be a good choice for stress management. Hatha is one of the most popular styles of yoga, and beginners may like its slower pace and simpler movements. But most people can benefit from any style of yoga – it's all about your personal preference.

The basic components of hatha yoga and most general yoga classes are:

- **Poses.** Yoga postures, also called postures, are a series of movements designed to increase strength and flexibility. Poses range from simple to difficult. In a simple post, you can lie on the floor and still be completely relaxed. Difficult posture can cause you to stretch your physical limits.
- **Breathing.** Breath control is an important part of yoga. Yoga teaches that controlling your breath can help you control your body and quiet your mind.
- **Meditation or relaxation.** In yoga, you can incorporate meditation or relaxation. Meditation can help you learn to be more mindful and aware of the present moment without judgment.

Meditation

Yoga is considered one of the popular way of medical approach of dealing with mental and physical condition. Yoga consist of both physical and mental aspect and provide peace to mind as well as body that further helps in reducing stress and anxiety.

Yoga is being combined with so many styles, forms and intensities. Hatha yoga is very helpful way of stress reduction. Hatha is considered as one of the most popular styles of yoga, and beginners may prefer it with slower pace and simpler movements. But most people can benefit from any style of yoga, its just personal preference of each individual.

The basic components of hatha yoga are:

- **Poses.** Yoga postures, also called postures, in this there are various movements designed to increase strength and flexibility. Poses range from easy to difficult. In a simple post, you can lie down on the floor and still be completely relaxed. Difficult posture results into stretch that leads to better flexible reach of body.
- **Breathing.** One of important part of yoga is controlling your breathing process . performing yoga with controlling your breath can helps you to have command over your body and calm your mind.
- **Meditation or relaxation.** It is basically relaxation technique in yoga. Performing Meditation can make you understand how to be more mindful and aware of the present moment without judgment.

Stress

According to Aldwin (2007) stress refers to ‘the quality of experience, that is been produced through a person’s transaction with environment, through over arousal or under arousal whatever is required, results in psychological or physiological distress’. Stress can be measured in countless ways; these ways can be broadly categorised as either subjective or objective (Li and Goldsmith, 2012). Subjective measures of stress are self-report measures that assess perceived stress, the degree to which one appraises situations in one’s life as stressful (Cohen *et al.*, 1983).

How do yoga and meditation reduce stress?

On recently finding yoga’s effect on stress and reviewing studies stated that 25 of 35 published articles reported that yoga has important role and actually reduces stress among humans (Li and Goldsmith, 2012). 10 other studies were mostly inconsistent and findings were not clear, mainly due to methodological flaws, size of samples was small in few cases, control group was lacking, non-randomisation, exclusion criteria was lacking and there were large standard deviations (Li and Goldsmith, 2012). Proposed mechanisms: psychological mechanisms that have been proposed as ways through which yoga ameliorates stress include increases in positive attitudes towards stress (Malathi and Damodaran, 1999; Taylor, 2003; Woodyard, 2011), self-awareness (Arora and Battacharjee, 2008), coping mechanisms (Heilbronn, 1992; Kinser *et al.*, 2013; Rizzolo *et al.*, 2009), appraisal of control (Bonura, 2008; Roehr, 2008), calmness (Brown and Gerbarg, 2005b; Sherman *et al.*, 2013), spirituality (Evans *et al.*, 2011; Moadel *et al.*, 2007), compassion (Braun *et al.*, 2012) and mindfulness (Brown and Ryan, 2003; Chiesa and Serretti, 2009; Evans *et al.*, 2011). Many researchers also found that mindfulness is a

powerful link that is been made between yoga practice and stress reduction (Dunn, 2008). Brown and Ryan (2003) stated that mindfulness is a state of being attentive to and aware of whatever thing taking place in present. Its association with yoga practice, and its stress combating activities, has been broadly demonstrated (Chiesa and Serretti, 2009). Studies suggest mindfulness is connected with ways of lower stress (Gilbert and Waltz, 2010). Mindfulness is required to move towards perfection in yoga. For example, Brisbon and Lowery (2011) found that higher levels of mindfulness has been found in yoga practitioners from long time and also comparatively lower level of stress was there compared to new yoga practitioners . Proposed mechanisms: biological Proposed biological mechanisms through which yoga may reduce stress include the autonomic nervous system (Brown and Gerbarg, 2005a; Evans *et al.*, 2011; Field, 2012; Malathi and Damodaran, 1999; Michalsen *et al.*, 2005), hypothalamic–pituitary–adrenal (HPA) axis (Innes, Vincent, and Taylor, 2007; Purdy, 2013; Ross and Thomas, 2010), endothelial function and release of nitric oxide (Dunn, 2008; Michalsen *et al.*, 2005), endogenous cannabinoids and opiates (Michalsen *et al.*, 2005), inflammatory and endocrine responses (Kiecolt-Glaser *et al.*, 2010; Yadav *et al.*, 2012), limbic system activity (Riley, 2004), the peripheral nervous system with GABA (Streeter *et al.*, 2012) and gene expression (Black *et al.*, 2012). There is a growing literature regarding the possible mediating effects of the autonomic nervous system, the HPA axis and inflammatory and endocrine responses. Autonomic nervous system. Both sympathetic nervous system (SNS) and parasympathetic nervous system (PNS) are often posited as the mechanism through which yoga reduces stress (e.g., Brown and Gerbarg, 2005a; Evans *et al.*, 2011; Malathi and Damodaran, 1999; Michalsen *et al.*, 2005).

Decrease sympathetic response was also result of yoga (systolic pressure, diastolic pressure, mean pressure, heart rate, and rate pressure product) after experimental stressors (Vijayalakshmi, Madanmohan, Patil, and Kumar, 2004), though no mediation analyses were conducted. Field (2012) hypothesized that enhanced vagal activity caused by the stimulation of pressure receptors due to yoga would lead to decreased stress hormones such as cortisol. It regulates heart rate, blood pressure, gastric acid secretion, and functions in many other organs.

Innes *et al.* (2007) pointed out that yoga has immediate beneficial effects on heart rate variability and baroreflex sensitivity, which are thought to reflect direct stimulation of the vagal nerve. Sengupta, Chaudhuri, and Bhattacharya (2013) posited that yoga decreases vagal stimulation, which causes parasympathetic activation, decreasing perceived stress while simultaneously decreasing activation and reactivity of the sympathoadrenal system and the HPA axis. HPA axis. Purdy (2013) summarised the burgeoning research demonstrating that yoga down-regulates the HPA axis and SNS, both of which have been shown to prevent the release of the stress hormones cortisol and catecholamines (Ross and Thomas, 2010). Innes *et al.* (2007) examined the potential mediators of yoga’s effect on cardiovascular disease, including stabilizing

the HPA axis and sympathoadrenal activity, which have a regulating effect on stress. They pointed to studies that have demonstrated reductions in markers of sympathetic activation, including cortisol, catecholamines, renin-angiotensin and basal skin conductance, and progressive attenuation of sympathoadrenal start, including a decline in heart rate and a decline in blood pressure. Yadav *et al.* (2012) discovered that there was a stress reduction, as measured by plasma cortisol and beta-endorphin as well as inflammation after a short-term yoga lifestyle involvement, suggesting that cuts in inflammation factors may contribute to a decrease in stress following a yoga intervention.

Conclusions:

Through the review of the literature, it has been concluded that adolescents are facing a lot of stress, challenges, and anxiety in their life due to hormonal changes in their bodies, peer pressure, social factors, academic grounds, and many more. So, a review of the literature have shown that yoga and meditation are the best ways to reduce stress and to channelize their energy in a better way. So all the educational institutions must have compulsory period/ lecture in the curriculum/ time table so that students can do yoga and meditation practices and may feel relaxed.

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**EAST WEST ENCOUNTER IN ENGLISH NOVELS: COMPARATIVE ANALYSIS
OF THE INDIAN WOMEN NOVELISTS WITH THE WEST AFRICAN WOMAN
NOVELIST MARIAMA BA**

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Abstract:

The society plays a vital role in creating and solving various problems in human life. The nature of these problems created in different societies is different according to the social and cultural set up of that society. The most crucial problem that different societies experienced is related to the human relationships. The most important relationship is marriage, which has experienced ups and downs in different societies as per the habits and customs prevalent in that society. This fundamental problem in human relationships has been dealt with by different writers both in India and abroad. The present research paper attempts to present this fundamental problem as is dealt with by a West African writer, Mariama Ba and some Indian women novelists, more especially Kamala Markandaya and Ruth Praver Jhabvala. These writers have presented a picture of the society that is totally reluctant to accepting the possibility of having intercultural and interracial relationship even in the world of globalization. Both Markandaya and Jhabvala have chosen for their subject matter the most significant and more or less common issues that confront, mainly, post-independent India. On the other hand, Mariama Ba has chosen the issues that confront, mainly, the post-colonial Africa.

Keywords: culture, human relationship, marriage, society, habits, custom

Introduction:

The novelists Kamala Markandaya, Ruth Praver Jhabvala and Mariama Ba convey a message that any view of interracial marriages must be taken in light of the current worldview of interracial relationships. An identical situation in their personal lives connects them intimately with the cultural milieu of the East and the West. The reason for pairing Markandaya and Jhabvala together is that curiously, they share a parallel situation in real life. Both Markandaya and Jhabvala have abandoned the country of their birth and upbringing and have settled outside their native land after marriage. Close proximity with two different cultures has endowed these writers with dual sensibility, which permeates throughout their literary endeavour eliciting rare authenticity. On the other hand, Mariama Bâ experiences a totally different sort of situation in her personal life. Mariama Bâ receives education in French but remains faithful to her country of

birth. One of the strengths of Bâ's writings lies in the way she moves easily, in and out of both African and European contexts, allowing her characters to show similarities where differences usually have been depicted. The novel is, in fact, about a clash of cultural values and it also demonstrates how this clash is confronted with the same weapons on both the sides.

The major concerns of Markandaya and Jhabvala are interaction between the East and the West, conflicts arising from changing pattern of life, religion and its influence on Indian Life, and the vast incongruities prevalent on the socio-economic scene of India. Their works depict the wide gap between the rich and the poor. K. R. S. Iyengar has rated these two writers as "unquestionably the most outstanding." Both of them have been prolific writers. Apart from novels they have also written several short stories and nonfictional works.

Markandaya's sense of involvement in the social life of India, her keen observation combined with critical sharpness and feminine sensibility brought her international fame with the very first novel, 'Nectar in a Sieve' (1954). Strongly influenced by Gandhian thought like many of her literary predecessors, Markandaya combines the strands of the colonial past with the social scene of India to create the synthetic and realistic texture of her novels. Jhabvala presents a blatantly realistic picture of the post-independence familial social scene of Urban India. Both Kamala Markandaya and Jhabvala delineate the human predicament of the situation when two diverse cultures are pitted against each other. They create situations which bring the characters representing two different sets of values face to face and choose a way of life as a result of this confrontation. Both the writers have certainly contributed a great deal in fathoming the complexities of human experience. In both the novelists the protest never turns violent.

Mariama Bâ is known as a crusader against social injustices. She uses writing as a weapon to wage a battle against the indignities, dishonors and disgraces inflicted on women. Bâ's social vision encompasses the plight of women. Her writings reflect immediate need for female self-awareness and recommend a re-examination of the prevailing values and attitudes in the patriarchal African society. In *Scarlet Song*, the element of realism is the main technical device that Bâ exploits to demonstrate women's struggle against male domination. The themes she emphasizes are: the quest for Africanness, polygamy, the sophisticated victimization of women in African socio-cultural surrounding, women's education, and caste and class pride. The novel portrays woman protagonist, Mireille, as the victim of polygamy, a patriarchal practice sanctioned by Islam, the traditional religion.

The East-West dichotomy, as illustrated by the Indian's acquaintance with England constitutes a significant area of concern in the fictional works of Kamala Markandaya. She reveals her serious and vital artistic preoccupation by examining various factors that timely hinder cordial relations between the two different races and cultures. With great historical consciousness she delineates graphically the tensions and conflicts between people of two

diverse races and two indifferent attitudes of life from various perspectives by bringing them together in different relationships and situations. Eastern in cultural and religious heritage and Western by inhabitation, Kamala Markandaya possesses a sort of mixed sensibility with which she depicts judiciously the confrontation of the two modes of living. Her thorough knowledge and perception of both Eastern and Western values of life enables her to portray the personal, political and cultural interactions between the two. Undeniably she is a sensitive writer and her accurate depiction and the juxtaposition of two diverse civilizations is a true accomplishment, because her own creative and aesthetic personality is a unique combination of opposite qualities and values of two cultures. Harish Raizada rightly points out she can look at both ways of life with keen discernment and dispassionate objectivity. Her treatment of racial relationships is therefore realistic and unbiased. Englishmen and women portrayed by her are also not mere types but individuals infused with vitality of their own (1984: 37-35).

Some Inner Fury (1955)

In *Some Inner Fury*, Markandaya projects a national image and patriotic consciousness in myriad forms by presenting the peculiar sensibility of the modern educated and progressive Indian women. In fact, like the author, her woman character Roshan has a cosmopolitan outlook and seems to be truly liberated woman of modern India. Meera and Roshan, like Markandaya have close affinity and sympathy with the individual Westerner and like the author again they participate, at least by heart, in the political struggle. Both of them love the Western values yet they have a deep love for their motherland. Roshan sacrifices her parents, her husband and aristocratic life at the altar of national loyalty and does not hesitate to go to jail. Roshan stands as a symbol of new awakening among Indian women during the period of national struggle for freedom, who do not mind giving up the comforts of their life for some noble cause.

It is really surprising how Jhabvala, who has devoted herself totally to the Indian scene, has received so little recognition from the press and the public in India. She is neither brutally frank like Nirad C. Chaudhari, nor traditional in her themes like Mulk Raj Anand or R. K. Narayan. She has chosen for her subject-matter, the most important modern aspect of contemporary Indian life—the East-West encounter. She accurately portrays the people and the situations peculiar to this theme. One of the main reasons for this could be her foreign origin. As she has herself said in an interview she feels like an “outsider-insider”—meaning one who does not belong to India by birth but by living long enough here, is able to comprehend and depict Indian culture realistically. It would suffice to say that anybody who has a genuine affection and concern for the present cultural crisis which India is going through will greatly enjoy reading Jhabvala’s works. Her vision is simple, straightforward, without any complexes like superiority and alienness stepping in. She is like an artist who utilizes her canvas, revealing scenes and situations as and when seen. The inferences to be drawn from them are entirely up

to the onlookers, to be coloured by their own subjective reactions and analyses. In this sense Jhabvala is definitely a true artist.

Esmond in India (1958)

'Esmond in India' by Jhabvala has Madhuri- the mother and Shakuntala- the daughter as the central figures. Madhuri is the ruling power in the family. She deviates away her husband Hardayal from joining the Congress party and from going to jail. Hardayal is absolutely governed by her ideas and tastes. On some occasions he even quails before her. Shakuntala-her daughter is a mod girl. She has romantic notion of love and marriage. She offers herself in the hands of a foreign boy Esmond who is married to Gulab. She desires her marriage with Esmond. She thinks 'Esmond would be a divorcee in addition to being a foreigner- ----it was even glamorous and advanced to be a divorcee'(1958:168).

In her love with Edmond Shakuntala has no feeling of guilt of betraying his wife Gulab. While she desires her marriage with him, he plans to leave India for England with his girl friend Betty. Esmond's Indian wife Gulab holds our attention for living in a patriarchal society. She does dare to flout Indian convention of arranged marriage. She exhibits a strong will in marrying the man of her choice. When Esmond is rarely at home and during his short visits he insults her, she understands that her position in the family is belittled. She resolves that she is under no obligation to her husband because he has failed to protect her when the servant in the home attempts to molest her. Very courageously Gulab leaves her husband and quits his house too. Put it briefly the foregoing discussion of the Indian women as depicted in the novels reveals that Indian women today exhibit numerous virtues. They hail from different strata of Indian society- the poor as well as the rich. The Indian women cherish the ideals of freedom and equality and want to assert their rights and place in family and in society. They exhibit exceptional courage and spiritual power and the unique capacity to face the hard facts and challenges of life. The novel gives the message that acceptance does not mean subservience but that it needs a deep conviction and strength of mind. The Indian woman has grasped this fact of life and is on her journey of life following this fact and putting this fact into practice.

Mariama Bâ's novels at different phases of her experiences present the conflict between tradition and modernity. Though colonialism proved to be detrimental to the role and status of women in some respects, Bâ highlights the fact that industrial expansion and education proved to be beneficial for average African women. Bâ, therefore, takes a positive approach towards colonialism which, to a great extent, provided women an access to education. Bâ's novels highlight the fact that colonialism helped women to overcome the status quo and prove their own independent identity in the patriarchal society. In a broad perspective, colonialism does not take into account ethnicity, concept of ethnic purity, ethno religious aspects, cultural aspects and religion, which are basically defectors in determining non-European and African cultural values.

Material progress is very inherent in the process of colonial impact. It is in this respect that Mariama Bâ looks at colonialism and its importance in the process of modernization, especially for women in Africa.

Scarlet Song (1986)

Scarlet Song presents racism to be a cruel monster that allows neither white nor black to escape its murderous grip. Some critics argue that the message in the novel is subverted with a strong undercurrent of sympathy for Ousmane and love and loyalty for everything that is African. But a close reading of the novel reveals the fact that nowhere does the writer condone the actions of Ousmane. It is through the protesting voices of Ali, Rosali and Soukenya that Mariama Bâ lashes at Ousmane as a hypocrite who tries to hide under the canopy of religion using it as a cover for his male ego and black pride. He simply ignores the basic values, a generous heart, pity and charity, as taught by his pious father. Ousmane, a privileged African intellectual, considers Ouleymatou to be the 'Symbol of Africa.' He is, therefore, determined to hug this Africanness which he perceives in Ouleymatou. In fact, Ouleymatou has lower status compared to Ousmane's position in the society. His decision to marry Ouleymatou obviously creates a sort of contrast. The shock of the discovery of this immense deception drives Mireille crazy. The shameful truth that her husband prefers a subservient wife to an intellectual partner and that he has become the racist now drives Mireille mad as the very structure on which she has built her life crumbles jeering at her idealism, values, beliefs and hopes. She becomes furious at this defeat as a person and as a wife. She becomes helpless at the tragic waste of her potential and her life. Therefore, she makes the demented move towards redemption saving her son from terrible fate of having 'to live on the fringes of two worlds destined never to meet'. In the end, it leads her to the point of murdering her son and in her attempt to stab Ousmane. Mireille's act of murdering her son and attacking the dazed Ousmane is an act of condemnation of polygamy as well as a physical genealogical repudiation. In a patriarchal society, by murdering Gorgui, she has in a way killed her husband who would have lived on through his son. The dismal ending of the novel is the Scarlet Song of lost hopes.

The novels of Kamala Markandaya and Ruth Praver Jhabvala are veritable record of the human endeavor to comprehend the complex web of life in India. The pulls of culture, disparities in social patterns, and economic differences become the third dimension of the novels of both Jhabvala and Markandaya. Jhabvala has explored the complexity and subtlety of Indian society, the Hindu undivided family and tensions that arise out of the old and the new, East and West in a sophisticated way. The conclusions are left midair without arriving at a particular conclusion. On the other hand, Kamala Markandaya makes it clear that a synthesis is possible and a sort of compromise between the two traditions and their values can be made possible only on the basis of mutual respect and human understanding.

On the other hand, Mariama Bâ's novels present weak, submissive women characters that are emotionally abused, culturally relegated to a second class citizenship status, and marginalized by religion. These women share one common tragic bond, expect for the occasional glimpses of hope as a result of generational shift in the attitude towards tradition. Their marriages have condemned them invariably to the prison-house of polygamy and cultural status quo. Actually, the prison house of marriage continues to crush women in any society as long as they maintain silent, submissiveness and docility without ever challenging the dominance of polygamy and patriarchy. There is no hope of emancipation for women as long as they put societal laws and dictates above their personal happiness and well-being. Bâ seems to suggest that Individual laws and codes of behavior should prevail, if the women seriously wish to be happy, secure and free. Individual quest for personal happiness, freedom and justice is crucial for the rhythm of existence, and therefore, every woman should take utmost caution in protecting the rights, respect and dignity of other women also.

Thus the novelists Kamala Markandaya, Ruth Praver Jhabvala and Mariama Bâ convey a message that any view of interracial marriages must be taken in light of the current worldview of interracial relationships. In the current global climate, there is both increased tension and greater openness. People are more likely to engage in activities that cross racial and ethnic boundaries. However, there also continues to be prejudice and fear about racial ethnic groups with whom many people have little contact. Nevertheless, when people strive to understand the traditions, values, and beliefs that are endemic to the many groups that make up our global societies, then they will be better able and, it is hoped, more inclined to work together for the good of all.

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A BIBLIOMETRIC ANALYSIS: HIGHER EDUCATIONAL INSTITUTIONS ROLE IN SOCIAL ENTREPRENEURSHIP

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Abstract:

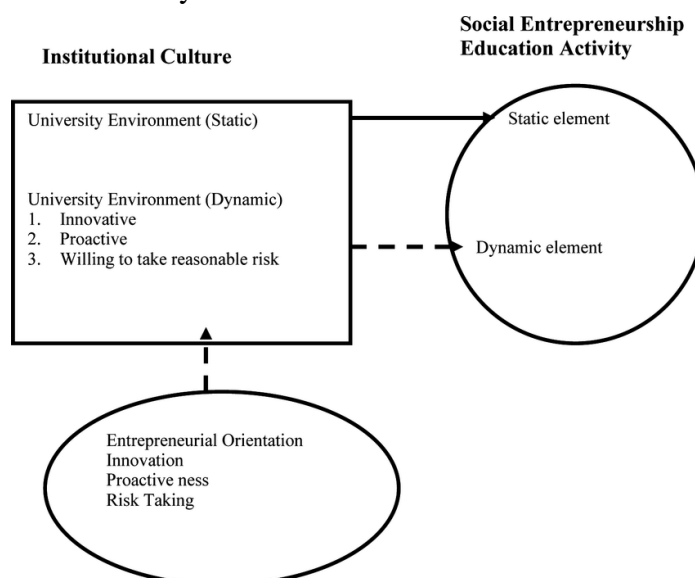
This chapter aims to examine social entrepreneurship awareness and establish what is required to produce more social entrepreneurs after graduation. In order to improve the employability of recent graduates and provide them with the entrepreneurial skills they would need when they enter the profession, colleges have started to offer social entrepreneurship courses. Social entrepreneurship in higher education can enable students build more networks with many social entrepreneurs as the university provides them platform for developing their skills and networks. Even, government encouraged that graduates engage in entrepreneurship activities in order to lower the unemployment rate. Although the body of knowledge in this topic has grown steadily, it still needs a critical evaluation to guide future researchers. The main aim of this paper is to present an outline of the current state of research on role of social entrepreneurship in higher educational institutions as well as the academic establishment of this area. Bibliometrics will be used to examine publishing patterns, the most influential articles and journals. Using “Dimensions” software this article furthermore provides a ranking of the 25 most cited academic contributions in social entrepreneurship. Social implications of this paper are to promote a more socially aware, sustainable economy. In order to create a more sustainable, socially conscious economy, organizations must work with the nation's universities to enhance the curriculum and the way that students are taught. This research aims on the theoretical framework that if graduates are made aware of the notion of social entrepreneurship, acknowledge its function and relevance in society and believe they have the potential to start a new business after graduation.

Keywords: Social Entrepreneurship, Higher Educational Institutions (HEI's).

Introduction:

Joseph Schumpeter defined the entrepreneurship as human traits of willingness that go beyond daily routines, which should support in overcoming both inner-personal opposition and resistance of the social environment, almost a century ago. (Ebner, 2003). Since then, entrepreneurship has advanced significantly, and it is now generally acknowledged that business owners today must take the initiative to develop novel strategies for their enterprises. This

strategy focuses on routine tasks that enhance the lives of people who are impacted by the business's actions. (Kuratko and Hodgetts, 2007) Nowadays, there is a gradual recognition of the value of social entrepreneurship both inside and outside of the business world. Starting with the USA, Harvard Business School introduced the "Social Enterprise Initiative" in 1993, marking one of this era's turning points. (Defourny and Nyssens, 2006). Since then, additional important foundations have established social entrepreneurship and social entrepreneur training programs. However, social business in the US still refers to mostly market-oriented economic activity fulfilling a social aim and is still a very broad and vague word. (Defourny and Nyssens, 2006). The idea first developed in Europe in the early 1990s in connection with the community and volunteer sectors, as a result of a catalyst that started in Italy and was connected to the cooperative political movement. The discussion of social enterprise in the UK was abruptly restructured in 2002. The Blair administration established the "Social Enterprise Coalition" and the "Social Enterprise Unit," two government organizations whose goals were to enhance understanding of social companies and, as a result, to advance social entrepreneurship on a national scale. (Social Enterprise Coalition, 2003; Defourny and Nyssens, 2006). "The field of social entrepreneurship is not yet a field per se, despite the huge enthusiasm for it among a new generation of changemakers. It lacks pathways to tenure for its junior faculty members, a growing collection of quantitative data for its researchers, and a reliable source of private or public finance for its educational institutions. Younger scholars have to weigh their interest in social entrepreneurship against work in more reputable subjects, while its senior scholars are anything but elderly, or at least they or we think we are not.



**Figure 1: social entrepreneurship education at an entrepreneurially oriented university
Conceptual framework (Source: Adapted from Todorovic, 2004)**

Social entrepreneurial orientation of higher education

As a result, social entrepreneurship should be seen as a developing field in HE education. McElwee and Atherton (2005) claim that until a few years ago, there had not been any notable

research advancements. If this is the case, it would seem evident that an educational approach would be required to study how higher education may enhance and improve social entrepreneurship. A particular applicable theoretical method has been adopted for the objectives of this paper. It focuses on the organizational level of analysis and has been referred to in a number of occasions as an organization's entrepreneurial orientation (Todorovic, 2004). According to Fiet, even though theory is static, it can be useful because it offers a useful theoretical foundation (2001 cited Todorovic, 2004). However, because entrepreneurship and social entrepreneurship are so directly related to the "real-world" environment, this is not always viable. Can entrepreneurship (and social entrepreneurship) be taught? is an issue that many academics have grappled with. Bjerke (2007) poses this question. Although it should come as no surprise that the majority of entrepreneurship scholars appear to support a favorable response, Bjerke claims that the key is being able to define the conditions in which schooling occurs. In this context, the following questions will need to be taken into account:

- What are the aims of education?
- Who are the students?
- Should we genuinely ask students to launch a [social business] venture while they are enrolled in a course or later?
- What pedagogy and instructional strategies are employed?
- Which factors should be considered while evaluating the educational program's impact? (Bjerke, 2007).

Globally, there are many changes occurring in higher education. Due to the Covid-19 pandemic, it is now more important than ever for all public, commercial, and governmental organisations to engage actively in social innovation. Creating and maintaining an economy that benefits everyone in society is the driving force behind social innovation and progress. The creation of the entrepreneurial university model, which gives higher education institutions (HEIs) a powerful third mission, is one reaction to these difficulties (Stolze, 2021).

Policymakers, international organizations, non-governmental organizations, scholars, and the business community all around the world have been paying increasing attention to social innovation. The topic of social innovation research in higher education institutions (HEIs) offers varying discussions of this phenomena, despite a growing opinion that social innovation represents one of the major solutions to overcoming contemporary societal problems. The development of social innovation practice and research in its policy domain is significantly hampered by this circumstance. Communities anticipate that HEIs will actively interact with them, assume accountability, and apply their knowledge to the specific local context in order to foster social innovation and sustainable development. One of the biggest challenges facing higher education institutions is how to manage their attempts to address societal issues, such the Sustainable Development Goals (SDGs), in a competitive and increasingly complicated global

economy. This setting dynamically changed to add numerous aspects that HEIs should carefully consider (Whittle & Rampton, 2020):

1. Knowledge transfer through cooperation with nearby ecosystem.
2. Collaboration on cutting-edge pedagogies that equip educators and learners to be social innovators and change agent's uptake of digitalization, empowering the further transition to knowledge- and digitally driven universities.
3. Adoption of digitalization, which facilitates the continued shift to universities that are knowledge and digitally driven.
4. The development of digital and entrepreneurial skills among researchers, students and academics.

Need for new roles for higher education institutions

The global pandemic of 2020 marked the start of a time of profound transformation and unmatched socioeconomic difficulties. In order to fulfill their commitments to students, several HEIs were forced to adopt digital technologies. For HEIs, online teaching has become the standard. It revolutionized education as a whole and gave the health & participation of the community top priority.

HEIs have begun to adopt sustainability, but few colleges and universities have done so holistically (Menon and Suresh, 2020). Institutional initiatives have been successful in integrating sustainability into instruction, research, campus management, and outreach programs (Menon and Suresh, 2020) Experiences of community partners with higher education credentials illustrate the significance of third level education providers in promoting social justice, realizing that local difficulties go beyond a lack of material resources to a lack of knowledge about the local resource (Machimana *et al.*, 020). In their reflection on an innovative initiatives mat offered for cross disciplinary community interaction in pursuit of social justice, LaDuca *et al.* (2020) noted that universities can collaborate with communities to address important twenty-first century concerns.

Core arguments, themes, and issues addressed

Discussions regarding the best ways to educate students and prepare them for the challenges of the twenty-first century are widespread in a world that is becoming more complex and changing at a rapid pace. Knowledge alliances between HEIs and enterprises are therefore becoming more and more important and relevant as a means of promoting innovation, entrepreneurship, creativity, employability, knowledge exchange, and/or multidisciplinary teaching, learning, and research. The dynamic nature of modern society serves as a reminder that social issues are frequently extremely complicated and multifaceted. Creating graduates capable of functioning well in multidisciplinary and interdisciplinary situations is essential as we move into a time where cooperative and creative abilities, competencies, and attitudes are acknowledged as vital in addressing social concerns. Only by working internationally and

cooperatively and learning from the wide range of partners and their networks about the various approaches to educate graduates across disciplines can the task of providing students with pertinent skills and knowledge in the future employment markets be met. Higher education provides students with a variety of systematic knowledge and practical abilities that enable them to solve theoretical and practical problems on a professional level while utilizing and innovatively advancing contemporary scientific, technological, and cultural achievements. Higher education consequently tries to ensure that its graduates, by applying their learned skills in the course of their working lives, benefit society and the State as a whole, ensuring its ongoing development.

The role of higher education institutions in developing social entrepreneurs has been the subject of bibliometric analysis by numerous authors. The study examined the most referenced publications, nations with the highest rates of research production, eminent authors, and research areas in the field of social entrepreneurship. According to Campos et al. (2018), organizations distinguish employees based on their behavior and social skills. As a result, bibliometric analysis was used to discover the research trends of social entrepreneurship in the management and leadership fields by obtaining information from Web of Science.

The most trustworthy global abstracting and indexing database, Dimensions, offers the opportunity to track and identify the present progress in the field of social entrepreneurship in light of earlier research that have been undertaken on the subject. The current study took the chance to close the knowledge gap and present analyses through the use of statistical visualization. The study's primary goal was to compile the most recent findings on social entrepreneurship. To do this, it collected published papers' data from Dimensions software between the years of 2013 and 2022. The study's findings shed light on such perspectives as the yearly increase in the number of articles published on social entrepreneurship, the most prominent nations, authors, institutions, and research journal patterns. The study's present objective is to discover and assess Social Entrepreneurship publication trends and patterns from the years 2013 to 2022 by taking into account the most productive authors, nations, organizations, and major journal patterns.

The following research questions have been considered to answer the research objective

1. What are the publishing trends in Social Entrepreneurship from 2013-2022?
2. What are the top Social Entrepreneurship research publishing journals?
3. Which of the authors, journals, and organizations are most productive in Social Entrepreneurship?

Methodology:

Bibliometric Analysis is a statistical investigation tool, deal with a quantitative approach (Makar and Trost, 2018) (Wallace and Van Fleet, 2012) which access the trend of literally working on a particular field and conclude the research outcomes (Blakeman, 2018). The

bibliometric method has been adopted and widely used by different fields of knowledge, mostly used by the medical science field (Hart and Perlis, 2021). WOS is one of the biggest world-renowned databases, famous for providing abstracting and indexing services; universities around the world acknowledge their researchers to publish in WOS indexed journals (Diem and Wolter, 2013). Data retrieved from software Dimensions, employed title search “Higher Educational Institutions” AND “Social Entrepreneurship” and it generates 2181 academic records. The data was retrieved and download on July 02, 2022, refine by document type which consists of (i) article, (ii) proceeding paper, (iii) review, (iv) book chapter The bibliometric research study presents network analysis, publishing trend, most productive author, journals, and countries (Su *et al.*, 2019), author keyword, countries collaboration by utilizing HistCite, Bibexcel, Scientopy, biblioshiny and VOS viewer software, for the literature published during 2013-2022.

The quantitative approach gives the opportunity to statistically analyze the structure of Social Entrepreneurship literature and draw a conclusion by the interconnection of various items with attributes, co-citation, and country collaboration. The research study depicts the publication growth throughout 2000-2020, top research producing countries, institutions, journals, highly cited articles, authors and countries (Islam *et al.*, 2021; Rajeswari *et al.*, 2021).

Data source and search strategy

The data from software Dimensions was retrieved on July 02, 2022, as a result of a search query; the database provides 2181 bibliographic records. A four-phase search and selection criteria were framed in Figure 2 (Khan *et al.*, 2020).

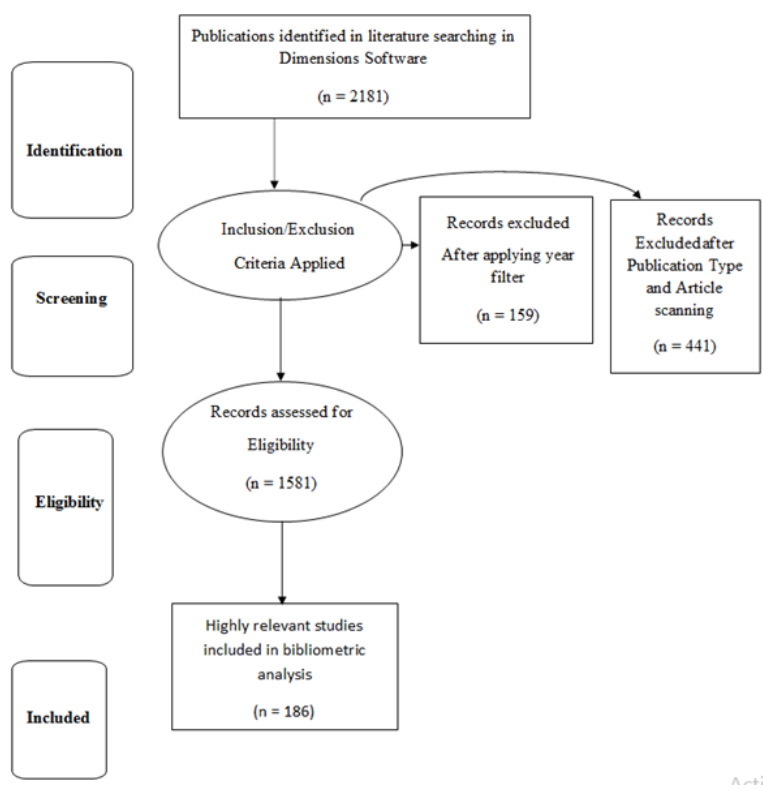


Figure 2: Four-phase flow diagram of data extraction and filtration process of Social Entrepreneurship

Data analysis:

This session provides a comprehensive analysis of the bibliometric study. After sort-out, each record and screening of each bibliometric record by reading title and abstract, 186 unique records verified used for current studies.

Total publication growth trend

Figure 3 illustrates year-wise research publication and citation on Social Entrepreneurship from 2013-2022. The trend in research publishing shows a marked increase from 2014 to 2021 with little variation, whereas the rise in publications on social entrepreneurship has been seen from 2013 to 2022. The year 2021 saw the most publications of research papers on social entrepreneurship, with 50. The number of citations varies, with the largest number coming in 2021 and the lowest number coming in 2014.

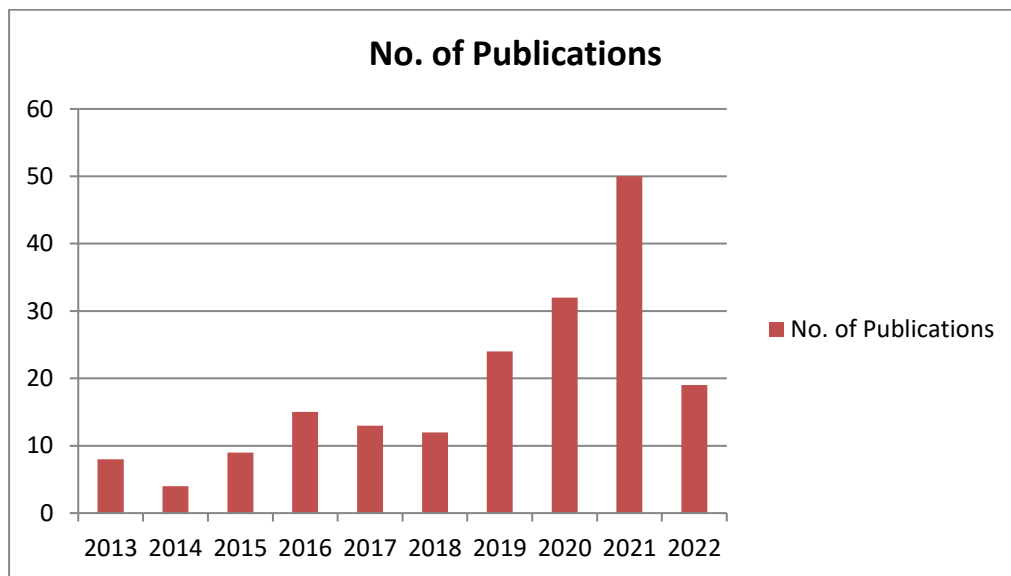


Figure 3: Social Entrepreneurship Publication and citations trend from the Year 2013-2022

Top publishing countries

The top research producing countries in the field of Social Entrepreneurship enlisted in table 1. United States of America (USA) is the only country that has over 24 publications. With 157 publications and 254 citations, the USA produces the most research, followed by Russia with 19 publications and 39 citations. Only 10 papers from India have received 77 citations, placing it at the sixth level of the list.

Table 1: Top publishing countries

Country Name	Total Documents	Citations	Total link Strength
United States	24	254	27
Russia	19	39	0
China	16	96	6
Pakistan	13	202	7
United kingdom	11	115	7
India	10	77	4
Malaysia	7	90	5
Canada	6	96	2
Spain	6	109	9
Italy	5	65	9
South Africa	5	19	0
Ukraine	5	7	1
Australia	3	69	4
Finland	3	81	4
France	3	34	0
Mexico	3	45	0
Norway	3	14	2
Saudi Arabia	3	8	3
south Korea	3	35	8
Sweden	3	119	2
Taiwan	3	18	1

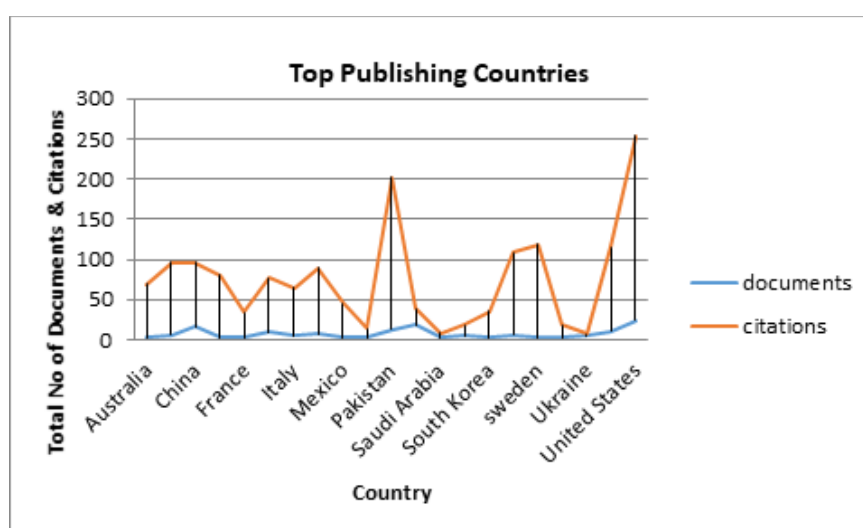


Figure 4: Top publishing countries

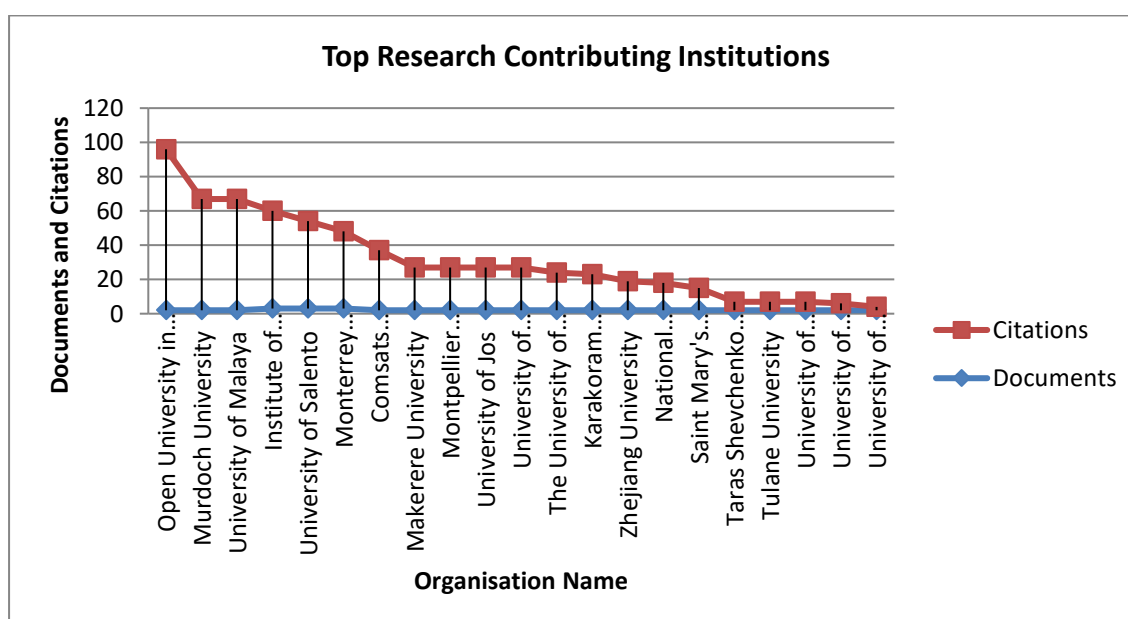
Most research contributing Institutions

The top research contributing organizations the field of Social Entrepreneurship shown in table 2 which indicated that Institute of Management Technology, India is at top and the only university published over 03 research publication (n=03) and received citations 57 followed by University of Salento produced 03 publications and received 45 citations. Open University in The Netherlands received highest citations 94 and University of Massachusetts Dartmouth received the lowest citation impact.

Organization	Documents	Citations	Total link Strength
Open University in The Netherlands	2	94	0
Murdoch University	2	65	0
University of Malaya	2	65	1
Institute of Management Technology	3	57	1
University of Salento	3	51	0
Monterrey Institute of Technology and Higher Education	3	45	0
Comsats University Islamabad	2	35	0
Makerere University	2	25	4
Montpellier Business School	2	25	0
University of Jos	2	25	4
University of Southampton	2	25	4
The University of Texas at Dallas	2	22	0
Karakoram International University	2	21	0
Zhejiang University	2	17	1
National University of Malaysia	2	16	2
Saint Mary's University	2	13	0
Taras Shevchenko National University of Kyiv	2	5	1
Tulane University	2	5	0
University of Bradford	2	5	0
University of Technology Malaysia	2	4	0
University of Massachusetts Dartmouth	2	2	0

Table 2: Top research contributing institutions

Organization	Documents	Citations
Open University in The Netherlands	2	94
Murdoch University	2	65
University of Malaya	2	65
Institute of Management Technology	3	57
University of Salento	3	51
Monterrey Institute of Technology and Higher Education	3	45
Comsats University Islamabad	2	35
Makerere University	2	25
Montpellier Business School	2	25
University of Jos	2	25
University of Southampton	2	25
The University of Texas at Dallas	2	22
Karakoram International University	2	21
Zhejiang University	2	17
National University of Malaysia	2	16
Saint Mary's University	2	13
Taras Shevchenko National University of Kyiv	2	5
Tulane University	2	5
University of Bradford	2	5
University of Technology Malaysia	2	4
University of Massachusetts Dartmouth	2	2



Highly cited articles on social entrepreneurship

Table 3 compiled a list of the Research Articles on Social Entrepreneurship. It can be observed from table No. 3 that all articles received more than 5 citations. Insights for Shaping Entrepreneurship Education: Evidence from the European Entrepreneurship Centers, by Valentina Ndou, Giustina Secundo, Giovanni Schiuma, and Giuseppina Passiante, is the top source article in Sustainability. The article on Entrepreneurship Education and Sustainable Development Goals: A literature Review and a Closer Look at Fragile States and Technology-Enabled Approaches, which was published in the International Journal of Entrepreneurial Behaviour and Research in 2018 and garnered 30 citations, was followed by the article on Entrepreneurship Education and Sustainable Development Goals, which received 29 citations and was published in the International Small Business Journal Researching Entrepreneurship in 2019.

Table 3: Most global cited documents on social entrepreneurship

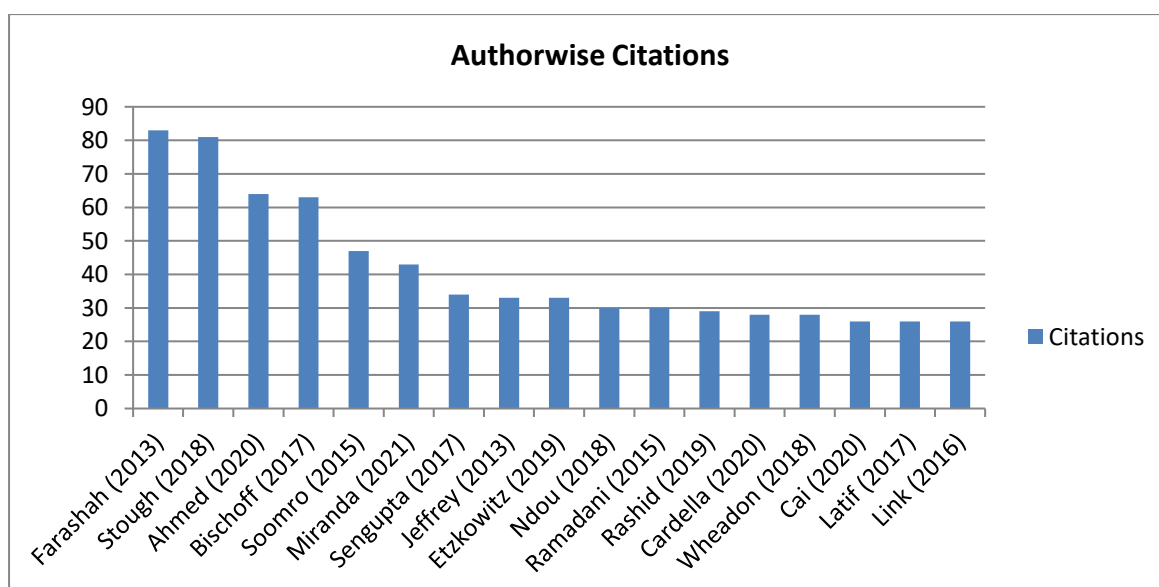
Source	Documents	Citations	Total link Strength
Sustainability	9	143	5
Education + Training	5	104	1
Journal of Cleaner Production	3	90	0
The International Journal of Management Education	5	76	1
Entrepreneurship and Regional Development	2	43	0
International Journal of Entrepreneurial Behaviour and Research	3	42	1
Social Enterprise Journal	3	35	3
Frontiers in Psychology	6	34	1
Cogent Business and Management	2	25	0
Journal of Global Entrepreneurship Research	2	25	0
Journal of Innovation And Entrepreneurship	2	24	0
Studies in Higher Education	2	23	0
Gender In Management an International Journal	2	22	0
Journal of Business Research	2	15	0
Ieee Access	2	14	0
Journal of Small Business And Enterprise Development	2	9	0
Procedia - Social And Behavioral Sciences	2	8	0
Higher Education Quarterly	3	7	0
Public Administration Review	2	7	0
International Journal of Educational Management	2	5	0
International Small Business Journal Researching Entrepreneurship	2	5	0

Most productive authors and their affiliation

The list of most productive authors in Social Entrepreneurship is compiled in Table 4. The author Farashah (2013) affiliated with Umea University, Sweden emerged as a top author with 83 total citations.

Table 4: Author wise publication of articles on social entrepreneurship

Sr.No.	Document (Author Wise)	Citations	Links
1	Farashah (2013)	83	0
2	Stough (2018)	81	0
3	Ahmed (2020)	64	1
4	Bischoff (2017)	63	6
5	Soomro (2015)	47	0
6	Miranda (2021)	43	0
7	Sengupta (2017)	34	2
8	Jeffrey (2013)	33	0
9	Etzkowitz (2019)	33	1
10	Ndou (2018)	30	3
11	Ramadani (2015)	30	0
12	Rashid (2019)	29	1
13	Cardella (2020)	28	0
14	Wheadon (2018)	28	0
15	Cai (2020)	26	1
16	Latif (2017)	26	0
17	Link (2016)	26	0



Conclusions and Recommendations:

Higher education providers are expected to encourage the members of their wider scientific and academic community to promote conversations amongst communities, governments, and businesses, at local, regional, national, or international level, leading to various opportunities for active community engagement, educational change, and social innovation. These areas, where social innovations can take place in higher education and priorities should be as follows:

Governance and Networking: For social innovation to happen there is a need for new, overarching, and connected governance structures, with distinctive, inter-correlated roles and responsibilities. Also, HEI's need to ensure that social and community engagement is endorsed and there is a social integration strategy in place.

Teaching and Learning: Institutional teaching and learning strategies need to integrate engagement as a crucial component. The concept of social community must be integrated throughout all educational programs leading to awards, according to HEIs. This will serve to build the idea of innovation, which can benefit emerging communities and promote equity in society.

Social and Community Engagement: In order to respond to society expectations and requirements, HEIs must assume responsibility for developing innovative strategies for community engagement. It is crucial that the higher education institution fills the gap with the neighborhood and enhances development through instruction, targeted research, volunteerism, and local activities. In order to align the learning environment with business and the larger community, opportunities for national and international engagement in higher education should be made available to students. Additionally, this would help in achieving social and economic goals.

Cooperation and collaboration: HEI's should bring together capabilities of its staff and students to work collaboratively with local communities, businesses, industry leaders, to achieve sustainable outcomes for their mutual benefit. They need to support social, cultural, and economic development as identified by Conrad (2015).

Funding: Different funding sources are available in different parts of Europe. Any funding system must make an investment that promotes diversity, equal access, and sustainability. In order to foster multidisciplinary research and find advantages for the community, sustainable funding for teaching, learning, research, and community engagement with various opportunities is necessary. Academic career incentives must be developed to encourage collaborative teaching, learning, and research with the surrounding society for social innovations. Innovative funding sources, such as social impact bonds, are required. Governments must prioritize a broader social policy plan that discusses and addresses issues of hardship across society.

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FORBIDDEN LEARNING: A STUDY OF EDUCATIONAL CHALLENGES OF VISUALLY IMPAIRED CHILDREN IN JALANDHAR

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Abstract:

This study attempted to look into the difficulties that visual impaired students in Guru Nanak Mission Neterheen Birdh Ashram. The study followed interview method and involved 20 respondents. Using questionnaires, interviews, and a review of academic papers, information was gathered. The study recommended that the university ensure that learning environments for people with physical disabilities are designed and implemented with specific considerations for appropriateness and accessibility noted. On the basis of the findings, recommendations are made for improving the education of visually impaired children.

Keywords: Visual Impairment, education, challenges, teachers, teaching methods, learning

Introduction:

The value of education is widely recognized time and environment today. Quality education is necessary for all individuals to grow and progress in today's know-how society. Because most of today's education. The program is geared towards the use of vision, individuals visually impaired have difficulty in receiving an education that affect student learning outcomes. Difficulties encountered by visual impairment can be overcome through application technology, materials, equipment and equipment. It is essential to have human assistance available to help them understand concepts and take the test.

The key topics covered in this project are visual ability and its impact on learning, adaptive instructional techniques for students with visual impairments, role and contribution of NGO and resolution strategies.

Lack of consulting services, few braille books, lack of visual readers, difficult to adapt to university teachers' lives, indifference to their special needs and problems. Exams and transportation are the biggest challenges dealing with visually impaired students.

Despite the fact that higher education institutions work to provide students with learning and developmental disabilities with effective instructional curricula and programmes so they can learn more effectively on campus, some of the institutions are not doing enough to train instructors as well as professors to meet their academic and non-academic needs.. This is because learners with visual impairments are a diverse group with a wide range of difficulties that necessitate adequate attention in curriculum implementation in order to achieve good academic performance when placed in regular or main stream institutions.

Visual impairment and its impact on learning

Vision impairment can be identified by law and education. It can be congenital, occurring immediately or shortly after birth, or acquired later in life in other ways. Congenital causes of visual disturbances include retinopathy, glaucoma, cortical vision impairment, hypoplasia of the optic nerve and others. Intuitive impairment can also develop later in life due to cataracts, injury, accident, poor diet and other factors. Before teaching blind students first of all teachers must find out how vision loss affects teaching and learning progress. Children need visual information to see and understand what is happening in their environment. Additionally, this is a prerequisite for conceptual growth in a student's studies. The learner's sensory input is limited by the distortion and destruction of this bodily part, which causes a lack or delay in the development of a number of skills learned through observation of others. Language development, logic, problem-solving, and abstract thought are all impacted. Students are unable to understand and apply visual information to explain, for one. The environment contains a variety of learning settings that have a big impact on how well people learn and succeed.

Physical impact of visual impairment

Moving through the college can be difficult for students with vision impairments due to reduced sight to navigate through general layout of the school will have an impact on mobility. To confidently navigate the school Students with vision impairments may struggle to see the depending on their level of vision and location within the classroom.

Social-emotional impact of visual impairment

Students who are blind or have severe vision impairment frequently lack social competence, which can impair their ability to bond with their peers. They may be unable to recognize faces or initiate conversations, and they may be unable to pick up on subtle social cues. A student's personality and ability to overcome obstacles will also influence their ability to cope with vision impairment.

Academic impact of visual impairment

Posters, signs, and displays with visual images can be found throughout classrooms and schools. Many visual images, videos and many other pictorial things are difficult for visually impaired students to identify it.

Braille writing

This system, used by soldiers of the French army to read battle orders at night, is based on the principle of creating embossed markers on paper to make them recognizable by touch. Charles Barbier, a French military officer, developed the concept. Each character (letter or number) is represented by six dots, each dot with its own distinct floating dot pattern, according to this method. Cell model differentiates the difference figure. Alphabets, numbers and punctuation are represented by 63 fixed-size characters. Font types and sizes, unlike printed text which is visible, not editable. However, the braille system differs from language to language, as noted earlier, French was the first language to use it. Braille paper must be thicker than plain paper too. Braille is clear and durable. So Braille books are usually quite thick.

Objectives:

- To explore the challenges and problems of visually impaired students in education system.
- To analyze the difficulties while attending the lectures and classroom environment.
- To examine the difficulties in accessing the study material.
- To study the issues and problems that visually impaired students encounter in the examination system.
- To inspect Role and Contribution of NGO's.

Research Methodology:

In order to satisfy the objectives of the research paper, a qualitative research technique was held. Because it is best and suitable method for this research. For the collection data we select a NGO situated in Phagawara and take semi-structured interview. The sample size of the participants is 20, which included blind students and NGO authorities. We collected some data from government's sites also.

Results and Discussion:

The challenges identified by the respondents are summarised in table 1

Table 1: Challenges cited by visually impaired students

Problems	No. of students with common issues
Transportation facilities	17
Lack of writing materials	18
Insufficiency of special lectures	15
Lack of Parents support	6
Socialization	19
Need of Special Assistance	20
Problem of Writer during exams	16
Absence of Counselling Services	4
Negative attitude of society	14
Inaccessibility to lecture rooms	9

Table 1 shows that visually impaired students face numerous problems in achieving their academic goals. Twenty visually impaired students were interviewed through questionnaire method and the problems faced were mainly common between them. From the data collection, we observed that students face problem majorly in transportation, lack of Braille textbooks, socialization, writers during exams and special assistance in the college.

We discovered through interactions with students that much of the current educational programme is geared toward the use of visuals. As a result, visually impaired people have difficulty learning. The challenges that the visually impaired face can be addressed by utilising technology, materials, equipment, and tools.

Pupils who are visually impaired believe that the learning environment should be created so that students can readily adjust and enhance their capacity for learning. The accessibility of learning resources should be efficiently organised to promote learning. When children are learning in an unfavourable setting, their progress is automatically halted. It ought to include technological advancements and aids for learning that can benefit pupils. Therefore, in order to improve these pupils' learning, it is crucial that everyone involved in education take system reform seriously.

These students face academic challenges in reading, writing, listening, and speaking, as well as a lack of knowledge, information, policies, procedures, ineffective teaching methods, lack of resources, and low levels of student father involvement. Labeling and negative attitudes, as well as lack of cooperation from teachers and rigid curricula. These difficulties can be overcome by having effective communication skills, paying appropriate attention in class, sitting up front near the blackboard, and using technology and other tools appropriately. In academic subjects, it is important that textbooks contain diagrams and extended writing so that students and teachers can use teaching and learning methods effectively. A number of factors influenced the choice of resolution strategies, including level of visual impairment, proficiency in braille, availability of braille material, availability of alternative formats such as tactile models, availability of a reader supported by a human writers, the affordability of the solution, and the perceived usefulness of the solution. To overcome challenges and difficulties, it is important that these students receive adequate support and support at home and at school, know how to use assistive technology and devices, develop positive thinking, and are motivated to learn.

Role and contribution of NGO:

The NGO visited was Guru Nanak Mission Neterheen Birdh Ashram, Sapror, and Phagwara.

- Entire educational system of visually impaired students is handled by the NGO. They provide facilities to students from elementary school to college. Even extracurricular activities such as (harmonium, tabla and computer) are instructed to the students.
- During Exam times, the students frequently require the service of writer. Most of the time, College Administrators do not provide writing assistance to blind students. As a result, it is the responsibility of the NGO to provide them with the writers.
- The major role of organization is that the visually impaired students get employment. The project area we have covered, recently, 20 students including girls and boys got government jobs.
- The visually impaired students who are orphan are well assisted in the organization as they are provided with all kind of services such as free education and visitors can interact with these students so that they do not feel isolated.
- The NGO appoints skilled teachers for students and provide Braille scripted books. The documents such as unique disability Id, medical certificates and railway concession certificates are provided by the NGO.

Conclusion and future scope:

The primary goal of this research paper is to gather information about the educational problems faced by visually impaired children. These students face academic challenges in reading, writing, listening, and speaking, as well as a lack of knowledge, information, policies, and procedures, ineffective teaching methods, a lack of resources, and poor parental participation, labelling and negative attitudes, and a lack of teacher collaboration and a rigid curriculum. This research has been designed to provide information on students with visual impairment (with detailed problems), teachers, and the environment in which teachers are placed. Finally, studies aimed at clarifying the mechanism of exclusion in certain subjects, such as Mathematics, Science, and other skills, are also needed, as these studies will allow the further development of effective teacher training and holistic support systems. In educational subjects, it's very important that the textbooks ought to contain enlarged diagrams and writing, in order that students as well because the lecturers are able to create use of teaching learning ways in an acceptable manner. These challenges are often resolved by possessing effective communication skills, paying adequate attention in class, sitting in front, on the point of the whiteboard, creating appropriate use of technology and different helpful devices. the choice of the resolution ways were determined by the range of factors, these include, extent of visual disability, data of Braille, handiness of fabric in Braille, handiness of different formats corresponding to tactile models, availability of human help reader, human scribe, affordability of the answer and perceived utility of the solution. So as to beat the challenges and difficulties, it's very important that these students should be given correct support and assistance reception and in school, they ought to bear in mind of a way to create use of technologies and helpful devices, should develop positive thinking and be motivated towards learning.

These college students have some of demanding situations across the environments which they face throughout lectures, accessibility, movement, day by day residing capabilities and socially which ultimately have an effect on their instructional achievements which include loss of Braille machines, textbooks in Braille shape and slates. Socially they're confronted through some of demanding situations which include being beneathneath seemed through their fellow college students and academics as non-achievers and subsequently getting remoted through those people. Some of the guy college students have bad attitudes closer to them making it hard to render any assist or help to them. They take a seat down for his or her checks in Braille shape which require interpretation through an informed character in Braille conversation or language. Most academics who educate or attend to visually impaired college students are confronted through some of demanding situations in general in communicating. During coaching lesson, the visually impaired college students are pretty gradual even as writing / taking notes and their Braille machines additionally make a variety of noise for each the scholars and interrupt with the academics' dictations. These college students' maximum instances can't see or examine illustrations and examples written at the chalkboards. With these types of demanding situations those sort of college students are affected instructional and this is the cause maximum

of them carry out slight or under average. Challenges confronted through impaired college students withinside the perspectives of directors of Guru Nanak Mission Neterheen Birdh Ashram encompass trouble throughout registration which at instances is on net or on line which they can't access. They locate them socially remoted and there's loss of educated team of workers in unique desires to address those college students.

They locate them too gradual even as writing their checks and absence of team of workers to interpret the written solutions in Braille language. They additionally have troubles throughout dictation of notes in lectures and terrible spelling written through them in view that they can't see what accurate spellings are written at the chalkboard through the lecturer. There is insufficient deliver of writing and studying system which include Braille machines, laptops and computers. Time given to the visually impaired college students isn't always ok or sufficient for those college students to finish their written checks. There is the bad component of inclusive training to the non-visually impaired college students. This is pondered throughout lecture time whilst their Braille machines make a variety of noise and disrupt the right mastering in their peers. Secondly visually impaired college students face some of demanding situations withinside the direction of pursuing their instructional goals. They get demanding situations in mobility across the NGO like terrible accessibility to the lecture rooms, overdue coming and over reliance on guides. When it involves the mastering process, they face some of demanding situations which include writing and studying troubles, loss of Braille knowledge, gradual in dictation, failure to peer illustrations on chalkboard, insufficient time given for sitting examinations, etc. In phrases of socialization those college students face demanding situations of isolation, bad attitude, non-cooperative team of workers/college students, and poorly educated tutors / or academics in Special Needs Education. In phrases of provision to useful resource their mastering processes, they lack scholastic substances and standard system and substances for his or her right mastering. During lectures they locate troubles in interest throughout dictation of notes, studying troubles and writing troubles in view that they use Braille machines which make a variety of noise for different college students. This will be the cause why they admit only a few for specific guides in order that their noise throughout notes taking may be limited.

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FINTECH START-UPS: PROSPECTS AND CHALLENGES FOR COMMERCIAL BANKS

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Abstract:

Banks have dominated the financial services market for over many years. The current transformed banking system has evolved due to many transformations and advancements in the banking sector. During these transformations, a new financial service sector has emerged, i.e., Fintech (financial technology). The Fintech industry is an evolving and promising industry that uses technology to improve activities in the financial sector. These companies provide various services like payments, loans, investments, etc. with more flexibility and convenience to their customers as compared to commercial banks. The entire banking system is being transformed by financial services offered by Fintech companies which range from a branch-specific process to multiple digital channels. Nowadays, traditional banking techniques no longer seem to be sufficient to fulfill the ever-rising expectations of consumers. This chapter explores the present research database for identifying the prospects and challenges for commercial banks due to the emergence of Fintech start-ups. For this study, the research papers were extracted from the database of SSRN and Google Scholar. This study is a conceptual one, and it focuses on how these Fin-tech startups are affecting commercial banks. It highlights the opportunities and challenges faced by commercial banks due to the emergence of Fintech firms.

Keywords: Fintech, Financial Technology, Commercial Banks, Digital Transformation, Financial Services

Introduction:

Innovation is progress in the face of tradition. Most recently, the banking sector, one of the oldest and traditionalist industries in the economy, has been in the face of potentially disruptive technology-driven advances and Internet-based solutions (Navaretti *et al.*, 2017). There is a pattern of new entrants being more and more well-liked. Financial institutions now face direct competition from fintech startups. FinTech companies are gradually replacing banks with their customers since they can operate more inexpensively. These new competitors pose a possible risk to banks since they are using cutting-edge technology and focusing more on providing excellent customer service. These elements are regarded to make these developing enterprises the greatest threat to banks. However, they may also present the greatest opportunities. The banking industry's future tactics will decide whether it poses a threat or an opportunity (Temelkov, 2018).

FinTech describes technical developments and fresh business strategies in the finance sector. In addition to supporting strategic disintermediation, revolutionizing the way today's companies produce and deliver their goods and services, opening new avenues for entrepreneurship, and democratizing access to financial services, these innovations have the potential to change established industrial structures and blurring the boundaries between them. However, they can also provide significant problems for law enforcement, regulation, and privacy. (Philippon, 2016). FinTech often falls into one of two categories: disruptive or cooperative. Cooperative FinTech integrates with the current financial system and either simplify it or makes it more accessible (e.g., online banking). Disruptive technologies have completely redefined banking and created new business models (e.g., crowdfunding). The market is frequently divided into segments based on the consumer groups it caters to (e.g., retail banking, insurance, and corporate banking) as well as the business processes it offers (such as lending, wealth management, insurance, and back-office activities) (Kursh *et al.*, 2016).

The goal of the study is to analyze the body of information already in existence to determine if fintech startups provide a significant threat to banks or an opportunity. The format of the document is as follows: It begins by providing a brief introduction to the word "Fintech" and then a comparison of commercial banks and Fintech firms before discussing the potential and threats that fintech poses to banks. A summary of the full text and some suggestions for more research are included at the conclusion.

Objectives of study:

- i. To understand the interaction between Fintech startups and commercial banks
- ii. To find out the potential threats to banks
- iii. To find out opportunities for implementing fintech in commercial banks

Fintech

The terms "finance" and "technology" are combined to form the phrase "fin-tech," which encapsulates what the acronym truly implies and refers to the advancement of technology and innovation to enhance banking and financial skills with cutting-edge technologies. Fin-Tech also refers to the interaction between financial services companies like loans, payments, money transfers, and other banks, and technology like cloud computing and mobile internet (Giglio Ferdinando, 2021), Businesses that are primarily based in technology and that compete with, enable, or collaborate with financial institutions are known as fintech enterprises. These start-ups engage in a variety of external relationships with associations, financial institutions, government agencies, industry consultants, and research organizations. Such collaborations result in the production of vast, integrated systems that have all the essential capabilities, technical know-how, technologies, and facilities of all the components (Ghosh, 2016).

Financial technology” or “FinTech” refers to technology-enabled financial solutions. In his paper (Arner *et al.*, 2016) states that Peer-to-peer (P2P) lending is just one example of a business model that falls under the umbrella of fintech, which instead encompasses the full range of services and goods that have historically been offered by the financial services sector. Fintech

refers to the organizations or representatives of organizations that combine economic offerings with cutting-edge, innovative technologies (Dorfleitner *et al.*, 2017).

It has been asserted that fintech has gone through three stages and the third phase is now ongoing.

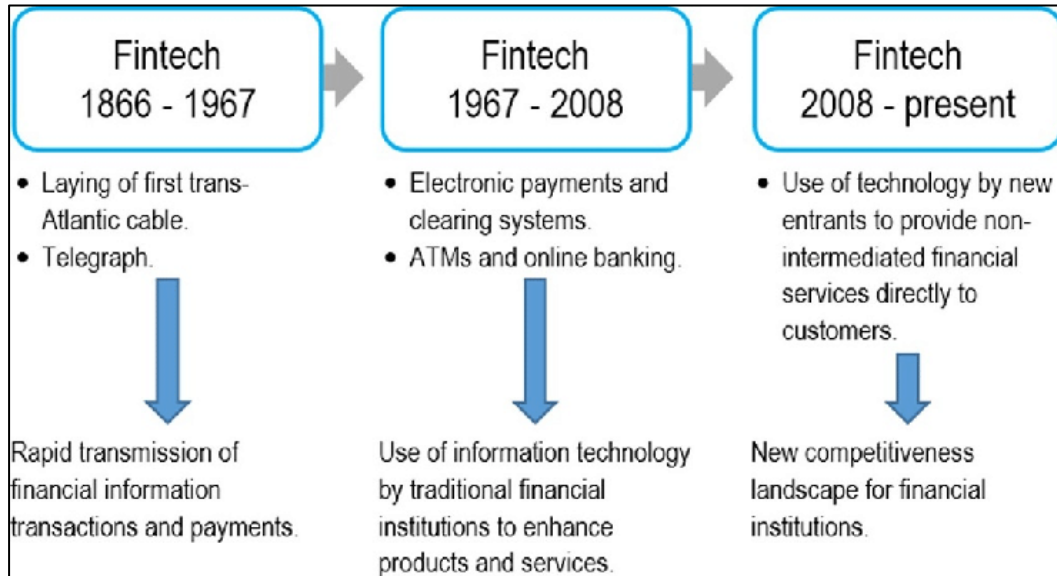


Figure 1: Phases of Fintech (Source: Consumer International 2017)

Fintech encompasses a wide range of activities and industries, from the creation of innovative products to the commercialization of services. Financial Stability Board divides Fintech activities into five main categories from the perspective of financial policy:

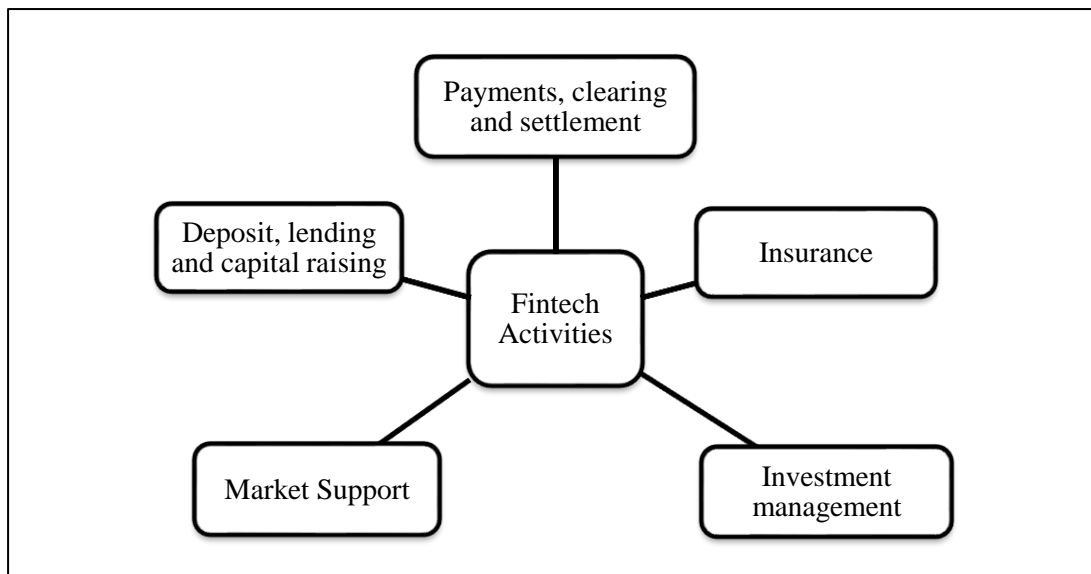


Figure 2: Fintech Activities (Source: Report of Financial Stability Board)

Financial technology advancements are not only reshaping traditional banking models, but also posing a threat to them in several financial sectors, including investment management, the insurance industry, digital payments, retail finance, and many more (Luo *et al.*, 2022)

Banks versus fintech startups

Traditional banks are the venues where all financial transactions take place. These banks are authorized to accept deposits from the public and to lend money to both individuals and companies. In today's crowded market, banks flourish, and for the longest time, banks have competed with one another on a variety of fronts. A bank that provides a wide variety of goods, competitive pricing, and a well-distributed branch network enjoys success and customer loyalty. However, in the era of the customer experience, financial solutions that are quick, easy to use, and available on demand can draw in and keep clients. Fintech, the use of technology in financial services to provide clients with better and faster service, was born as a result of this. Due to regulatory requirements, fintech companies rely on banks to manage core banking operations. The key differentiator for fintech solutions is the value they provide through optimized, practical, and effective solutions that are powered by technology.

Basis	Commercial Banks	Fintech Startups
Regulations	The Central or national bank of the respective country regulates commercial banks	There is no specific body to regulate them
Growth Potential	Banks have limited scope as they are less exposed to new technologies	Fintech firms have new trends and technology which offer them large market distribution
Risk Factor	Due to strict regulations, banks have the lower risk factor	Due to their flexible nature and lack of strict regulations, they are riskier than banks
Innovations	Banks are more process-oriented	Innovative products are released by fintech companies at a rapid rate.
Operational Efficiency	Banks continue to rely on outdated practices like paperwork and manual verification, which ultimately lowers their operating effectiveness.	Speed, customization, relevance, and proactive customer support are the key strengths of Fintech

Fintech as a threat to banks

(1) Deterioration of traditional revenue sources

Industry divisions, such as those between financial services provided physically and virtually, are becoming increasingly blurry as a result of technology. The conventional method of making a deposit and payment has altered as the convergence of technology and finance advances quickly. By offering alternative financial goods and services that traditional banks would have given, technology firms have swiftly seized new opportunities in the financial sector (Barberis, 2014). Earlier, as (Chen, 2020) explained, interest income served as the primary

source of income for banks and was more stable than non-interest income; however, after fintech startups entered the market, non-interest income increased the ROE of banks and they began looking for new revenue sources in place of those traditional sources.

Two-thirds (67%) of the organizations in the (PwC 2016) poll placed pressure on margins as the main danger connected to fintech. Fintech assists the margin pressure point through innovation in several ways, including step function improvements in operational expenses. For instance, switching to cloud-based systems lowers ongoing infrastructure expenditures in addition to upfront costs. There are two possible causes for this. As an example, business-to-consumer (B2C) FinTech enterprises that offer their goods and services directly to customers and present themselves as more innovative and competitive rivals to established players may steal business prospects from incumbents. Second, to improve services, business-to-business (B2B) FinTech startups may strengthen some incumbents through strategic alliances. On the other hand, P2P fintech firms have the potential to undermine bank deposits through greater interest rates of up to 20% per year, a speedier approval process, the availability of an electronic device deposit option, and the inclusion of a secure principle protection feature. The credit approval speed, which is quicker than banks and may be achieved in a matter of minutes, may also interrupt the banking loan. Additionally, the interest rate is cheaper than banks, and credit proposals can also be made over the phone, which is useful (Siek and Sutanto, 2019).

According Coopers (2017) in its report states that several companies, starting with the payments, money transfers, and personal finance sectors, are concerned about losing business to innovators. The majority, which has increased to an estimated 24% of revenues, thinks that developments in fintech put their company in danger. The payment ecosystem will see increasing trends in speed, security, and digitization. The competitive landscape is flexible and possibly dynamic in a world where customer loyalty to financial institutions is declining and entrance hurdles for third parties are being removed, as entrants like Apple Pay, Venmo, and Dwolla have shown. Companies that lack a conventional payments history but have a critical mass of users and the network connectivity to provide payment experiences that are at least on par with the status quo may likely overtake incumbents that are sluggish to adapt to change. While the majority of these solutions "ride the rails" of traditional banking, they run the danger of giving territory to innovators, or "steers," who handle transactions in any way they see appropriate, and lose control of the client experience (PWC, 2016).

(2) Customer acquisition and retention

According to a PWC analysis, businesses that provide better customer experiences to their clients would see a rise in brand loyalty and client awareness, which will result in more clients (Tarunajaya, 2018). Customers want the same degree of customer care from their financial services providers as they have come to expect from the digital experiences provided by businesses like Google, Amazon, and Facebook. FinTech is riding the wave of disruption with products that offer improved accessibility, ease, and customization to better answer client demands. The pursuit of customer centricity has emerged as a top priority in this situation and

will support meeting the wants of a clientele that are digital natives (PWC, 2016). Online P2P lending services are an example of how P2P lending and collaborative funding have come together due to an Internet-based platform. Peer-to-peer lending marketplaces are two-sided networks that perform online. A P2P lending platform enables the supply (lenders) and demand (borrowers) facets of the community to communicate with one another. Online P2P lending systems take advantage of the Internet's potential to establish an online market for microcredit finance that acts as a bridge between individuals and organizations who want to borrow money (borrowers) and people and institutions looking to fund loans (lenders). Lenders are more likely to be strangers with no prior connections and may not even have social connections with business owners, managers, or customers. They might be private persons or institutions created specifically to offer formal credit (Lynn *et al.*, 2019).

P2P lending platforms have transaction and brokerage costs significantly lower than traditional financial institutions, and they do not make loan decisions like banks (Mudos and Guevara, 2004). Small firms throughout the world have a recurring strategic dilemma related to the availability and sourcing of funding, which is made worse by their unique traits and market inefficiencies. Small firms often have a greater amount of default risk since they are under-collateralized, have little to no credit history, and lack comprehensive financial statements (and the knowledge to make such accounts). As a result, access to finance is constrained (Bhide, 2003). They attract lenders with their lower transaction costs, market accessibility, risk diversification, and possibility for better profits (Morse, 2015) while attracting borrowers with their quick decision-making, transparency, and non-collateralized loans (Sviokla, 2009). By taking advantage of millennials' growing mistrust of banks and offering them user-friendly digital offerings, the new entrants may profit. Banks have always focused on products, whereas new competitors are becoming more and more concerned with people. Bank competitors in the fintech space are putting pressure on the traditional business models of banks. Two competitive advantages held by retail banks that might be undermined by new competitors are: They can offer a range of products to a privileged client base, and they may easily access low-cost deposits as well as explicit or implicit government insurance, which enables them to borrow money at a low cost. Fintech firms frequently target customers that traditional banks do not typically serve, such as risky small businesses, people with poor credit histories, or the market for small-dollar loans. They also use technology to assess these customers' creditworthiness at a lower cost than traditional banks, which gives them an advantage over them (Li *et al.*, 2017).

Automated investment advice poses a significant challenge to established financial advisors as well as participants in the execution-only and self-directed investment markets (also known as Robo-advisors). These autonomous advising skills will alter how advice is delivered, which will put pressure on traditional advisory services and pricing. To compete with the internal and proprietary solutions that many self-directed organizations have created, advisors are required to adapt to hybrid high-tech/high-touch models. As a supplementary benefit of automated consumer analysis, client onboarding, conversion, and financing rates have lowered in

price. Due to the shift in the financial consulting paradigm, wealth managers have previously had trouble figuring out how to develop profitable partnerships with clients that have less total wealth. Robo-advisors offer an effective answer for this market niche and, if properly positioned as a component of a full-service offering, can act as a bridge to full-service advice for customers who want specialized assistance or greater touch. (PWC, 2016)

(3) Diminished brand power

In the current environment, a provider that offers convenience and speed eases financial literacy requirements to use their products, promotes trust in the system, and can offer a complete range of financial products will do very well. Fintech companies reward their clients with rebates and perks for using their services. By giving benefits akin to credit cards for their debit card options, Square and Acorn have both encouraged people to join up for their services. Debit cards and other tangible financial goods may be designed by fintech disruptors to be design classics, appealing to millennials in particular with bright, simplistic designs. Clean designs, customization, and even distinctive and heavier materials help FinTech set their cards apart from conventional bank cards (Mohan, 2020). The progressive and consumer-focused fintech sector is surely paying attention to them, and the fact that banks have inadequate digital strategies is a sign of unsatisfactory customer experiences. The banks are ignorant of the gradual movement in consumer habits and behavior toward fintech, which is requiring the banks to change their business models to compete as more consumers prefer digital services and commodities (Lee and Shin, 2018). And market research reflects this truth. In its extensive 'Fintech Trends' report, CB Insights found that 63% of US bank clients between the ages of 18 and 34 are willing to test a financial product from a fintech company they are already familiar with (CB Insights, 2018).

According to research by (Siek and Sutanto, 2019), fintech is well ahead of banks in terms of customer acquisition, brand recognition, and loyalty. Fintech also provides superior customer experiences, which appear to reduce the value proposition of banks' products and contribute to digital disruptions. It disrupts in two ways: (1) by providing products with better customer experiences, which raises brand loyalty and awareness while lowering product loyalty and awareness for banks; and (2) by altering consumer trends or lifestyles, which forces banks to follow suit and modify their business models shortly to compete. Banks are destroying their institution's reputations in the eyes of their clients in this way. The banking industry is currently experiencing two effects: disintermediation and invisibility. Disintermediation happens when customers start using non-banking products instead of banks, whereas invisibility happens when bank goods start losing their reputation as people start using non-banking products. One key component of the current banking sector is mobile accessibility, which gives clients access to self-service alternatives for many of their normal operations, including password resets, account balance checks, money transfers, and many more. In reality, evidence shows that customers' willingness to visit bank branches is declining quickly, and this trend is only expected to become worse as the young generation starts to make up a larger proportion of the total customer base.

This is in keeping with bank policy, and the steadily declining number of branches throughout the world shows that financial institutions are aware that their approach to engaging with clients needs to change (Mohan, 2020). Incumbents are being forced to look for value propositions where experience, transaction efficiency, and transparency are essential components as a result of changing customer expectations and the need to establish trusted relationships. It will be difficult to stand out from the competition when self-directed solutions start to appear (PwC, 2016).

Opportunities for banks

By drastically cutting costs, expanding service diversity, and presenting more stable industrial and market scenarios, fintech provides a positive transformation to the banking and financial services sector (Iman, 2019). The main goal of fintech is to significantly decrease financial friction by using the potential cost-cutting made possible by digital technology. The advantages that follow seem significant even in the near term. Based on data from industry insiders (Capgemini Consulting), the FSB names a few of them as follows: For instance, estimations indicate that by reducing processing costs in the mortgage origination process, mortgage consumers in the United States and European markets could potentially save \$480 to \$960 per loan and banks expenses would decrease in the range of \$3 billion to \$ 11 billion yearly (Board, 2017). According to (Goldfarb and Tucker, 2017) (i) Search costs; (ii) Replication costs; (iii) Transportation costs; (iv) Tracking costs; and (v) Verification costs are five categories of economic expenses that are reduced by digital technology. Mapping each of these categories to particular financial activity is not difficult. As an example, banks have created internal systems to address the costs of coordinating fund savers' and end users' decisions in terms of investment risk, maturity, liquidity, etc. with those of information tracking and verification. The profitable kind of bank intermediation known as relationship lending was born as a result of transportation expenses. Because they affect the market frictions that provide intermediaries like banks a competitive edge, digital technologies have the potential to be disruptive to the industrial organization of the financial sector. Consumers stand to gain much from cost savings, which is a significant promise. Digital technologies provide unparalleled tools for product and service customization as well as for capturing consumer surplus through price discrimination (Navaretti *et al.*, 2018). Through the development of new big data-based business models, fintech has the potential to transform the financial industry. Using many learning methods, "deep learning" refers to the process of trying to understand huge amounts of data. Applying the new methods might lead to reduced fees for financial intermediaries and better consumer products. When an institution screens loan applicants for creditworthiness, fintech facilities, for instance, may help improve communication between financial clients and their service providers and more accurately determine the applicants' creditworthiness (Temelkov, 2018).

Regtech may lead to new procedures, routes of distribution, goods, or corporate entities that assist banks in adhering to regulations and managing risk more successfully and effectively. Some Regtech companies use insourcing or outsourcing techniques to provide banks with

compliance and risk management solutions. Capabilities for reporting risk data are another possible application for Regtech. To respond to events promptly during the economic crisis, corporations were unable to aggregate risk data and apply analytics to aggregate risk exposures. To improve risk management and facilitate supervisory requirements, such as supervisory stress testing, regulators have raised the bar for enterprises' ability to reliably and comprehensively collect risk data. AI, sophisticated data analytics, and other cutting-edge technologies may enhance businesses' capacity to deliver accurate and timely risk data. According to a report (Bank for International Settlements, 2018), while regulation is becoming increasingly stringent worldwide, the development and use of effective 'Regtech' will automate and further facilitate regulatory reporting and compliance requirements. Opportunities may open up. Cross-sectoral and cross-jurisdictional cooperation (e.g., AML/CFT) to improve compliance. Innovative technology helps financial institutions meet regulatory objectives (reporting, consumer protection, regulatory obligations including AML/CFT) and comply with regulatory requirements. Regtech can provide banks with more efficient solutions to improve their risk management and compliance. It is also a way to manage changes in the regulatory environment and reduce the costs associated with meeting required standards. Regulatory reporting, financial crime, operational risk (including cybersecurity and fraud detection), consumer protection, and privacy regulation are just a few of the many needs Regtech can address. Due to its early use of digital and mobile technologies and the enhanced connection they bring, the fintech industry enjoys an edge. Facial recognition, real-time data gathering, and high-definition video conferencing are among the areas where these technologies might improve operational skills, particularly when used in conjunction with AI. The quality and scope of virtual services may be increased by Financial Sector using these technologies, and they could also open the door for a wider variety of smart contracts that could be traded and carried out on mobile devices. Additionally, there are possibilities to enhance the security and speed of know-your-customer (KYC) verification. Given the massive volume and flow of data in the cloud, digital companies that already offer these platforms to handle and store this data effectively may have an edge and offer value-added services to other businesses, such as data analytics and AI applications. (Global Fintech Report 2019). FinTech businesses provide an ecosystem that encourages the gathering of enormous volumes of data and establishes reliable client connections. Financial institutions are making an effort to interact with and introduce innovation into their organizations now that they are aware of the significance of these ecosystems. Incumbents will be able to outsource some of their RandD and swiftly bring innovations to market by collaborating with innovators (Coopers, P. 2017). Banks and FinTech companies may both gain from collaboration in terms of costs and clients in several significant ways. For instance, partnerships might result in lower operating costs and capital expenditures for carrying out business operations. Banks are aware of the strategic benefits that might result from prospective collaboration and partnership with a FinTech business, notwithstanding the hazards. This is clear from the fact that many banks are forming partnerships or working together with FinTech companies (Temelkov, 2018).

Conclusion:

From the explanation above, it can be inferred that fintech challenges banks' current business practices by adding fresh, cutting-edge approaches to the services such institutions already offer. Fintech businesses are expanding quickly and exploiting banks' current sources of income. Fintech is providing clients with quick and accessible access to financial services in the modern technological environment. Traditional banks are likely to take additional risks to maintain profitability with their present cost structures as increased competition lessens the specialness of banks and erodes some of their advantages. They will have to drastically cut their expenses and more closely resemble utilities if they are unable to take greater risks. Global conventional financial service providers must keep up with Fintech growth and work to update and enhance their offerings and tactics to prevent losing market share to Fintech firms. Along with the difficulties, fintech also offers banks some unavoidable advantages like technology that reduces costs, creative methods to improve the speed and accessibility of their current services for customers, and many more. Banks should work with these new startups as it will be advantageous for both parties as banks have a large customer base and fintech has the most cutting-edge technology. However, banks find it challenging to follow current trends due to heavy regulations and a lack of knowledge of new technologies.

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IMPACT OF EDUCATION ON YOUTH LEADERSHIP AND SOCIETY

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Leadership:

As we can see, in the Military, Economics, religion, Society, politicians etc everyone needs a leader who can take people to a right path and vision for the future. Strong Leaders can be generated through good Education. If a youth is having an education he/she can deal with situations in a great manner. Higher education is developed in modern society through which new techniques and technology come. Youths are more vulnerable to drugs like alcohol, tobacco, smoking and many more which are very dangerous for them. Youths are not able to raise their voice, their voice is suppressed by other youths. Youth who are prone to drugs are not able to participate in social activity, religious activity, economic activity through which they are not able to become leaders. To overcome these things self confidence, moral values and life skills is very important. Physical activity is also very important to raise self confidence through which they can deal with negative approaches. Their capacities are also increased through which they can handle pressure on themselves. Education is very important through which the qualities of leadership will come out.

Keywords: Listening, security, flexibility, positivity, community, sacrifices.

Introduction:

Education is very important for youth leadership and society. Education is just like a tool or weapon in which youth can improve their skills and capacities. Education is important for youth development in which they will get knowledge and organize community. The importance of education for youth is to develop skills in them. In the whole world the population of youth is more who tomorrow leaders for the nation in society are. Youth is responsible for shaping the world if he/ she has the education. Great ideas always come through youth who are responsible for the economic development of the country. Dr. Manmohan singh who is the prime minister of India is known for his leadership like this if youth become a leader of the society everyone will remember him for his great work. Teachers should train youth well so that they can become tomorrow's leaders. If youth is educated then he knows about practical life also through which youth can deal with any situation in his life and becomes a leader. Opportunity should be given to youth so that they can show their talents and shine like a star through education. If youth shows his talent his confidence will also increase and leadership quality will come out. If youth is educated he knows what to do, when to do, how to do. If youth is having knowledge then he does work for good results and create new ideas. If youth is nurtured well then he does work for the excellence of the society or country. The sood charity foundation is founded by famous actor sonu sood for education of youth. The aim of this act is to remove poverty, hunger and crime by giving education to youth. If a leader is educated then he might motivate others to be educated

and they will become tomorrow's leader and work for their future. Education inspires everyone in the society. If youth is inspired by education then he is having the quality of becoming a leader and inspires others to be educated.

In society the role of education for youth is very important as they can improve society. Education is the best tool to bring positive changes in society. The fundamental right of education is to bring knowledge to youth so that their society should be improved and work for its development. Youth should be mentally, physically, and socially fit for their society. In the society of youth the use of drugs is very high which is harmful for them to reduce them education is very important for them so that their personality should increase and they are accepted by the society.

- **Listening:** Youth should have the patience to listen to everyone in the society. He should know what the problem was faced by the people and how to resolve that problem. If the youth has the patience to listen to everyone then he can become the leader of the society. Patience to listen to everyone comes through education.
- **Flexibility:** Leader should have a Flexible talk with everyone. He should have full confidence to talk with flexibility. If youth is having a flexibility to talk with other person then he will have the confidence and becomes tomorrow leader. Education helps youth to become flexible in English and other languages through different courses of education.
- **Community:** The role of leader is not to deal with the problem of the society or community but also work with community members for the development of the country and welfare of the people. If youth is educated well then he might always work for the welfare of the society and development of the country.
- **Sacrifices:** Sacrifices are the heart of leadership. People think that leadership is related to position and power. Sometimes leaders sacrifice their family also for the development of people and country. The country's leader is always ready for sacrifices. In education we also have to sacrifices many thinks like competition etc and do study so that we can do everything for our country and become leader of the country
- **Positivity:** The most important thing in leadership is positivity. If a leader is positive then he will do work positively without any stress.

Impact of education on youth society

- **Employment:** The society of youth can be changed if they will get the education. Through education youth are eligible for jobs and employment will also increase in the country. If youth will not get the education then the problem of unemployment increases in the country.
- **Middle class:** The middle class population is more in India. A lot of youth come from middle class families. If they will get the education then they will change the society and the middle class will also increase in their society.
- **Economic development:** Economic development is very important for the country. The participation of the people in the country for its economic development is very important. If

youth is educated the he will also participate in the work of counter and new innovative ideas are constructed by him which give shapes to the society.

- **Poverty:** Poverty is the major problem in the economic development of the country. To reduce poverty, youth should be educated so that they can be aware of poverty crises and they should also not be below the poverty line.
- **Human capital formation:** The human capital formation should not go outside or abroad so that their country's human capital formation should not decrease. Through education, youth human capital formation increases and work for Indian economy.

Conclusion:

Through education youth leadership and society are both enhanced. To become a leader the importance of education is very important so that they know what to do with society and when to do it. He knows how to talk with society if youth is educated which shows the quality of leadership. If youth is educated then then he will work for the society. If youth is educated then he will not do crimes and use drugs and society will accept them as a proper person. For this education is very important for them to become leaders and society also.

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LIFE OF A BUREAUCRAT: A HUSTLE

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Abstract:

A fair and good government is the most crucial component of a good civil society for the citizens. A good government must have administrative systems and subsystems of governance that are effective, economical, ethical, and equitable, as well as using good governance practises to have the best possible bureaucracy in the government. Additionally, the government must be just, equitable, and citizen-friendly. Along with encouraging transparency and effectiveness, the bureaucracy must also be responsive and accountable. The successful implementation of governmental policies and programmes for the achievement of predetermined goals is a reflection of excellent bureaucracy. The ability of the government to hold the bureaucracy accountable for its behaviour and activities is implied by good bureaucracy accountability. The concepts and procedures in a perfect bureaucracy are founded on logical, understandable rules and are always applied in a way that is unaffected by personal or political ties. Bureaucracies frequently fall short of achieving this goal in reality, though. The concepts and procedures in a perfect bureaucracy are founded on logical, understandable rules and are always applied in a way that is unaffected by personal or political ties. Bureaucracies frequently fall short of achieving this goal in reality, though. In all discussions on civil service reforms, the problem of bureaucrat accountability for service performance has taken centre stage. The obvious improvement of concrete services to the public is what gives bureaucracy its credibility. Being a regulator has gotten more stressful. Facilitator. Bureaucracy is responsible for delivering the laws and services that improve our lives on a variety of fronts, including health, security, and capacity to meet problems. A government that acts in the best interests of the entire society and immediately addresses issues like healthcare and education. A bureaucracy is one that is there for us when we need it and offers services to raise the standard of our lives. Bureaucracy must be brave in addition to being transparent and fair, in the sense that it to possess the strength and independence necessary to carry out one's work unhindered by political or other upper-level pressure. And in order to satisfy the needs of the people, one has arrived with a strong mindset, and only the genuine democracy will endure. Any other entry into this service motivated by passion, power, money, or prestige will destroy the service's true character. Given that this service is all about giving to the community and its members, entering it with the incorrect mentality will undermine its intended goals, leaving our society behind in all spheres of life. The pursuit of improved health, education, or a better future will go unfulfilled. People start calling for improvements when the bureaucracy's goals and objectives are not met, but no one genuinely

looks into why this is occurring, does anyone? Why can't politicians accomplish their goals, you ask? Does this only have a remedy in reforms? As a result of all of this, we forget the level of pressure they are under; nobody worries about hustles in their lives, which is primarily due to lack of preparation before to the service, political pressure, and a heavy workload. aspirants are ignorant the unforgiving truth about being a bureaucrat is that they are only drawn to the status updates and social media posts, not understanding the responsibilities that are placed on their shoulders. Because they weren't mentally prepared for the challenges and hardships they would encounter in the service, aspirants who were preparing for it lost their enthusiasm and determination after learning the truth about being bureaucrats. As a result, their responsibilities to the service became burdens in this service. Aspirants' perspectives change after they join this programme, as is evident.

Introduction:

In any country, bureaucracy or civil services are the foundation of administration, an engine for development, and a buffer mechanism for smooth democratic transition. Indeed, civil services serve as the backbone of Indian administration. In such words, these services perform as a central axis circling the full spectrum of governance. These services perform all of the important duties of administration, such as policy formulation and implementation, law and order maintenance, and the delivery of public goods and services. All-India Services and Central Civil Services are at the union level, while state civil services are at the province level. Since independence, the civil services have undeniably performed admirable tasks. Obviously, these services shook the country to its core, within the broad shapes and fundamental principles outlined by the constitution. The country currently employs approximately 6.4 million civil servants (Civil Service Survey, 2010). Nearly half of whom are employed by India's union government. They serve over 1.2 billion people from various social, economic, cultural, and religious backgrounds. In India, nearly 5300 civil servants are appointed to serve one million people, whereas 7100 civil servants are appointed to serve one million people in the United Kingdom. The challenges faced by the civil servants is very important because if they are facing problems means the entire Indian administration will be in trouble so a primary importance must be given to the eradication of the problems faced by the bureaucrats while performing their duties in their life as well as recommendations are required. This research gives primary concern to look into the matters of problems faced by civil servants in India as well as various aspects related to it.

Historical background

Regarding the ancient Indian state, there are no records of the civil service's organization (200 BC - 1000 AD). But during the Mauryan era (321–185 BC), Kautilya wrote the treatise known as the “Arthashastra,” in which he outlined the qualifications for public servants who would serve as judges. He developed a system of prompt promotions for efficient and helpful executives and set the ground rules for dealing for civil servants. Finally, he proposed harsh sanctions for those who engaged in dishonesty and defalcation. He discussed how attentive the

government employees were. To sum up, in ancient times, monarchs were in charge and derived their validity from cultures and beliefs. Primarily, civil servants have been expected to pledge their dedication to this and loyalty to the ruling class. Specifically, during the Mughal era in the Middle Ages, Akbar established and supported the system of civil servants. He created the *zabt* and *dahshala* new revenue-taxation systems. It later developed into a significant element of the Indian taxation system. The civil servants had a combination of governmental and social assistance perspectives on their heads. As an option, because they worked for the province in the Middle Ages, they became servants of the state. These functions were initially charged with keeping things in order and collecting taxes. The Macaulay committee consequently advised in 1854 that the current nepotistic system be replaced by a permanent civil service based on meritocracy. Representation into the Imperial Civil Service (ICS) was therefore meritbased starting in 1855. Calculated measures were put in place to prevent Indians from joining the elite services. Only British students from elite institutions like Oxford and Cambridge were hired for the services. Following liberal reforms, the organization of the ICS examination in India from 1922 onwards became a catalyst for increasing Indian visibility in these privileged environments

Objectives of the study:

1. To learn about some aspects of the Bureaucrats.
2. To understand the tussles faced by the civil servants.
3. To analyse the bureaucrat's mindset itself and how it is changing after getting into service.
4. To know about the historical background of the civil services.
5. To understand the ethical standards in the duty performance of the civil servants.
6. To study about the civil servant's accountability.

Literature review:

Now a days civil service is getting its fame and importance and also criticism from the people. Many peoples are thinking that civil services are a good place for fulfilment of their Material aspects and also the world is thinking in a wrong direction that all the civil servants are corrupt and join for that purpose. But civil services are challenging and pressurised job that the civil servants also facing many problems in their life while performing duties and it is true that that many aspirants lie about their aspirations regarding why they are wanted to become civil servants and some people are really honest and dedicated but they also change later their mind set and attitude will be changed after joining into services. But there are many problems in civil services and also problems were faced by them while performing duties.

M. Satish, Civil Service Reforms, Centre for Good Governance, Hyderabad in his work pointed out and outlines the value of the public service from antiquity to the present, as well as the issues that impact it, the reforms that are required, as recommended by various Committees, and the reorientation that the civil service needs in order to deliver services effectively.

A critical study of law relating to civil servants' accountability for good governance by Parida, Niranjana, in their work they pointed out that how civil servants are very important in administration and their accountability is affecting on governance. While ensuring accountability

how civil servants are facing the problems from higher authorities and also the importance of various agencies in ensuring and checking the accountability aspects of the civil servants.

Venkatesula Reddy, B Civil service reforms with special reference to all India services a study, in his study he discussed about the various problems of civil services. Problems such as recruitment, training, salaries, accountability, corruption, ethical standards in civil services. He majorly discussed about the reforms required in civil services.

In Civil Services rationalization in India: World Bank in its reports discussed only about the reforms required in civil services and also the changing needs required for the modern society in terms of civil services functions and organisation.it also discussed about the role played by bureaucrats in administration of India.

Many committees in India such as HOTA Committee, Santhanam committee and other committee on issues of civil services in India discussed about problems in hierarchy of bureaucracy and also their pay scale increments by 5th pay commission 1997 and also problems in successions postings, transfers corruption etc were also their concerns.

According to our knowledge is concern prior to our work the problems faced by the civil servants and also their challenges were not given concern. Our work gives more importance to the problems faced by the civil servants in their life while performing duties and also their attitude changes and impacts on accountability of Indian administration as well as the ethical dimensions of the civil services and role of ethics in accountability are discussed by us.

Research methodology:

Research approach

The research approach that was followed for the purpose of this research was qualitative and quantitative methods. We deeply studied various articles, thesis and recommendations of committees and surveys conducted earlier along with interviews of famous personalities on civil services and parliamentary debates etc. We followed sample collection in the form of interview and questionnaire to concerned participants. The reasons for occupying this approach was that it is a flexible research method that allows you to gain a deep understanding of a group's shared culture, conventions, and social dynamics, it also gives researchers direct access to the culture and practices of a group. However, the main weakness of the ethnography approach is that it very time-consuming method, and there is also chance of observer bias.

Research method

In order to satisfy the objectives of the research project, qualitative research was held. The main characteristic of qualitative research is that it is most appropriate for small samples, while its outcomes are not measurable and quantifiable. Its basic advantage, which also constitutes its basic difference with quantitative research, is that it offers a complete description and analysis of research subject, without limiting the scope of the research and the nature of participant's responses. However, the effectiveness of qualitative research is heavily based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable, because they mostly come from researcher's personal judgments and interpretations. Because it

is more appropriate for small samples, it is also risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population

Data collection method and tools

For the purposes of this research, in depth interviews were used. In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a particular research subject. The main advantage of personal interviews is that they involve personal and direct contact between interviewers and interviewees, as well as eliminate non-response rates, but interviewers need to have developed the necessary skills to successfully carry an interview. What is more, unstructured interviews offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that were not initially meant to be derived regarding a research subject. However, there is the risk that the interview may deviate from the prespecified research aims and objectives.

As far as data collection tools were concerned, we used some online government sites, in which data is already gathered. And also involved the use of semi-structured questionnaire, which was used as an interview guide for researcher. Some certain questions were prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions were made encountered during the interviews.

Some sample questions that were included in the semi-structured questionnaire and interviews were the following:

Question 1: What kind of difficulties you are facing while you are working?

Question 2: Is there any kind of help and relaxation are provided to you during your duty?

Question 3: What aspires you to become a civil servant?

Question 4: Which kind of facilities provided by the government of India?

Question 5: What would be your primary concern after becoming a civil servant?

Question 6: Will you be keeping up with your enthusiasm and dedication after getting into desired position?

Question 7: Do you think corruption is the root level problem in civil service?

Question 8: Would you be taking the path of favouritism after becoming a bureaucrat?

Question 9: Does the amount of bribe would interfere with your morality after getting into service?

Question 10: Do you think political motives and pressure impacts bureaucracy?

Question 11: Many aspirants lie about their aspirations before getting into job because we can observe many changes later?

Question 12: Do you think aspirants' attitude and mindset will change after getting into job?

Question 13: Can you handle the pressure of sticking to your morality, if you get into a forced misconduct situation?

Question 14: are you handling the pressure and problems faced by you during duty?

Question 15: What is your opinion and effects faced by civil servants with Lateral entry in services.?

Sample selection

The method of purposive sampling was used to develop the sample of the research under discussion. This is belonging to the category of non-probability sampling techniques, according to this method, we used their expertise to select a sample that is most useful to the purposes of the research. And it is often used in qualitative research, where researcher want gain detailed knowledge about a specific phenomenon rather than make statistical inferences, or where the participants were very small and specific. In the current study, the sample size is 40 participants only they are students, current service men and ex-service men of civil services. We selected this sample because all of this member tells their genuine problem they are facing. In sample selection, we select a few aspirants and civil servants in work now and ex-service men of civil service of India.

Research process

Meetings were held with the authorities and students mentioned above, so as to gain acceptance of their participation in the research. More specifically, we came in touch with and asked them to participate in the research after explaining the nature and the scope of the study. In simple term the respondents were willing to participate in the research and interview, which were conducted on many dates in respected their offices. The interview took place in the schools, offices of current service men and in premises of ex-service men and it took approx. 10 to 15 minutes for every respondents. During the interviews were mainly kept notes, to analyse the gathered data. During the conduction of the interview, respondents were free to express their views.

Data analysis

Content analysis was used to analyse the data which was gathered from the personal interviews from aspirants, current service men and ex- service men. A main advantage of content analysis is that it is highly flexible, you can conduct content analysis at any time, in any location, and at low cost. However, human error is highly involved in content analysis, since there is the risk for researchers to misinterpret the data gathered, thereby generating false and unreliable conclusion

Ethical considerations

The current study was subject to certain issues. As it was mentioned earlier, all participants reported their written acceptance regarding their participation in the research, through a signed consent. They were free to withdraw from the interview at any point and for any reason. Next to this, participants were fully informed regarding the objectives of the study, while they were reassured that their answer were treated as confidential and used only for academic purposes and only for the purposes of the particular research. Except from the above, we not forced anyone to give information are opinion, during the conduction of the research. In contrast, we attempted to create and maintain a climate of comfort. More importantly we approached only sincere candidates.

Research limitation

As it is for every study, this research paper had the following limitations: -

- The size of the participants was relatively not big- 40 participants. If there was bigger sample than probably it enhances the reliability of the research.
- Qualitative research is not allowing the measurement of the examined problems.
- The area of sample is limited, which is only few aspirants, service men and ex- civil servants.
- In some cases, authorities may refuse to talk the reality about the problems.

Hustles faced by civil servants

The Civil Services provides access to challenging occupations that are stimulating and fascinating. There aren't many services that offer such an immense range of difficulties, a combination of several employment disciplines, the opportunity to formulate policy, and the potential to participate as a vital participant in the preparation for national development. You could believe that your struggles are over after you become a civil servant after years of arduous work. No! There are numerous problems in this area. Before you participate in the system, it is crucial to comprehend the Indian governmental structure and your position inside it. Most candidates, however, might not be aware of the Civil Services' negative aspects, which many will discover quickly after joining. It is imperative that we have a complete understanding of the civil service before deciding on a career path.

Political interference

The regional civil servants collaborate with the MLA and MP on projects. They both have a responsibility to serve the general populace by fostering growth, welfare, well-being, and peace in the community to which they belong. The main points of contention between a government worker and an MP or MLA include differences in viewpoint, corruption, the use of public position for personal gain, and the MP or MLA's protection of offenders. When this argument reaches a turning point, the officer is either reassigned or detained in fear of being put to death. Think tanks have recently voiced their opinions on issues such as political meddling and antiquated hiring practises in the Indian civil service. Political meddling caused serious inefficiency where the most qualified officials were not in the most important positions, which could ultimately result in the collapse of the institution.

Transfers

Imagine having a different job every month and every year. Sincerity be damned, that is how the ordinary government servant lives. There is a widespread transfer malaise. Everything is dependent on the minister's whims and, occasionally, a genuine requirement. Transfers might occur so often that one might go to as many as 5–6 different locations in a single year. Transfer, without a doubt, is a significant problem when one spouse is also employed and unable to frequently switch cities. The family, kids, etc. are also impacted by this. If someone chooses All India Services, they should be ready to live alone.

Frustration

The most difficult art, but the easiest science, is people management. The civil service job profile requires constant coordination with lawmakers, authorities, and regular people. The most anxiety and tension are experienced by government workers as a result of having to deal with a large number of vulnerabilities and a workplace that is continuously changing. Additionally, stress levels rise quickly if you have trouble controlling outside influences. The new recruits to the civil service have high expectations for themselves and believe that everyone else should emulate them. The majority of them use films as inspiration while they are preparing. They start believing the same things after watching movies where a single, young officer alters the system. Aspirants should be aware of reality and take appropriate action to mitigate the issue.

No recognition for Excellence

Excellence is a skill that is acquired by practise and habit, according to Aristotle. It's not necessary that your efforts will always be acknowledged and valued. Nothing you accomplish as a civil servant is possible without the support of your co-workers and the public's goodwill. Suspension and disgrace are threats against brave and honourable officers.

Corruption in civil services in India

Political and bureaucratic corruption are both prevalent now in India's civil service, as has been argued in previous arguments. Each society has its own distinct bureaucratic behaviour patterns. What might be viewed as the most heinous behaviour in one community might not receive the same response in another. Consequently, it is challenging and sometimes dangerously deceptive to compile a list that covers all instances of bureaucratic corruption. However, the following are some instances of what is typically regarded as unethical behaviour and corrupt practises on the part of the civil service.

1. Bribery, graft, patronage, nepotism and influence peddling,
2. Conflict of interest (including such activities as financial transactions to gam personal advantage, accepting outside employment during the tenure in government).
3. Misuse of inside knowledge - for example through acceptance of business employment after retirement or resignation favouring relatives and friends in awarding contracts of arranging loans and subsidies and accepting improper gifts and entertainment.
4. Protecting incompetents.
5. Regulating trade practices or lowering standards in such a manner as to give advantage to oneself or to the family members.
6. Use and abuse of official and confidential information for private purposes.

Such efforts could result in numerous consequences for a society, including inefficiency. Dislike for the government and its personnel distorting the program results in waste of public funds that promotes black market activity and leads to eventual national instability Les chuffers doves is a situation when white-collar crimes against the nation are tolerated by individuals who work for the nation. Although a society should be informed that such costs are being incurred and public officials should be made aware of them, a State may or may not find them acceptable.

It is a reality that some candidates are drawn to civil service careers because of myths about the rewards and the regal image. They are aware of a few police officers who have amassed fortunes in the millions. They join the civil service because they believe it will be simple to gain money illegally. When they sign up for these services, they discover there is no extra money available for the position. To make money, they must engage in illegal activity or permit illegal activity to continue. Even after leaving the office, there is always a chance of getting caught when you perform any illegal demonstration. Our governing structure is currently in a bad state overall. It might appear that not many people are morally upright at first glance. Some individuals speak out against corruption while preparing but then turn around once they start working. If you wish to work as an honest IAS officer, you will have to cope with many challenges in your professional life, such as not getting the best jobs and facing threats from politicians. Candidates should comprehend what a "civil servant" really means. So only one can be successful in this field. Every day, new situations and problems arise, and the civil servant needs to be prepared to deal with them

Constitutional protections for civil servants

In order to conduct our research, we have complied with the following constitutional protections: All India Services are covered by Articles 308, 309, 310, 311 and 312; they are the focus of our study. Article 312-A, which deals with the competence of Parliament to change or abolish the terms of service for officers of particular services, is also included in the constitution. The following prerequisites must be met in order for a person to be eligible for the constitutional protection provided by article 311. First, that he must occupy a position, second, that it must be a civil position, and third, that it must either be under the Union or a State government.

Article 311

Due to the intricate methods and procedures that have developed in response to the constitutional provision against arbitrary action, the civil servant has mainly been safe from punishment. A government servant's inquiry processes are governed by Article 311 of the Constitution, which states that no civil servant may be punished until after a hearing during which he or she has been notified of the charges against them and has had a reasonable opportunity to respond. Because of the protections provided by Article 311, the delinquent civil officials are typically favoured in court. The 1976 amendment to Article 311 allowed for the imposition of penalties based on proof. The safeguards, however, are so stringent even in their altered version that they often cause the processes to drag on indefinitely. An important consequence of this constitutional provision protecting non-performing civil servants from penalty is the erosion of accountability. The civil servant was offered protection in any case. The excessive language in Article 311 of our Constitution There is no other constitution in the world that offers the kind of safety and security that Article 311 does. When Sardar Patel argued before the Constituent Assembly in favour of protecting civil personnel, his goal was to empower the civil officials to provide the political leadership with unbiased and honest counsel.

The concerns

There are certain issues with the current system of protections and safeguards for federal personnel. The precautions and protection are outlined in great depth in the laws, cases, and customs. In light of the circumstances, the government, the employer, may face legal action for failing to obey the rules. Reducing prescriptions will enable avoidance of needless and expensive litigation. The existence of a complex system of review, revision, and appeal in areas like discipline and penalty imposition has resulted in a defensive, process-focused approach to personnel management that attempts to reduce the likelihood that decisions will be overturned on review or as a result of a hearing. Reassessing the appropriateness and efficacy of the variety of appeals, reviews, and modifications is necessary while also lowering the amount of defensiveness and legalism in the civil service's personnel administration. The past's cultural baggage is present in the Indian government service. Its special protection and safeguards come from a legislative and procedural framework that is based on a number of irrational presumptions, such as that the civil service is a uniform labour market, equity requires that all civil servants and situations be treated equally, and that there is an underlying commitment to the comprehensive and universal prescription of the rights of public employees.

Legislative provisions of the civil service in India

The Crown's acquisition of responsibility for the nation's governance in 1858 marked the next significant turning point in the development of the civil service in India. The organisation of the civil service was not fundamentally impacted by the change of power in a significant way. The Indian Civil Service Act of 1861 was the legislation that came after the Government of India Act of 1858. According to the Charter Act of 1793, the Company's civil servants were given the ability to determine their rank and advancement based on seniority. This Act reinforced that power. The Indian Civil Service Act of 1861 put the conditions of service of the civil servants on a legal basis for the first time. In 1886, the first Public Service Commission was established with Sir Charles Atchison as Chairman to consider Indian claims to higher civil service. However, it wasn't until 1925 that a permanent Public Service Commission was established in India. The Decentralization Commission of 1907 recommended numerous reforms for decentralisation. There were problems in some areas because the senior service personnel did not completely cooperate with the well-liked ministers. The limited provincial autonomy was increased by the Government of India Act, 1935, and it was deemed preferable to provide the civil service with certain safeguards. The Governor-General and the Governors of the Provinces were given special responsibility for protecting British members of the higher service from Indian ministers. The Second World War ended in 1939, therefore the dread of popular ministries was only momentary. India gained independence on August 15, 1947. Thus, it was clear that, except for a brief period when they were in power in a very limited sense as elected representatives of the people, and the Indian civil service prior to Independence was in fact in charge of the nation. Lord Cornwallis' appointment as the Governor-General in the late 1880s marked the beginning of this hegemony. He and his successors in office had to rely heavily on the advice of their

officers because neither of them was a local expert on administrative matters. The Indian Civil Service's ability to serve as expert advisers after Independence, despite harsh criticism, was what allowed it to endure. The Indian leaders were unhappy to keep on board many top-ranking officials because they were aware of the role the bureaucracy played during the final phase of British rule, but it was undeniable that their knowledge and expertise could not be completely ignored.

1. Rights and liabilities of civil servants

The Supreme Court and several high courts have heard arguments in a number of cases pertaining to the fundamental rights, other constitutional, and statutory rights of civil servants, as well as their liability for misconduct. The majority of these cases involved issues with how the law governs hiring and working conditions. The different judgements have effectively established the state's authority, as well as other appointing and disciplining bodies, as well as its constraints on its exercise of power, and the rights and obligations of civil officials. Both the authorities exercising authority under the legislation pertaining to services and the civil servants who are subject to the said law must be familiar with the principles of law that have been so established. The following chapters seek to lay forth the legal principles regulating numerous issues pertaining to state-run services.

2. Limitations imposed by article 311 (2) on legislative power of state

The rights guaranteed to public employees under article 311(2) of the Constitution cannot be curtailed or otherwise affected by the legislative power granted under article 309 of the Constitution. The purpose of Article 311(2) is to provide security to public employees who have been substantively appointed to permanent positions. One of the main rights is the ability to continue working until the age of retirement set generally for this class of government employees and then receive the benefits of the pension set forth in the rules. Rule allowing for mandatory retirement without establishing a fair time frame or one that is too long. Any rule that allows the appropriate authority to forcefully retire a civil servant without placing a restriction on the extent to which such civil servant should have provided a minimum period of service would be invalid, and the so-called retirement order under the said rule would constitute the removal of a civil servant within the meaning of article 311 (2). Because the termination of service authorised by the aforementioned rule amounts to the removal of a civil servant and is in violation of article 311 of the Constitution, rules like those in sections 148(3) or 149(3) of the Railway Establishment Code that allow permanent government employees to be terminated by giving three months' notice at any time before they reach the age of superannuation are invalid.

Civil servants' accountability for good governance in India

The most important element of a strong civil society for its people is an equitable and efficient government. Effective administrative and auxiliary systems are essential for good governance. Justice and morality in the economy the legislative process also needs to be impartial, just, and sympathetic to the public. The administrative system must be responsive and accountable in addition to promoting transparency and public participation. Good governance is

measured by how well its policies and programmes are carried out in order to attain set objectives. The people in a democratic polity must be held responsible for the choices made and must take part in the creation, execution, and evaluation of plans, initiatives, and public policies. The rule of law applies to administration, and there is a built-in system of accountability. The Indian Civil Service was once referred to as the steel frame during the British era. However, civil servants in post-independent India have to be responsive, efficient, and have a high level of integrity. The civil service is a tool of the government created to achieve the broad goals of good administration and to be accommodating to citizens. Additionally, it is crucial that administrative leadership skills be cultivated for the benefit of the underprivileged and impoverished. Administration is widely seen as an outmoded, self-centred, and secretive institution that impedes the wellbeing of the people. The apathy, indifference, and lack of accountability of public officials has caused a great deal of anger, especially among the weakest segments of society. Increasing administrative corruption linked closely to vested interests like those of politicians Criminals our administration's body structure has been weakened by the business class and some bureaucrats. Delivering good government to our people requires effective administration. A stable, honest, transparent, and effective government that can achieve all-around development is the proclaimed goal of good governance. Another requirement for cost savings and effectiveness is the timely implementation of progress. In a recent speech, our Prime Minister noted that the country's administrative structure is inadequate to achieve both our national goals and the ambitions of the average person. The necessity for administrative reforms is crucial in this situation. The goals of administrative reforms that could help achieve the objective of good governance are obvious. We require a responsive, accountable, efficient, and transparent administrative system. The administration's operation should be transparent and responsible. How accurate is the adage that integrity and the capacity to discern right from wrong rank equally high with professional competence? The Indian civil service is regarded as a powerful human resource that may help the country achieve its goals of becoming a powerful, rich, and self-assured nation. Failures in the administration of 220 are frequently linked to ineffective political leadership. Political meddling in daily operations frequently impairs the effectiveness of the administrative system Transfer penalties are frequently used to punish honourable officials. It is time for the cops to reject such political vilification and defend everyone's right to justice without fear or intimidation. To fulfil our nation's goal of socioeconomic growth, it is imperative that the government practises transparency and accountability. For citizens, a good and transparent government is essential, and as a tool for good governance, this requires an efficient delivery system. However, the people themselves bear the primary responsibility for ensuring transparency in administration and will continue to bear this burden. Promoting an open and effective administrative system requires a watchful and informed public, informed citizens' involvement in development, and an honest media. Let's hope that by encouraging grassroots participation in administration, we can provide a

transparent, responsive, efficient, and responsible government that will support the development of a politically strong and stable nation.

Ethics in civil services

In recent years, India has seen a rise in the importance of ethics in public service. In the media (print and electronic), at various fora (parliament, state legislatures, party organisations), and during elections, a number of scandals involving significant sums of money in the form of kickbacks and other arrangements at high levels are hotly debated topics. Numerous surveys noted that corruption is a significant issue for every third Indian. Moreover, according to Transparency International, India is the seventh-most corrupt nation in the world. Due to this condition, there is social unrest, economic inequality, the emergence of parallel economies and governments, and a corresponding decline in the legitimacy of the government. This is especially true now that more of the nation's highest-ranking public officials including previous prime ministers and party leaders—are being implicated in scandals. The same is true for those who work for the Indian Administrative Service (IAS), Indian Police Service (IPS), and other top civil services. Over time, there have been more top bureaucrats whose names have been linked to unethical behaviour. In recent years, numerous instances of scandals, fraud, criminality, and corruption involving them have come to light. In fact, a large number of them have either faced criminal charges or have been investigated for wrongdoing. Even some of them have served time in prison after being found guilty of unethical behaviour. There is no exception for new recruits. More people are joining the military for career advancement, social status, power, and authority than for public duty. In addition to corruption, the majority of administrators frequently receive flak for their uncaring attitude and aloof behaviour. Recently, they have been accused of being insensitive, haughty, unprofessional, unresponsive, unreachable, manipulative, indifferent, and having a poor degree of commitment. This study aims to analyse ethics in elite government services like the Indian Administrative Service (IAS), Indian Police Service (IPS), and others in light of this. The best public servants were selected for the study because they have a significant impact on how the country is governed, serving as advisors and policy implementers.

Conclusions:

The Civil Services provides access to challenging occupations that are stimulating and fascinating. There aren't many services that offer such an immense range of difficulties, a combination of several employment disciplines, the opportunity to formulate policy, and the potential to participate as a vital participant in the preparation for national development. You successfully complete the IAS Exam and are now an officer. You might believe that all of those difficulties have ended. No! There are numerous problems in this area. Before you participate in the system, it is crucial to comprehend the Indian governmental structure and your position inside it. The most difficult art, but the easiest science, is people management. The civil service job profile requires constant coordination with lawmakers, authorities, and regular people. The IAS officials experience the most stress and anxiety since they must deal with a large number of vulnerabilities in a job that is always changing. Additionally, stress levels rise quickly if you

have trouble controlling outside influences. The new recruits to the civil service have high expectations for themselves and believe that everyone else should emulate them. The majority of them use films as inspiration while they are preparing. They start believing the same things after watching movies where a single, young officer alters the system. However, when they discover the truth and encounter the harsh realities of service, reality strikes hard and it shows in their performance on the field when they are not given the fulfilment they anticipated. Therefore, one must comprehend that this service is not about power, fame, or leading an opulent lifestyle. Making the most of the abilities that this service gives and serving the country and its people overall are its two main focuses. One must therefore realise that this service is not about obtaining wealth, celebrity, or power. The goal of this complete responsibility is to maximise the abilities that this service bestows on each individual while also serving the nation and its citizens.

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EMERGENCE OF SOCIAL MEDIA IN 21ST CENTURY: EFFECTS AND CHALLENGES

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Abstract:

Social media provides a forum for people to voice their concerns and opinions. Before learning about the various aspects of social media, people must first understand what social media is and what motivates people to use social media? We investigate how and why people use social media in relation to their basic needs for autonomy, competence, information and relatedness, as well as their intrinsic and external motivations and well-being perceptions. In this paper, we shall discuss all aspects of social media, both positive and negative. The article explores the future research opportunities and challenges of social media. Throughout this paper, we will discuss how these media will impact society in general.

Keywords: Social Media, Instagram, challenges, education, online interactions, sites

Introduction:

Over time, the globe has undergone a great deal of development. Naturally, every evolution has had its own impact on how the world has changed going forward. Nearly every aspect of life as we know it has been positively revolutionized by the realization that modernization is not only desirable but also necessary if we are to continue to advance as a dominant species at a progressive rate. Every advancement in human history has been accompanied by a number of innovations designed to improve life as we know it, both at the time of the innovation and going forward. Without a doubt, one of the most astonishing and important technological advancements to date are social networking.

In less than a generation, social media has undergone substantial change, evolving from a direct electronic information exchange to a virtual community, e-commerce platform, and crucial 21st-century marketing tool. With connectivity, access to information, and entertainment on the one hand, and exposure to potentially harmful and improper content on the other, the Internet functions as a double-edged sword. Children who are impressionable and sensitive need to be shielded from any potential risks associated with using the Internet.

Nowadays, social media is an integral part of one's life, from shopping to electronic mail, education, and business. Social media has a significant impact on people's lifestyles. Social media sites and blogs are examples of places where people can easily connect with one another. Since the emergence of social networking sites such as Twitter and Instagram as important tools for news, journalists and their organizations have walked a tightrope. These sites have become part of people's daily lives. Social media has primarily been defined as "the many relatively

inexpensive and widely available electronic tools that allow anyone to publish and gain information, collaborate on a common effort, or build relationships."

Review of Literature:

As youth and teenagers are the builders of nations, they have grown up as part of the Net Generation. They can easily use cutting-edge technology such as smart phones, MP3 players, digital cameras, video games, iPads, electronic readers, and personal computers. Social media has both positive and negative consequences. This research paper is based on secondary data gathered from various online sources, research papers, and the Google search engine. We also used data collection tools (questionnaires) to gather information about social media usage in general. In this paper, we will look at various social networking sites, various areas (such as business and commerce, education, health and medical education, and so on) where social media is widely used today, as well as its positive and negative aspects, as well as guidelines for dealing with the negative effects of social media on society.

The influence of social media on education

According to previous research, 90% of college students use social media. Technology has advanced rapidly by introducing small communication devices, and we can use these small communication devices to access social networks at any time and from any location, as these gadgets include pocket computers, laptops, iPads, and even simple mobile phones (that support internet), among other things. Social media has been used in an innovative way for educational purposes. Students should be taught to use this tool more effectively; in educational classes, media should be used for messaging or texting rather than learning how to use these media for good. Students' collaboration has improved as a result of social media. Students can easily communicate or share information with one another using social media sites such as Facebook, Orkut, and Instagram, among others. It is also essential for students to do some practical work rather than just paper work. They can also write blogs for both teachers and themselves to improve their knowledge. Social networking sites also hold online examinations, which help students improve their knowledge.

The social media effect on society

As we are all aware, social media has a huge impact on our society. Many social media sites are among the most popular on the internet. Some social media sites have changed the way people communicate and socialize on the internet. People can use social networking sites to reconnect with old friends, colleagues, and classmates. It also allows people to make new friends and share content, pictures, audios, and videos with one another. Social media influences a society's way of life.

The influence of social media on business

Social media is the new buzzword in marketing, encompassing businesses, organizations, and brands, and it assists in the creation of news, making friends, making connections, and gaining followers. Businesses use social media to improve an organization's performance in a variety of ways, including achieving business objectives and increasing the organization's annual

sales. Social media serves as a communication platform that allows for two-way communication between a company and its stockholders. Various social networking sites can be used to promote a business. Many organizations advertise their products or services on social media in order to attract the most users or customers. Using social media, customers can connect and interact with businesses on a more personal level. If a company has already established a brand, social media can help that company develop that brand and give the company a voice. Organizations can develop their marketing strategy with the help of social media.

Influence on youngsters

The Influence of Social Media on Children Social media has evolved into a new set of cool tools for engaging young people. Many young people's daily lives are woven by social media. Every day, children use various media and devices to converse and communicate with their friends and groups. In previous years, it was observed that young people communicated only with their friends and groups in schools and colleges. However, today's youth communicate not only with known friends, but also with strangers via social networking sites, instant messaging, and other means. According to a BBC news report from 2013, 67% of Facebook users are youth and students, indicating that the youth and students have a stronger focus and relationship. Teenagers across the country frequently use the internet, mobile phones, and online games to communicate and gather information from one another.

Challenges

Social networking sites are being used to spread hate speech and to recruit young people for terrorist activities (ISIL). Cyber terrorism is the most serious threat to national security via social networking sites. It is simply the use of computer network tools to cause harm to critical national infrastructure. Social networking sites also pose a significant threat to financial and organized crime, destabilizing the system. Organized criminal groups have discovered a forum in social media to position themselves in popular culture as an alternative lifestyle. Social media honey trapping is also a threat to national security.

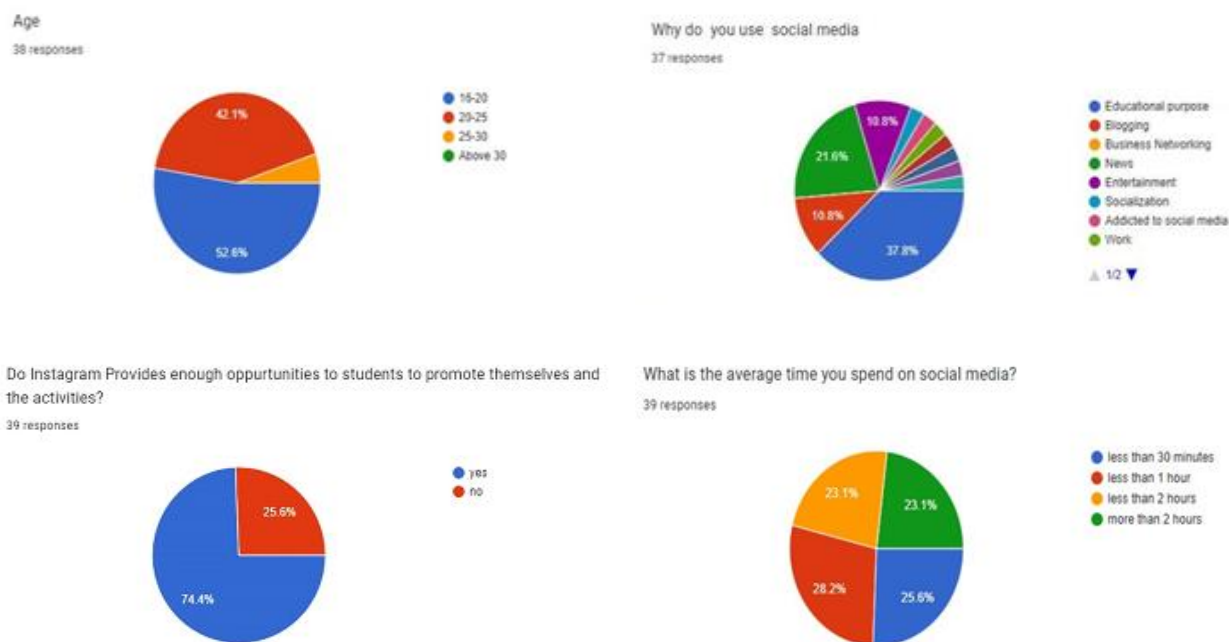
Objectives:

- To understand the trend of usage of social media.
- To analyze the challenges and problems associated with social media.
- To explore the role and opportunities of social media in upcoming years.
- To understand the impact of social media on various aspects.
- To understand the success of social media in recent years.

Research methodology:

A quantitative research technique was used to meet the objective of the research paper. Data is collected through survey conducted using Google form. Because we found it to be the best and most appropriate method for this research. The sample size is 39, several questions on social media based on different perspective were asked from the participants. The result of the same are depicted through pie charts and facts and figures.

Result and Discussion:



Findings

This study identified various aspects related to social media. The following types of questions were asked from the participants-

1. Which social media platforms they use?
 2. Which is your favourite social media platform?
 3. The average time they spend on social media?
 4. Why do they use social media?
 5. Do social media provide enough opportunities to students to promote themselves and the activities?
- The above charts indicate that it is the youth which is mostly attached to social media. From the data collected it indicated that around 53% of the users are from the age group of 16-20.
 - This may be due to various factors such as the inclination of teenagers towards blogs, reels etc.
 - Most of the participants are active on more than one social media platform. From which Instagram appeared to be favourite due to several reasons such as flexibility in usage, reels, marketing etc. and best alternative to instagram is found out to be Facebook
 - The average duration of using social media varied for some it was less than 30 minutes to someone using it for more than 2 hours.
 - As majority of the participants were teenagers it was fascinating to know that primary reason of using social media is educational purpose and reading news. Other reasons were blogging, entertainment, socialization, business networking etc.
 - Nearly 75% participants admitted that platforms such as Instagram provide enough opportunities to promote themselves and the activities.

Research limitations/ implications

Limitations are small sample size, responses of every age group is not ideally reflected. The research finding is more dominated by one particular age group therefore changing scenarios.

Conclusion:

As technology advances, social media has become a part of everyone's daily routine, and people are becoming increasingly addicted to it. The impact of various fields on people varies. Students' collaboration has improved as a result of social media. Business uses social media to improve an organization's performance in a variety of ways, such as achieving business objectives and increasing the organization's annual sales.

Every day, children are seen interacting with these media. Social media has many benefits, but it also has some drawbacks that have a negative impact on people. False information can cause the education system to fail; in an organization, incorrect advertising can reduce productivity; social media can abuse society by invading people's privacy; and some useless blogs can influence youth to become violent and take inappropriate actions. Social media is beneficial, but it should be used in moderation to avoid becoming addicted.

Social media is now a very useful and important communication network for everyone. We can use it to meet new people and communicate with friends from other countries. We can also quickly share our ideas, allowing everything to move forward because people can tell us their ideas and we can immediately improve them. We could also learn new things by watching or reading what others shared on social media. People could also sell items freely on social media, eliminating the need for advertisements. There are more advantages to using social media, but everything has advantages and disadvantages. People almost never have to 'speak out' to communicate with others because social media is so convenient for them. People's communication skills will no longer deteriorate. The more serious problem is that many people used social media to bully others. The power of social media is comparable to the power of real life. Some of them used social media to engage in illegal behavior, which is irresponsible.

Social media has drastically altered our lives. Our lives have become more convenient because social media is a very useful tool for us in the twenty-first century; it can help us improve our lives. However, we must be mindful of how we employ them. If we can use social media wisely, having it will be a positive change for us.

As technology advances, web-based social networking has become a routine for every last individual, people, and groups who are seen to be reliant on this technology on a regular basis. For students, online networking has increased the quality and rate of coordinated effort. Business uses online networking to improve an organization's performance in various areas, such as meeting business objectives and expanding the organization's annual offerings. Every day, youths are exposed to these media. Social media has many advantages, but it also has some drawbacks that influence people negatively. False data can lead to disappointment in the training framework; in organisations, the wrong promotion can affect productivity; online networking can

abuse the general public by compromising individuals' security; and some useless websites can influence youth, leading to them becoming plainly savage and engaging in a few inappropriate activities. Last but not least, all citizens are encouraged to embrace the positive aspects of social media while avoiding the negative effects in order to reap the benefits of these new and emerging technologies.

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PROBLEMS, CHALLENGES AND OPPORTUNITIES FOR UNDERPRIVILEGED CHILDREN AT PRIMARY SCHOOL LEVEL

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Abstract:

For a developing nation like India, making education accessible to all its citizens has to be one of its highest priorities. Since India's independence, there have been many efforts taken to provide education to all. These efforts came in the form of policy changes like education policies and Right to Education Act, or in the form of programmes like Sarva Shiksha Abhiyan and Mid-Day Meal Scheme. Despite these efforts, the literacy rate of Indian children is still relatively low, coming in at somewhere around 30% as of 2018. One of the major challenges is getting children into schools. Due to the high cost and low expected gains of the education system, low income families often do not send their children to schools, or even if they do, the drop out rate is very high. There are institutional challenges as well, which will require more concentrated efforts by the policy makers and social workers to improve.

Introduction:

Traditionally, education in India was something that was only meant for people of higher castes. People of lower castes often found themselves excluded from educational institutions. Around the time that popular leaders like Dr. Bhim Rao Ambedkar started protesting against untouchability, many reforms started to be made, including inclusion of children of lower castes into schools. However these students were often considered undesirable in schools and were separated from other students. In 1947 after India's independence, India's first education minister Abdul Kalam Azad wanted to standardise education and imagined a strong control of the central government over it. He particularly emphasised on educating the rural poor and girls. However due to the diversity of language and culture in the country, this could not be achieved. Thus state governments became the primary providers of education.

In 1986, a new National Policy on Education was enacted. The aim of this was to ensure that each elementary school in the country was attended by all children of its neighbourhood, irrespective of their religion, caste, gender, economic status or social status (up to 14 years of age). The Constitution of India (86th Amendment) Act 2002, enacted in December 2002 seeks to make education free and compulsory, and a fundamental right for all children in the age-group 6-14 years. The Right to Education Act (2009) guarantees free and quality education to all children aged between 6 and 14. Additionally, programmes like Sarva Shiksha Abhiyan, Mid-Day Meal scheme, scholarships and even reservations in private schools are designed to encourage maximum enrolment of students from underprivileged backgrounds.

However, despite all these incentives taken by the government, access to education in India is still lacking. According to the NSS report of 2018, only 24.9% of children in rural areas

and 35.8% children in urban areas have received secondary education. It found that only 5.7% people from rural areas and 21.7% people from urban areas have college degrees. It also found that between the age group of 3-35, 40.5% people from rural areas and 47% people from urban areas are not currently attending any educational institution. Malik (2013) in his research found that states like Bihar, Meghalaya, Jharkhand had the highest number of children who had never attended schools compared to Tamil Nadu and Kerala which had the lowest.

Therefore there seems to be a great need to look into our education system and our society, and try and understand what are the problems within them lead to so many children being unable to receive an education. We also need to analyse different steps and measures that can be adopted by the government or by our society to ensure that every child of our country is able to receive a quality education.

Review of Literature:

Problems, challenges and opportunities for underprivileged children at primary school level

Guttman (1993) wrote the research paper *All Children Can Learn: Chile's 900 Schools Programme for the Underprivileged. Education for All: Making It Work*, which analysed the 900 school programme which was adopted by Chile in 1990, which was designed to improve the quality of education in Chile's most impoverished public primary schools through 'positive discrimination' in favour of children from underprivileged homes. According to this paper, people's value of education comes mainly from its ability to provide job opportunities. It also says that one of the factors that negatively affects teachers that teach in schools for underprivileged children is that they earn very little money, making it difficult for them to financially support themselves and their families.

Jagannathan (2001) conducted the survey on six Non Governmental Organisations in Primary Education in India and this report suggested that the government could support the efforts of NGOs and collaborate with them to bring out-of-school children into schools through supply of teachers, classroom space, and other methods. However it also said that without safeguards, large-scale replication without safeguards by the government of such NGO innovations as the 'alternative school' and the 'voluntary teacher' could lower the quality of education.

Bhan and Rodricks (2012) conducted a case study on four NGOs that provide education to underprivileged children and found that these children from poor economic background face challenges like lack of school infrastructure, child labour, lack of trained teachers, poor governance, etc. Further they found that the parental attitude towards their education is the most significant challenge. The emphasis on the social inclusion of these children in the school as the tag of underprivileged could lower their academic performance and induce cognitive challenges.

Mamun and Rahman (2013) conducted a study on the impact of non formal primary education (NFPE) on children of low income households in Bangladesh. According to their findings, non-formal education had a positive impact on these young children. They became more aware of their surroundings and issues like health and sanitation. However, due to the high

cost and low expected gains from education, most parents from poor families were reluctant to invest in their children's education or even if they did enrol in schools, they were likely to drop out during the early years of schooling. Also, after completing their primary education, these children found it difficult to get admission in secondary schools, since they are more expensive. For this, the study recommends that the NFPE schools should provide guidance to these children for getting admission into secondary schools. Another thing that these schools can do is train students in occupational skills so that they are able to develop themselves economically.

Chopra and Marriya (2013) wrote a paper on the impact that Corporate Social Responsibility (CSR) programmes can have on education in India. Corporate Social Responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions. The paper gives examples of companies that have started various initiatives to provide education including some big name companies like Airtel, Indian Oil Limited and Microsoft. Such initiatives can also be promoted to provide education to underprivileged children. The role of CSR in education is mitigating the skills gap with considerable experimentation, and learning-by-doing along the way. In this process, the affected individuals, companies, and society at large are likely to benefit.

Roy *et al.* (2015) conducted a study on the impact of rural-urban migration on education of children in India. This study showed even though migration labour can give a temporary boost from poverty, it can have a negative impact on the education of children of these labourers. When both parents at the place of destination and origin take the role of bread earners, then the hearth is looked after by the young kids, particularly the girls of the family. They are always on the verge of dropping out whenever the parents change their work site or children get distracted from education in the absence of their parents. The study therefore suggests formal or preferably non formal educational systems to fulfil their educational needs as that will allow them to break the cycle of poverty.

Jolad (2015) in his article for Swarajya made a couple of suggestions for the New Education Policy 2020 to benefit children from homes with low socio-economic status in India, when it was still in development. According to Section 1(c) of RTE, 25% of the seats in private schools are reserved for children from weaker sections of society. He said that even though this gets these children into good private schools, it also creates a form of segregation among children from underprivileged homes and children of well to do families. Similarly, some private schools show a form of differential treatment towards these students and they are sometimes ignored. He instead suggested that these children be instead admitted to government schools and public schools like Kendriya Vidyalayas and Navodaya Vidyalayas.

Sharma (2018) conducted a research involving 107 children from underserved backgrounds and studied how technology can be made more accessible to them. These children either were from poor backgrounds or had developmental disabilities. The study tried to instil guidelines to help overcome the potential challenges towards introduction, access, and adoption of emerging technologies for children within the underserved context and made some

recommendations. First, barriers towards technology need to be reduced by considering the community as a whole and designing for their social aspirations. Second, designing applications to promote self efficacy and agency. It also suggested overcoming resource constraints by collaborating between schools.

Dutta (2018) conducted a study that focused on access to health and education amongst street children from 6 to 18 years old in Mumbai and Kolkata. Her study shows that the common problems faced by street children are abject poverty, lack of awareness of educational opportunities, their livelihood patterns, lack of proper healthcare and hygienic living conditions, vulnerability to exploitation and maturity beyond age. The study also highlighted the importance of social workers and NGOs in making a positive impact on the lives of these children.

Islam (2019) conducted a study where explored the strategies and initiatives being used by NGO SUROVI for providing primary education to the underprivileged children living in the urban slums. According to this study, the teachers found that their teaching programs were inadequate. The study found many challenges and barriers like student's irregularity, financial crisis and early marriage of the students. The study also made some suggestions like infrastructural development, improvement of the cleanliness of the classroom and surroundings and maintenance of water purifiers. It also recommended that the teaching-learning style should be modified and more fun activities should be incorporated.

Bardhan and Bandyopadhyay (2019) wrote a research paper on the interventions where fifteen retired senior citizens were trained in using an online learning platform so that they could use their dormant knowledge resources to impart quality education from their home to rural underprivileged school students for three years in Kolkata. The study suggested that such programmes could be used to provide education to children from families with low socioeconomic status through either paid services or through voluntary services. Also, such programmes would not only provide active involvement of elderly after retirement but also let them have meaningful engagements in society.

Srivastava (2020) suggested donation as a way of providing education to underprivileged children. His research suggests that education is a profitable investment in India. "The net benefit will depend on several factors: child ability to grasp, willingness to give effort, and market-driven forces like job availability and pay scale." His paper therefore suggests opening an institution that would run with donations from benefactors who would be willing to invest and donate to a handful of children from underprivileged backgrounds who are willing to pursue education all the way to higher studies. Their performance will be regularly monitored and if found that they are not performing well, they can be withdrawn.

Shetty (2021) in his article for *The Times of India* suggested earn-while-you-earn schemes to attract more children from poor households into schools. He gives an example from West Bengal where he started a program where he enrolled about 2000 children from villages into schools and gave them 500 rupees per month to prevent parents from pulling these children out from attending schools. 429 of these children got scholarships to join medical, engineering

and pharmacy colleges. He therefore suggests the following - Governments must allow workplaces like hospitals, hotels, construction firms, and manufacturing industries to offer education and training in-house. Industries should provide the contents of formal education in an informal way for specific jobs.

Meo and Saheed (2021) conducted a study on the impact of covid-19 on students from underprivileged families in Haryana. Their paper concluded that “pandemic has impacted school education with serious implications for the underprivileged sections of the society.” They also said that the steps like e-Shiksha Mitra and Mohalla Pathshala schemes taken by the government are a step in the right direction but it is not enough to address the issues of accessibility and efficacy. Online learning is marred with severe limitations of the requisite infrastructure, parents and teachers’ inability to provide technical assistance. It also said that due to the hierarchical nature of the society where sons are given more preference in terms of distribution of resources, online education has created further barriers for education of girls.

Singh (2021) wrote an article for The Times of India, in which she highlighted the pros and cons of the New Education Policy 2020. In this article she wrote that allowing students to learn subjects in their mother tongue creates problems. Students of the private schools are introduced to English at a much earlier age than the students of the Government schools. Thus this will increase the number of children that are uncomfortable in communicating in English and this would increase the gap between the different sections of society.

Analysis of review papers:

Based on the reviews of literature, the following challenges were recognised with regards to providing education to underprivileged children from the perspective of educational institutions. Research shows that lack of proper infrastructure to be one of the major issues in many schools (Bhan and Rodricks, 2012; Meo and Saheed, 2021). They also felt that the tag of underprivileged could lower students’ academic performance and induce cognitive challenges and the claimed high cost and low expected gains from school education, inability to get admission in higher secondary schools and inability of students to use their primary schools learnings for occupational benefits makes many underprivileged families reluctant to send their children to schools Mamun and Rahman (2013). Many schools lack trained teachers and the teacher training programs for many NGOs is inadequate (Islam, 2019). Teachers in such schools often have low income making qualified teachers reluctant to teach in them (Guttman, 1993). During Covid-19, most schools switched to the online mode for teaching. Many teachers did not have enough technical skills at such a time period to be able to provide assistance at that time (Meo and Saheed, 2021). Under Right to Education Act (2009), many private schools gave reservations to underprivileged children. But these schools often had the issue of segregation and it made it difficult for such children to socialise with other students in their peer groups (Jolad, 2015). NEP 2020 gave the provision for students to learn subjects in their mother tongue. This according to Singh (2021) would increase the gap between the upper and lower sections of society.

The following problems are faced by children and parents of underprivileged households. Child labour and vulnerability to exploitation of underprivileged children was found to be one of the major issues (Bhan and Rodricks, 2012). Lack of awareness of educational opportunities and lack of proper healthcare are also a major issue that severely affects street children (Dutta (2018). Children of migrant workers face their own set of problems. Such children often have to deal with a lack of parental presence in their lives or have to deal with extra household responsibilities which negatively affects their education (Roy et al. (2015). During Covid-19, many parents were unable to provide technological resources to their children. Along with it, preferential treatment given to boys further created barriers to girls' education (Meo and Saheed, 2021). Many children, especially girls, from underprivileged families are often married off at a young age (Islam, 2019). This would prevent them from getting the necessary education that they require.

The following suggestions were made to make education more accessible to children from underprivileged backgrounds. NGOs are an obvious choice to help provide education to children from underprivileged families. Government could support the efforts of NGOs and collaborate with them to bring out-of-school children into schools through supply of teachers, classroom space (Jagannathan, 2001) and Corporate Social Responsibility (CSR) programmes could be used to fund educational institutions or NGOs (Chopra and Marriya, 2013). One of the major reasons that underprivileged families are unwilling to send their children to schools is because they would often be unable to support their higher education. Schools should provide guidance to these children for getting admission into secondary schools or train students in occupational skills so that they are able to develop themselves economically (Mamun and Rahman, 2013). Institutions could also be opened that would run on donations from benefactors who would invest in children's education (Srivastava (2020). There are many posts in hospitals, hotels, construction firms, and manufacturing industries where education is not a necessary qualification. Provisions could be made to offer people who wish to work there education and training in-house. These industries could provide the contents of formal education in a non-formal way for specific jobs (Shetty, 2021). Infrastructural development, improvement of the cleanliness of the classroom and surroundings and maintenance of water purifiers should be looked into (Islam, 2019). It is also recommended that the teaching-learning style should be modified and more fun activities should be incorporated by teachers. Retired senior citizens should be trained in using an online learning platform so that they could use their dormant knowledge resources to impart quality education from their home to underprivileged school students (Bardhan and Bandyopadhyay, 2019).

Research gaps

1. Not much emphasis on future plans, i.e, what a child can do after completing his/her primary education. So for example after the child completes primary education through a non-formal institution, how he/she can get admission into a secondary school or use the knowledge gained to earn money.

2. Policies can be implemented for children who perform well in the non-formal schools that offer them scholarships into higher education.
3. Not much discussion on in-classroom issues and cultural barriers faced by teachers.

Conclusion:

Education for all is essential for all a developing nation like India. This means that active steps need to be taken to make education accessible to all children of India. Despite all the steps taken by the government, we still have a long way to go for universalising education. This however can only be achieved if active steps are taken by the entire nation. Some of these steps include increasing the role of NGOs in providing education, improving teacher effectiveness by improving teacher training programmes and increasing their pay, and trying to provide long term benefits of primary education. Social issues like child labour, poverty and gender biases also need to be addressed. Finally, the overall funding towards the education sector also needs to be improved. This will help in building more schools, maintain good infrastructure and help in employing more teachers and maintaining good pay.

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TRADITIONAL TO AI BASED E-COMMERCE PRACTICES: AN OVERVIEW

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Abstract:

Artificial Intelligence (AI) is gaining importance as it does an indispensable job in every sphere of life. Every organisation is desperate to invest in human intelligence offered by machines to save cost in varied aspects. AI based E-Commerce practices are far more advanced from traditional E-commerce practices. This chapter discusses the importance of AI practices and how it has changed the dynamics for shopping behaviour. The behavioural marketing approach says that computer-based intelligence is more gainful and has positive impact.

Keywords: Artificial Intelligence, E-Commerce, Chatbot, Shopping Experience

Introduction:

From traditional to modern e-commerce practices, individuals have observed an unimaginable shift. Simply stated, e-commerce is buying and selling of goods and services using internet. This phase of using internet too further explored as traditional e-commerce and AI based E-commerce practices. In the global and international markets, sustainability demands advanced AI based practices in e-commerce industry. Big giants such as Amazon, Ali Baba, eBay, Walmart etc have paved their ways and provides advanced technologies, more robust, convenient, and quick services. Earlier in traditional environment the scope was limited to reach to few customers and vendors, in today's competitive environment AI based e-commerce practices has boosted the efficiency of businesses and simultaneously increased the ROI (Behl *et al.*, 2022)

One of the studies conducted by Mordor Intelligence in 2021 reported that the size of AI market is USD 58.15 billion which is anticipated to grow with a 31.45% CAGR and reach USD 271.48 billion by 2027, the forecasted period was taken from 2022-2027. This signifies the importance of AI and asserts the changing landscape in E-commerce industry. According to the International Data Corporation (IDC), the AI market in India is projected to grow at a CAGR of 20.2 per cent to reach \$ 7.8 billion by 2025 from \$ 3.1 billion in 2020.

Role of AI in E-commerce

In today's era AI helps in finding the desired product extensively. AI and E-commerce recognizes the choice of customers and tracks the behaviour of customers and tender dynamic online experience (Bawack *et al.*, 2022). Chart 1.1 shows how AI has changed the E-commerce buying and selling pattern, visitors browse the website and recommendations can be taken from

AI. Customers add product to shopping cart which is backed by virtual AI assistant and through that customer place order. The increasing implementation of chatbots an AI on the e-commerce sites has been turning the game for the e-commerce sites. Over the period, use of chatbots is increasing. One of the surveys assert that use of chatbot will increase by 67% for better customer support.

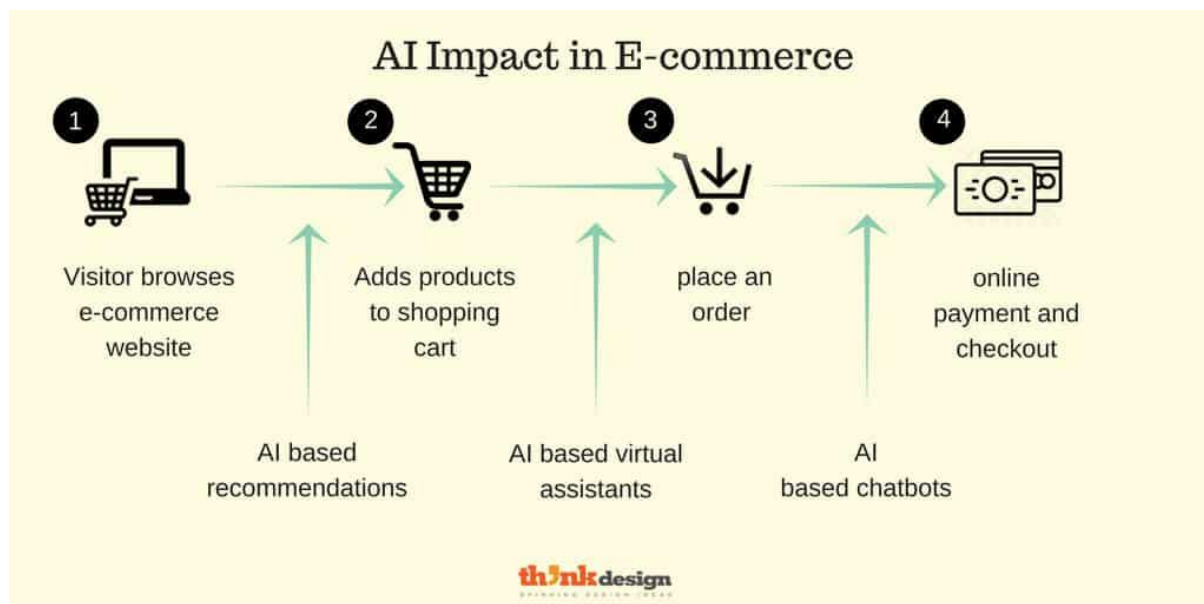


Chart 1.1: AI Impact in E-Commerce Source: thinkdesign

- AI helps in growing businesses by collecting data from customers through reviews, recommendations, comments, through their search patterns etc. This unstructured data is then turn around in valuable insights, therefore offers customer a better shopping experience (Soni, 2020)
- AI and machine learning are coming together and serving customers in the customized manner. The browsing patterns, views, search keywords help marketers to comprehend the customers in a better manner. The beauty and challenge of this for marketers is to innovate and revolutionize the services.
- Through AI, customers are traced, and offers are given to them by the brands, this is the emerging neuroscience field of marketing.
- With the technological advancements such as voice search and image search etc business houses have been able to attract more customers by giving smooth experiences (Areiqat *et al.*, 2020)

Traditional chatbot vs AI chatbot

The advanced AI based chatbot is completely different from traditional chatbot as it serves human intelligence to the customer on site. Right from 24*7 virtual assistance to live support this feature can engage customer throughout the buying journey (Khrais, 2020; Kalla

2021). According to phoenix web design 2021, following are the ways in which AI bot is helping E-commerce industry:

- Even if situation is complex and challenging to answer, AI bot responds to FAQs. The more customer interacts, more system will be enabled to answer.
- This advanced service helps in identifying the required products promptly and based on user description it recognizes soon which ultimately helps in increasing revenue.
- AI bot enables all the online buying procedure smooth including ordering and returning and make the shopping experience happy.
- Through chatbot customers are engaged and queries are solved quickly which increases sales. This can be stated that chatbots are going to be megatrend in the coming times for E-commerce industry.

Conclusion:

The biggest challenge for today's E-commerce industry is to deal with huge rush and give maximum security to customers. Businesses has to work more in deep learning, voice search, image search, biometrics, video identification, robotic process automation for managing order and inventory and other human intelligence techniques. E-commerce companies has to accept this as reformatory measure for growth and development.

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HYPERINFLATION: CAUSES AND EFFECTS

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Abstract:

Hyperinflation is the rapid rise in the prices of goods, commodities and services, In the recent past, countries have faced horrifying price rise due to which the currency lost its value. The political, fiscal and monetary stability are the key areas on which focus is required for controlling this excessive price rise. The chapter is an attempt to explain causes and effects of hyperinflation. There is no price limit for fixing the range of hyperinflation as it differs case to case of the countries who are going through this phase.

Keywords: Inflation, Hyperinflation, Fiscal Stability, Monetary Stability

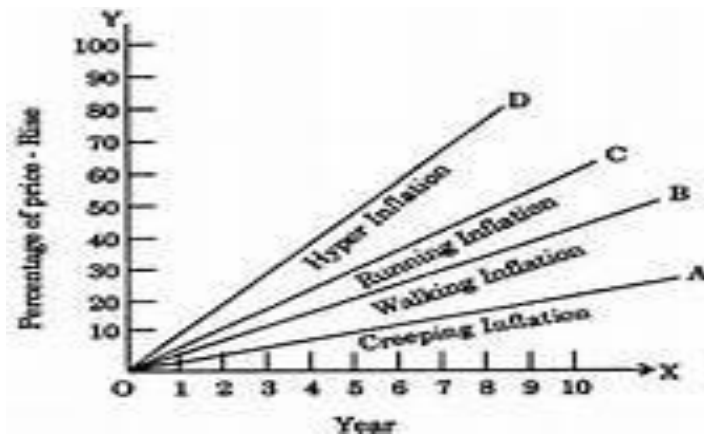
Introduction:

The term ‘Hyperinflation’ was first coined in Germany during World War-I which means that prices of goods and services are rising uncontrollably over a definite period. In short, this is the rapid and excessive increase in prices. Technically, “when inflation exceeds 50% per month and lasts for at least 30 consecutive days it qualifies as ‘hyperinflation’” (Cagan, 1956, 1989). Prominently the cases of hyperinflation are observed post World War-I.

An economy deals with ‘hyperinflation’ if government prints more money for paying expenses. The situation could be of poverty, epidemic or pandemic, natural calamities, outbreak due to which people start hoarding the stocks. This results in lesser supply whereas demand would rise, the currency loses its value. If situation gets worst, it is phrased as ‘hyperinflation’. The economy faces turbulence due to poor and irresponsible fiscal management of Government. (Charles and Marie, 2016; Hanke and Kwok, 2009).

Since 1990, 28 countries have faced hyperinflation across the globe at 35 different time period, out of which only in 1992, 17 events occurred. In the present times, Venezuela and Zimbabwe are struggling with hyperinflation. In present times, crisis is deepened in two countries Venezuela and Zimbabwe due to hyperinflation (wallstreetmojo.com).

Graph 1 shows that if the rise in prices is very slow in a range of 0-3% then it is observed as creeping inflation. Further, if rise in price is in a range of 3-10% then it is known as walking inflation. Running inflation is noted if range of price rise is between 10-20%, this is the phase wherein the strong Fiscal and Monetary measures are required to control. If it is not even managed at this stage, it takes the shape of hyperinflation as prices rise beyond 20-100%.



Graph 1: Types of Inflation (Source: thebalance.com)

Reasons of Hyperinflation

- **Increase in money supply:** If in economy money supply is increased then inflation starts rising. The same is not balanced with the growth of economy as demand or supply is almost same or supply is less but demand is high simultaneously people are having more money in their hands to satisfy the needs.
- **Demand pull inflation:** If demand rises suddenly and supply is same, it results in price rise. These demands lead to shortages.
- **Negative outlook for the economy:** The negative fundamentals of the economy paves way for hyperinflation. Investors lose confidence in the domestic currency which loses its value and people start hoarding the for those goods and commodities which are required for surviving.

Impact of Hyperinflation

- People may stock the goods. People generally start hoarding the goods which results in increase in price as resources are limited in nature. In this situation the worth of money goes down and ultimately due to financial mismanagement cases of default and bankruptcy increases and it ultimately affects the economy.
- General public in case of rapid rise in prices and beyond control inflationary pressures would not keep money with bank due to which banks/financial institutions would face liquidity crisis.
- Due to this, the value of currency depreciates in the foreign markets simultaneously cost of import rises.
- The purchasing power of consumer goes down, business would fall and it would increase the rate of unemployment
- The source of revenue for government is tax, due to the excessive inflation the tax revenue will decline and government could not spend for the benefit of the society.

- Again for that matter, government would print more money which ultimately would increase prices more and will lead to ‘Hyperinflation’

Inflation vs Hyperinflation

Inflation in general is calculated on monthly basis whereas if hyperinflation is observed, prices tend to rise day 5-10%, thus it is calculated on daily basis. Table 1 is showing the difference between inflation and hyperinflation:

Table 1: Inflation vs Hyperinflation

Basis of Difference	Inflation	Hyperinflation
Definition	According to Samuleson-Nordhaus, “Inflation is a rise in the general level of prices.”	According to Phillip Cagan ‘Hyperinflation is rise in prices more than 50% per month’. (The Economist, 2018)
Meaning	It is a sustainable increase in the prices of goods and services	Money supply increases significantly which affects the increase in prices.
Causes of Inflation	<ul style="list-style-type: none"> • Cost Push Inflation • Demand Pull Inflation 	<ul style="list-style-type: none"> • Increase in money supply • Demand pull inflation • Negative outlook for the economy

Table 2: Few hyperinflations in world history (Source: Hanke and Bushnell, 2017)

Name of the Country	Year	Highest Inflation Month	Highest Monthly Inflation Rate	Equivalent Daily Inflation Rate	Time Required for Prices to Double	Currency
France	1795	August 1796	304%	4.77%	15.1 Days	Mandat
Germany	1922	October 1923	29,500%	20.9%	3.70 Days	Papiermark
Greece	1941	October 1944	13,800%	17.9%	4.27 Days	Drachma
Hungary	1945-46	July 1946	4.19 x 10 ¹⁶ %	207%	15 Hours	Pengo
Argentina	1989	July 1989	197%	3.69%	19.4 Days	Austral
Armenia	1993	Nov 1993	438%	5.77%	12.5 Days	Dram & Russian Ruble

Yugoslavia	1989	December 1989	59.7%	1.57%	45.1 Days	Dinar
Zimbabwe	2007	November 2008	7.96 x 10 ¹⁰ %	98%	24.7 hours	Dollar
Venezuela	2016	November 2016	234%	3.94%	17.9 Days	Bolivar

Table 2 asserts that countries have faced the repercussions of hyperinflation in different centuries and countries had seen economic turmoil resulting into hunger, malnutrition, high rate of unemployment, social imbalance, disparity, exploitation etc. (Hanke & Bushnell, 2017). Venezuela is the most recent example of hyperinflation in 20th century where Government has been forced to issue a currency of denomination of Rs 10,00,000 which signifies that currency has lost its value in the market and preventing common public to meet their basic requirements (Tamimi and Orban, 2020).

Conclusion:

Economies are required to control this worst phase named as hyperinflation wherein focus should be on removal of financial corruption, political stability, attentive fiscal and monetary measures. Government must take the intelligent steps for helping economy to come out of this tedious phase . Efforts should be put in providing more commodities and goods and in restoring the confidence in the currency and always production should be stable.

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RETHINKING DEVELOPMENT IN HEALTHCARE INDUSTRY: POST PANDEMIC HEALTHCARE ECOSYSTEM

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Abstract:

The coronavirus disease 2019 (COVID-19) pandemic has brought many changes in the systems of various industries like education, technology, Government, transportation, energy, and education. Healthcare industry is not an exception, where systems have been rethought and developed to face the challenges occurred due to the pandemic. Innovations are the outcomes of challenges only. No one has ever thought of this pandemic condition and its repercussions. Have you ever thought of consulting your doctor over a video call or through an app? The answer is “NO”. But “YES”, today the systems have been re-designed to support the problems faced by all during pandemic. It has made everything mobilized like experts, Government, industry and people. In this new system, people were able to connect with their doctors through apps and video conference calls. This is very helpful in case of emergencies and this system has helped a lot during the pandemic conditions, when all were advised to keep distance from the infected people. COVID-19 outbreak has evolved a virtual healthcare system of digital health and telemedicine which we have adapted very promptly as it is benefiting all. The digital healthcare system is a collaboration of technology and healthcare, which involves applying software and hardware in healthcare industry. The digital healthcare system is solving various problems like social distancing, disseminating patient information, sharing test results, medical teaching (webinars and virtual conferences). Today, WHO is also supporting the digital health care system, as it is making the healthcare system more transparent, efficient, cost-effective and sustainable, enabling the healthcare service providers to provide quality services to patients.

In fact, even after downfall of this pandemic condition, a new system has been evolved and now-a-days people are not able to separate themselves from this evolved system, which has become a new- normal for all. This system has made a convenient path, which is connecting a doctor to its patient within fraction of seconds, or we can say, in just one click.

The healthcare system which has evolved post-pandemic helps in dealing and tracking patient records and drugs in a digitalized way through digital and decentralized ledger system, where all the records and data of patient are maintained and well-preserved. Today, the digital advancements in the healthcare industry are in the priority list.

In this chapter, the developments in the systems and design of healthcare industry during the pandemic has been introduced. The focus is on the present healthcare system prevailing in

the post-pandemic environment. We will also discuss the challenges faced by the healthcare sector due to this re-designed system and probable solutions in the chapter. This chapter seeks to analyze the healthcare ecosystem evolved post-pandemic.

Keywords: COVID-19, Post-Pandemic, Healthcare, Digitalized healthcare, eHealth, IoT.

Introduction:

The pandemic is the most disruptive event that healthcare organizations have ever had to deal with on a worldwide scale (Avgar et al, 2020), which is particularly difficult in light of recent global trends like an increase in elderly patients, shortages of competent workers, and growing expenses (Leach et al, 2021).

A compelling need to reimagine healthcare using user-centered design approaches that are based on populations rather than organizations has been acknowledged by COVID-19. That urgent need has turned into a practical need with the spread of the pandemic. The capacity to use technology effectively has been and will continue to be a crucial component of transformation, but it will only be effective when combined with changes to other crucial enablers like financial flow, personnel planning, and regulation.

This unprecedented COVID-19 epidemic has resulted in a great deal of misery and death, as well as having a profoundly negative socioeconomic impact on the global economy and labour markets. Our health systems, which had to adjust to a situation they had never encountered before, have been severely vulnerable (Sunjaya et al, 2022).

By adopting technologies like artificial intelligence (AI), the internet of things (IoT), and/or adaptable and secure types of (multi) cloud storage, several sectors have already made the leap to enable collaboration and innovation through more agile modes of delivery. On the other hand, health has up until now incorporated new technology with the aim of enhancing current pathways and service delivery methods. Now is the time to rethink healthcare, bringing about real revolution made possible by digital capabilities (Tan, H., 2021).

Developments in the healthcare system during COVID 19 pandemic

The pandemic second wave started; many people received their positive reports. The availability of bed and oxygen over various hospitals was quite low. The doctors suggested patients to get isolated at their respective home. Due to this non-availability of resources during COVID 19 pandemic has brought a revolutionary change in the healthcare industry. The scarcity of resources has led to the development of many technological support systems, which have replaced the human-system. Few of them are mentioned below:

Smart Hospitals: Technology has enabled hospitals to build a connected network and automation that helps them to keep all the information of a patient on a single portal. A smart hospital provides all the information related to the ongoing abnormalities of the patient with a full digitization system and ultimately reduces the waiting time of the patients. Smart hospitals provide new and advanced clinical processes and management systems to achieve better care of the patients, enhanced experience, and operational efficiency.

Health Wearables: Health wearables include devices that help people to monitor their health and keep a record of their vital signs. Recently, the demand for these wearables is increasing at a rapid pace and most of the population is willing to use this fitness technology. It consists of wearable biosensors, smart watches for health, wearable ECG monitors, and wearable blood pressure monitors. The usage of this wearable gadget, according to study from the Augusta University Medical Center, led to an 89% reduction in the proportion of patients who experienced unnecessary cardiac or respiratory arrest. The potential for wearable technology to improve patient outcomes and possibly reduce staff burdens is highlighted by this.

AI in Healthcare: Across different industries, AI has made an outstanding contribution to innovation in 2022. Project InnerEye, an AI tool for radiotherapy developed by Microsoft, is one example of an application in diagnosis and drug development in the field of healthcare. It speeds up the 3D contouring of the patient, cutting the time it takes to complete from hours to minutes. AI innovations are not only applicable to Physical health but also mental health as well. AI audio processing and deep learning help to analyze human speech to detect early signs of dementia (a disease characterized by communication and memory problems).

Telemedicine: Telemedicine is providing health-related services via telecommunication technology. It allows virtual appointments of patients and doctors. It provides benefits to those patients who are located in backward areas and are not able to visit hospitals due to time and transportation constraints.

Challenges faced by the healthcare industry due to this re-designed system

Data Security: Data Security is a major challenge for digitalization in every industry and the healthcare industry is not untouched by it. Patient data security is very important in the healthcare industry and if there is any breach of data then it can be extremely costly for the organization. Collaborative medicine is a delivery model that makes patient data accessible to many users across multiple devices and locations. Companies producing software, mobile application, websites, etc. should give due importance to the security factor.

The Cost Factor: One more reason why the healthcare sector is not promoting digitalization much as it requires huge investments in technology as well as a partnership with some software companies. But unfortunately, healthcare organizations are ignoring the increased value proposition that digitization can offer. Digitization can offer more scalability, high profits, and more revenues as compared to the traditional models if implemented effectively and efficiently.

Resistance to Change: It is the most prevalent challenge that every innovation has to face. Many hospitals that are established over the last many years have a set structure and they are quite less comfortable with these emerging technologies. Also, if the device is uncomfortable and poorly designed it will ultimately reduce the willingness of medical professionals to use them or to prescribe them to their patients.

Conclusion:

In the healthcare industry, COVID 19 pandemic has led to the development of a new healthcare ecosystem, where there is ease of access to healthcare facilities for the people living in

this society. Doctors are available on mobile apps, which provide instant service to the needy one. Numerous technologies and apps have provided a platform to various people and has made their life easier and safer.

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CONSOLIDATION IN THE INDIAN BANKING SECTOR: PROS AND CONS

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Abstract:

The Indian banking sector has adopted a lot of strategies to improve its efficiency in this rapidly changing environment and consolidation is one of them. Since the banking industry is the fundamental foundation of our economy, maintaining its health and strength is crucial. Due to this thirst for expansion, merger, and acquisition operations have expanded across the board, and Indian banks have not shied away from this wave of M&A. Institutions were first consolidated to save underperforming or inefficient banks, but as time went on, the system also changed. In recent times mergers and acquisitions have also been done on grounds of corporate growth, profitability, and organizational structure. This chapter explores the available database to identify the merits and demerits of consolidation in the Indian banking system. For this, the research papers are extracted from various repositories including Google Scholar, SSRN, and Science Direct.

Introduction:

The Indian banking sector is very different from other country's banking sectors due to its unique social, political, and, geographical traits. The nation has a mixed economic structure (both capitalist and socialist) that requires a huge preference for public sector investments. This has led to various nationalization phases in this sector starting from its central bank to various private banks. Due to this diversified economic culture, banks must be strong enough to absorb various risks prevailing in the economy, and this merger of weaker banks into stronger banks was recommended. Panwar (2011) examined recent merger tendencies in the Indian banking industry from the perspectives of two crucial parties: investors and management. According to the data, the consolidation focused on restructuring underperforming banks and harmonizing underperforming banks. There are extremely few voluntary mergers that show market dynamics. She concluded that the Indian financial system needs very large institutions to absorb different types of risks associated with functioning in both domestic and foreign markets. The earliest commercial bank in India is the Bank of Calcutta. In 1768, the British established it in Kolkata, which was then Calcutta. The Bank of Bombay and the Bank of Madras were two further banks that the British established. In 1921, these banks merged to establish the Imperial Bank of India after being recognized. This was India's first case of bank consolidation. Over the past century, there have been significant reforms and revolutions in the Indian banking industry, resulting in a stable financial system. Early in the 1990s, economic policies underwent liberalization,

privatization, and globalization (LPG). This reinforced the infrastructure of operational banking and contributed to economic diversification. In 1991, former RBI governor M. Narsimha proposed to the government that banks be merged into a three-tiered structure:

Tier 1- Three giant banks have a global presence in the industry

Tier 2- Eight to ten national banks

Tier 3- Significant number of RRBs

In their study, (Focarelli, D., Panetta, F., & Salleo, C., 2002) examines the causes of the banking sector's consolidation. Financial institutions aim to increase their efficiency and attract new clients by entering the overseas market and adding new products to their current lineup due to various regulatory changes and technology improvements. Through mergers and acquisitions, they can accomplish their goal of maintaining their declining margins by gaining new consumers and growing their market share.

Indian banking system

The history of the Indian financial system is fairly extensive. Throughout the course of its development, it has encountered numerous ups and downs. Modern banking began in India in the middle of the 18th century. The Bank of Hindustan was the first bank; it was founded in 1770 and dissolved in 1829–1832. The Imperial Bank of India was nationalized in 1955, giving birth to SBI, which is today the biggest and oldest bank in the Indian financial system (Goyal, K. A., & Joshi, V., 2012). The structure of the Indian Financial System includes four major components:

Financial institutions: It includes all the banking as well as non-banking financial institutions such as banks, NBFCs, RRBs, and Cooperative banks.

Financial market: There are two types of financial markets first is the money market which provides short-term finance and another is the capital market which offers medium and long-term finance.

Financial instruments: Financial Instruments are classified on the basis of their maturity period. It includes short-term (call money, treasury bills, etc.), medium-term (bank loans, various bonds), and long-term (bank loans, equity financing, debentures) instruments.

Financial services: Financial services are classified into two broad categories. Services that are related to providing funds or loans i.e., Fund-based and services that are provided by institutions on a fee or commission basis i.e., Fee-Based.

All commercial banks in India, whether scheduled or unscheduled, are subject to regulation under the terms of the Banking Regulation Act, 1949. The Reserve Bank of India (RBI), which was formed in 1935 in accordance with the provisions of RBI Act, 1934, subsequently became a national bank in 1949. The RBI was established to manage currency issuance and run the nation's credit system in its favor.

Ideas behind bank merger in India

Increase in profits: The value of the bank's assets rises as a result of a merger, which eventually helps the bank's stakeholders, particularly its shareholders since their earnings rise, encouraging them to make larger investments.

Diversification: Banks can diversify their operations through mergers as a result of the advantages of a big branch network and client base. Additionally, it aids them in quickening the rate of industry expansion.

Combined synergy: When two banks merge, several synergies are created, including those related to operations, management, investments, and more. These synergies increase the merged companies' value and operational effectiveness.

Reducing the risk: As their resources expand as a result of the merger, their capacity to absorb risk increases, which also helps them to improve the position of their balance sheet. Additionally, mergers provide banks with a better chance to compete in the domestic and global financial markets.

Reduction of competition: By combining the banks, the previous rivals were combined into one organization. As a result, there are fewer banks in the economy, which lessens rivalry between them.

Merits of consolidation

The aim of banking consolidation in every economy whether developed or developing is to eliminate the problem of financial Instability (Gelos, R. G., & Roldós, J.,2004).

For the economy as a whole:

Consolidation created a lot of value for the economy. Some of them are defined by (Goyal, K. A., & Joshi, V., 2011):

- Mergers played a vital role in the survival of sick banks. Due to the merger, they got the benefit of working under a financially stable bank instead of shutting down their business.
- The Branch network of banks was enhanced and their customers might also get the facility of huge branch networks and ATMs near their location. And this ultimately promotes the vision of Financial Inclusion.
- After the merger, the customer base of banks also increased and they could reach rural areas to provide them with basic banking services. A wide range of financial products and customer services will be available to them. A bank merger enables the combined bank to simply expand and meet the expectations of the additional clients with a wider range of services. Merging is the best option for a small bank if it wishes to meet its growth objectives more quickly.
- Earlier, the number of banks was more and their market share was very less but the merger of those small banks leads to a substantial increase in their market share. Along with this they also got the synergy and cost benefits.

- The merger provides the opportunity for banks to attain improved infrastructure as they can raise more capital from the market based on their more stable financial position. And also increases operational efficiency.

For the customers:

Consolidation not only creates benefits for the economy but also for the customers of those banks. Few are as follows:

- When banks consolidate, they not only merge their resources but also their services, which enhances the effectiveness and quality of their offerings.
- Faster payment processing might be anticipated as a result of the consolidation of several banks into one main bank, which will conduct inter-account transactions. Customers may settle their payments more quickly thanks to consolidation than they could before the merger.
- The public may get the majority of the necessary financial services at a single bank branch thanks to bank consolidation. Small banks are unable to provide all services, but a merger will boost their resources and enable them to do so.
- Bank operational costs are reduced as a result of mergers, which eventually affects the fees that banks charge for their services. In order to attract more new clients, banks lower the costs of several services. They occasionally also provide high returns on their deposits.

Demerits of consolidation

- The performance of a strong bank got affected by the merger of a weaker bank into it. In many cases of merger, the share price of the anchor bank has fallen while the merged bank showed some level of improvement.
- When two banks merge, their NPAs also get merged, increasing the volume of NPAs on larger banks. Mergers do not help out in reducing the burden of bad loans on banks but rather increase it.
- Merger leads to major changes in the organizational structure, mode of working and internal guidelines of the weaker banks and this affects the employees of the organization a lot and sometimes leads to resistance on their part. The most difficult aspect of the merger is adjusting to the new workforce. According to (Deolalkar, G. H., 1998) cultural incompatibility leads to the failure of approximately 50% of corporate mergers.
- Banks that merge see a decrease in the number of banks and a rise in size. The ability of small and innovative businesses to receive financing may suffer as a result of the merger, which alters how banks assess borrower data. Sometimes they focus all of their attention on lending money to reputable, well-established companies so they may make high profits.

List of consolidation in the Indian banking system

Pre- nationalization (1969)	<ul style="list-style-type: none"> • 14 major private banks were nationalized • 46 private banks were merged for improving their financial performance
Post- Nationalization (1980)	<ul style="list-style-type: none"> • 6 major private banks were nationalized • 13 other banks were merged.
1993-2004	<ul style="list-style-type: none"> • Punjab National Bank (PNB) was merged with the New Bank of India in 1994 • Benaras State Bank was merged with Bank of Baroda (BOB) in 2002 • Global trust bank was merged with Oriental bank of commerce in 2004
2008-2010	<ul style="list-style-type: none"> • State Bank of Saurashtra got merged into SBI in 2008 • State Bank of Indore for merged into SBI in 2010
2015-2017	<ul style="list-style-type: none"> • SBI was merged with its five associate banks (SBBJ, SBM, SBP, SBT, SBH) and Bhartiya Mahila Bank in 2017
2018-2019	<ul style="list-style-type: none"> • Dena Bank and Vijaya Bank got merged into Bank of Baroda • 10 public sector banks got merged and the number was reduced to four in 2019 • Union Bank of India, Andhra Bank, and Corporation Bank was merged • Canara Bank and Syndicate Bank was merged • Indian Bank and Allahabad Bank was merged • Punjab National Bank and Oriental Bank of Commerce got merged into United Bank of India
2020	<ul style="list-style-type: none"> • Oriental Bank Of Commerce and United Bank of India got merged into Punjab National Bank • Allahabad Bank got merged into Indian Bank • Syndicate Bank got merged into Canara Bank • Corporation Bank and Andhra Bank merged into Union Bank of India
2022	<ul style="list-style-type: none"> • HDFC got merged into HDFC bank

Source: (Jasrotia, S. S., & Agarwal, T., 2021)

Future scenario of consolidation

According to Acuite Ratings and Research, the Indian Banking sector is all set to experience another phase of Consolidation, driven by large private banks. This phase will most probably be witnessed over FY 2022-2024 as large private banks want to become larger. The reason for this thrust is the Covid-19 pandemic. Small banks face a couple of challenges such as the restricted ability to raise funds, issues related to corporate governance, economic slowdown, etc. Due to the pandemic, the performance of these small banks has fallen. For bigger banks,

these difficulties may now present prospects for inorganic expansion. And this time the merger will not be limited to private sector banks, it is also going to include public sector banks. Another thing is that the reason for the merger might be to gain more market share than public banks. As fintech is emerging in this industry, technological advancement will also be a major determinant for merger decisions.

Conclusion:

Consolidation in the banking sector has helped the Indian economy in a great way. It allowed sick banks to get revived and also increased the operational efficiency of banks. Mergers also have promoted the vision of financial inclusion as they increased the branch network of banks and help them to provide basic banking facilities in underserved or unserved areas. Mergers greatly reduce poor management and help banks become more efficient by gaining economies of size and scope. Diversifying financial institutions' investments could also be beneficial. Along with all these benefits mergers also have some demerits as they reduced the performance of strong banks and the ultimate goal of consolidation i.e., getting rid of NPAs has not been achieved.

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A COMPREHENSIVE ANALYSIS OF GOODS AND SERVICES TAX (GST) IN INDIA

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Abstract:

This chapter aims to provide an in-depth, well-researched, and informative resource to develop a comprehensive understanding of the GST, its structure, functioning, and implications. Focusing on the historical evolution of indirect taxes in India, this chapter discusses the need and significance of implementation of GST in India. The chapter presents a comprehensive account of the impacts of GST on Indian economy. The chapter concludes with the future outlook for GST in the Indian context.

Keywords: Indirect Taxation, One Nation One Tax, GST, Goods and Services Tax, Unified Tax Structure.

Introduction:

The Goods and Services Tax (GST) is a comprehensive indirect tax reform that was introduced in India on July 1, 2017. It replaced a complex web of multiple indirect taxes at the central and state levels, including excise duties, service tax, value-added tax (VAT), central sales tax, and others. GST is designed to simplify the taxation system, promote ease of doing business, and create a unified and transparent tax structure across the country (Kir, 2021). The introduction of GST in India represents a major step toward a more efficient, transparent and unified taxation system in India. GST is often referred to as the “One Nation, One Tax” system because it harmonizes various state and central taxes into a single tax structure. This simplification has made it easier for businesses to understand and comply with tax laws.

Against the above backdrop, the primary purpose of this chapter is to provide an in-depth, well-researched, and informative resource to the readers in an attempt to develop a comprehensive understanding of the GST, its structure, functioning, and implications. This chapter serves as an educational resource for students, scholars, tax professionals, policymakers, and anyone interested in understanding GST in India. It contributes to raising public awareness about the significance of GST in the Indian economy.

Historical background:

The historical evolution of indirect taxes in India before the introduction of GST is a complex and multifaceted journey that can be summarized in several key phases:

- Prior to India's independence in 1947, the country was subject to various indirect taxes (such as customs duties, excise duties, and a range of local taxes) imposed by both British

colonial rulers and princely states. The tax structure was fragmented and varied across different regions (Rao & Mukherjee, 2020).

- Post-independence, India attempted to consolidate its tax system. However, the newly formed Indian government continued to levy customs duties, excise duties, and sales taxes at the state level, to raise revenue and promote domestic industries through protective measures.
- In 1956, the Central Sales Tax Act was introduced to regulate the sale of goods in inter-state trade and to prevent the evasion of sales tax in inter-state transactions. However, in the early 2000s, sales tax was replaced with a more modern indirect tax system, called the Value-Added Tax (VAT). VAT aimed to provide credits for taxes paid on inputs, reducing the cascading effect of taxes and promoting efficiency in the taxation system.
- Over the years, several reforms were introduced in Excise Duty aiming to rationalize and simplify the excise duty structure (Rao & Mukherjee, 2020). Service tax was introduced in 1994, initially applying it to a limited number of services, and subsequently, the scope of taxable services expanded over time.

Despite these reforms, the indirect tax landscape in India remained complex. India had a multiplicity of taxes, including customs duties, excise duties, VAT, and service tax, each governed by separate laws and regulations. This complexity led to compliance challenges and inefficiencies. To address the complexity and cascading effect of taxes, GST was implemented in India to replace a multitude of central and state-level indirect taxes, creating a unified, nationwide tax system with standardized rates and procedures (Bala, 2018). GST represented a departure from the fragmented and complex tax regime that had existed for decades, ushering in a “new era of indirect taxation in India” (Rao & Mukherjee, 2020).

Structure and mechanism of GST:

Structure of GST: The fundamental concept of GST is to tax the consumption of goods and services at each stage of their production or distribution. This concept promotes efficiency in the tax system and eliminates the cascading effect of taxes by introducing the concept of Input Tax Credit (ITC), allowing businesses to claim credit for taxes paid on inputs. GST in India is a dual tax system, which means it has both a central and state component. There are three main components of GST –

- *Central Goods and Services Tax (CGST)* - Levied by the Central Government on intra-state supplies (i.e., supplies within the same state).
- *State Goods and Services Tax (SGST)* - Levied by the State Governments on intra-state supplies. Each state has its own SGST law, rates, and administration.
- *Integrated Goods and Services Tax (IGST)* - Applicable to inter-state supplies (i.e., supplies between states or Union Territories). IGST is collected by the Central

Government but distributed to the destination state or UT where the goods or services are consumed.

GST Mechanism: The GST mechanism operates based on the following key principles –

- *Input Tax Credit (ITC)* - One of the central features of GST is the ability to claim Input Tax Credit. This means that businesses can offset the GST paid on inputs (e.g., raw materials and services) against the GST collected on their output (e.g., sales of goods or services). This reduces the tax burden on businesses and prevents tax cascading.
- *Reverse Charge Mechanism (RCM)* - Under RCM, the liability to pay GST is shifted from the supplier to the recipient for certain specified transactions. This mechanism is primarily used for services and specific goods.
- *Composition Scheme* - The composition scheme is available for small businesses with a turnover below a certain threshold. Businesses under this scheme pay GST at a lower rate but cannot claim ITC. It simplifies compliance for small taxpayers.
- *Goods and Services Tax Network (GSTN)* - GSTN is the “technology backbone” of the GST regime (Rao & Mukherjee, 2020). It is a digital platform that facilitates tax registration, return filing, and other compliance processes. Businesses are required to file regular GST returns on the GSTN portal.

Economic impact of GST:

1. **GDP Growth:** GST was expected to boost GDP growth by simplifying the taxation structure, reducing tax evasion, and promoting a more efficient allocation of resources. By creating a single market, it eliminated inter-state barriers to trade, leading to increased efficiency and productivity. In the initial years, there were teething problems as businesses adapted to the new system, which temporarily impacted GDP growth. However, the long-term benefits were expected to outweigh these short-term challenges.
2. **Inflation:** The impact of GST on inflation has been mixed. Initially, there was some confusion and uncertainty, leading to temporary price fluctuations (PHD Survey, 2020). However, GST was designed to be a revenue-neutral tax, which means it should not inherently increase inflation (Bala, 2018). GST affected different sectors differently. Some goods and services became cheaper due to lower tax rates, while others saw an increase in prices. Over time, as businesses adapted to the new tax system, it was expected that inflationary pressures would stabilize.
3. **Fiscal Consolidation:** GST was expected to improve fiscal consolidation by increasing tax revenues and reducing leakages through a simplified and transparent tax system. The efficiency gains in tax collection were expected to enhance the government's ability to meet its fiscal targets (PHD Survey, 2020). Initially, there were revenue disruptions as businesses adjusted to the new system, and the government had to provide relief in the

form of compensation to states. This impacted fiscal consolidation temporarily, but it was expected to improve in the long run.

4. **Compliance and Formalization:** GST has encouraged formalization of the economy. To avail input tax credits, businesses needed to register and comply with GST regulations. This incentivized businesses to move from the informal to the formal sector, leading to increased tax compliance and revenue collection (Bala, 2018).
5. **Revenue Collection:** While GST was expected to increase overall tax revenue in the long run due to enhanced compliance, the initial years saw challenges. The government had to compensate states for revenue shortfalls, impacting its finances. However, with the improvement in compliance, revenue collection is expected to stabilize and increase (Rao, 2019).

Future prospects and conclusion:

The impact of GST on India's economy has been a mix of short-term disruptions and long-term benefits. While there were initial challenges, including transitional issues and revenue shortfalls, the reform is now contributing positively to GDP growth, fiscal consolidation, and the formalization of the economy (Rao, 2019). Over time, GST is anticipated to streamline the tax system and enhance India's economic competitiveness. The future outlook for GST in India remains promising, with several key trends and developments likely to shape its trajectory, including a simplified tax structure, wider tax base, improved compliance, digital transformation, fiscal federalism, and economic growth and stability (Rao, 2019; Reddy & Reddy, 2018).

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THE IMPACT OF SOCIAL MEDIA ON ECONOMIC DEVELOPMENT IN INDIA: A COMPREHENSIVE STUDY

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Abstract:

Social media platforms have gained significant prominence in recent years, with billions of people using them for various purposes. In India, the use of social media has increased rapidly, and its impact on economic development has been a topic of interest among policymakers, businesses, and researchers. This study aims to examine the impact of social media on economic development in India and identify the factors that mediate this relationship. We used a mixed-method approach, including both qualitative and quantitative data collection and analysis. The study found that social media has a significant positive impact on economic development in India, and the factors that mediate this relationship include access to information, knowledge sharing, and networking. The findings of this study have important implications for policymakers, businesses, and individuals in India.

Introduction:

Social media has become an integral part of people's lives, and its impact on economic development has been a topic of interest among policymakers, businesses, and researchers worldwide. In India, the use of social media has increased significantly over the years, with millions of people using social media platforms such as Facebook, Twitter, Instagram, and LinkedIn. This increase in social media usage has opened up new avenues for economic development in India, making it a potential source of growth and progress.

The importance of social media in promoting economic development in India cannot be understated. It has the potential to create employment opportunities, increase productivity, and improve the quality of life for individuals. However, despite the significant growth of social media usage in India, the impact of social media on economic development in the country is still not fully understood.

This study aims to examine the impact of social media on economic development in India and identify the factors that mediate this relationship. The study will use a mixed-method approach, including both qualitative and quantitative data collection and analysis. The study will provide valuable insights into the role of social media in promoting economic development in

India, and the findings of the study will have important implications for policymakers, businesses, and individuals.

Literature review:

Definition of social media: Social media is defined as digital platforms that allow individuals to create, share, and exchange information, ideas, and content with others. Social media platforms include Facebook, Twitter, Instagram, LinkedIn, and others.

Growth of social media in India: India has experienced a significant increase in social media usage in recent years. According to a report by the Internet and Mobile Association of India (IAMAI), India had over 448 million social media users in 2021, with an annual growth rate of 17%. The report also highlights that the pandemic has further accelerated the growth of social media usage in the country, with people spending more time online.

Impact of social media on businesses: Social media has had a significant impact on businesses in India. It has provided businesses with new opportunities to market their products and services and reach a broader audience. Social media platforms such as Facebook and Instagram have become popular marketing tools for small and medium-sized enterprises (SMEs) in India. These platforms have enabled businesses to target specific audiences, create brand awareness, and engage with customers.

Role of social media in economic development: Social media has the potential to play a significant role in promoting economic development in India. It can contribute to job creation, improve access to information and education, and increase productivity. Social media platforms can also facilitate the growth of e-commerce and online marketplaces, enabling businesses to expand their reach and increase sales.

Previous studies on the impact of social media on economic development in India: Several studies have examined the impact of social media on economic development in India. A study by Kumar and Singh (2020) found that social media had a significant positive impact on SMEs' performance in India. Another study by Bhattacharya and Bhattacharya (2018) found that social media was an effective tool for promoting financial inclusion in India. However, some studies have also highlighted the challenges and limitations of social media in promoting economic development, such as issues related to online privacy and security.

Research gaps and limitations: Despite the growing interest in the impact of social media on economic development in India, there are still research gaps and limitations. For example, there is a need for more studies that examine the mediating factors of the relationship between social media and economic development in India. Moreover, most studies have focused on SMEs, and there is a need for more research that explores the impact of social media on other sectors, such as agriculture and healthcare. Finally, some studies have highlighted the need for

more rigorous research methods, such as randomized control trials, to establish causality in the relationship between social media and economic development.

Methodology:

Research design: This study will employ a mixed-methods research design, which includes both qualitative and quantitative data collection and analysis techniques. The mixed-methods approach will allow for a more comprehensive understanding of the impact of social media on economic development in India.

Sample selection: The study will focus on businesses in India, specifically SMEs, to examine the impact of social media on their economic development. A sample of 200 SMEs will be selected using purposive sampling techniques to ensure that the sample is representative of the SME population in India.

Data collection: Quantitative data will be collected using a survey questionnaire, which will be administered to the selected SMEs. The questionnaire will include questions on the SMEs' use of social media, their level of economic development, and their perceptions of the impact of social media on their economic development. Qualitative data will be collected through in-depth interviews with a sub-sample of the selected SMEs. The interviews will be conducted to obtain more in-depth information on the impact of social media on their economic development.

Data analysis: Quantitative data will be analyzed using descriptive statistics, such as mean and standard deviation, to summarize the data. Inferential statistics, such as regression analysis, will also be used to establish the relationship between social media use and economic development. Qualitative data will be analyzed thematically to identify key themes and patterns in the data.

Ethical considerations: The study will adhere to ethical guidelines, including obtaining informed consent from the participants, maintaining confidentiality, and ensuring anonymity. The study will also comply with the ethical principles of the Institutional Review Board (IRB) of the researcher's institution.

Results:

The results of this study indicate that social media has a significant positive impact on the economic development of SMEs in India. Specifically, the study found that SMEs that use social media have higher sales revenue, increased brand visibility, and better customer engagement compared to those that do not use social media.

Quantitative analysis of the survey data shows that SMEs that use social media have higher levels of economic development compared to those that do not. Specifically, SMEs that use social media have a higher mean sales revenue, higher mean number of customers, and higher mean level of customer engagement compared to those that do not use social media. Regression analysis also shows that social media use is a significant predictor of economic

development for SMEs in India, after controlling for other variables such as size, age, and industry sector.

Qualitative analysis of the interview data provides further insight into the impact of social media on economic development. SME owners and managers reported that social media has enabled them to reach a broader audience, engage with customers more effectively, and increase brand awareness. They also reported that social media has enabled them to expand their businesses and reach new markets, thereby contributing to their economic development. However, the study also highlights some of the challenges and limitations of social media use in promoting economic development in India. SME owners and managers reported concerns about privacy and security issues related to social media use, and some reported difficulties in managing their online presence effectively.

Overall, the results of this study suggest that social media has the potential to play a significant role in promoting economic development in India, particularly for SMEs. However, it is important for SMEs to be aware of the challenges and limitations of social media use and to take steps to manage their online presence effectively.

Discussion:

The results of this study support previous research that has shown a positive relationship between social media use and economic development. The study provides further evidence that social media can be an effective tool for SMEs to increase their sales revenue, customer engagement, and brand visibility, which are important drivers of economic growth.

The findings of this study have important implications for policymakers and business owners in India. Policymakers can use the results of this study to develop policies and programs that encourage the adoption of social media by SMEs. For example, they can provide training and support for SMEs to help them develop effective social media strategies and overcome the challenges associated with social media use. They can also create incentives for SMEs to use social media, such as tax credits or grants.

Business owners can use the findings of this study to inform their social media strategies and maximize the benefits of social media for their businesses. They can develop social media campaigns that target their specific customer segments and engage with customers effectively. They can also use social media to expand their businesses and reach new markets, which can contribute to their economic development.

However, the study also highlights some of the challenges and limitations of social media use for SMEs in India. Business owners must be aware of the privacy and security risks associated with social media use and take steps to protect their businesses from these risks. They must also be mindful of the potential for social media to be a time-consuming and resource-intensive activity and develop strategies to manage their online presence effectively.

Overall, the findings of this study suggest that social media has the potential to be an effective tool for promoting economic development in India, particularly for SMEs. However, policymakers and business owners must be aware of the challenges and limitations of social media use and take steps to manage these effectively. By doing so, they can maximize the benefits of social media and contribute to the economic growth of India.

Conclusion:

In conclusion, this study provides evidence that social media can have a significant positive impact on the economic development of SMEs in India. The study found that SMEs that use social media have higher sales revenue, increased brand visibility, and better customer engagement compared to those that do not use social media. The study also found that social media use is a significant predictor of economic development for SMEs in India, after controlling for other variables such as size, age, and industry sector.

These findings have important implications for policymakers and business owners in India. Policymakers can use the results of this study to develop policies and programs that encourage the adoption of social media by SMEs. Business owners can use the findings of this study to inform their social media strategies and maximize the benefits of social media for their businesses.

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Overall, the findings of this study suggest that social media has the potential to be an effective tool for promoting economic development in India, particularly for SMEs. By addressing the challenges and limitations of social media use effectively, policymakers and business owners can maximize the benefits of social media and contribute to the economic growth of India.

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LANGUAGE AND LITERATURE RESEARCH: UNDERSTANDING RESEARCH METHODOLOGY

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Introduction:

The history of interpreting literature is nearly as old as the history of literature itself. Hermeneutical works of literature have suggested multiple ways of understanding and interpreting literature. Literary scholarship has evolved over a period of time to become a multi-disciplinary, discursive and discourse-driven interpretive exercise where several analytical principles have been developed and deployed. This chapter deals with specific areas of concern that have been raised by writers, philosophers and literary critics who have looked for newer insights into the methodological concerns in language and literature research. Questions around the nature and meaning of language and writing, the centrality of culture and material life, translation, and the role of literary critics and the process of literary criticism have occupied the thoughts of twentieth-century philosophers. The analytical principles and their underlying philosophies that have been developed in the recent past have been discussed under separate sub-headings in this chapter.

The specificity of the literary

In his essay “Response to a Question from the *Novy Mir* Editorial Staff”, M. M. Bakhtin seeks to establish a fundamental shift in the analytical approaches of contemporary literary scholars and researchers. Bakhtin starts by stating the limitation of ‘literary scholarship’ – that it relies on existing modes of interpretation. Neither does it make an informed hypothesis, nor does it bring to light individual literary phenomena. Of course, there are exceptions to this rule but he is talking of the prevailing scholarly trends. Bakhtin claims that literature must necessarily be connected to culture – and not only the socio-economic, materialist aspects of culture but to culture’s various manifestations.

In what he laments as “a superficial struggle of literary schools”, literary exegesis is superficially engaged with the culture from which respective literature emerges. Bakhtin argues that “Semantic phenomena can exist in a concealed form, potentially, and be revealed only in semantic cultural contexts of subsequent epochs that are favourable for such disclosure” (5). He argues that culture and by extension, literature present several phases of revelation in correspondence with the literary trends of the succeeding eras. For him, “great works” entail

semantic possibilities beyond their contemporary time frame. It is in the subsequent ages that their meanings, political potentials and inner contradictions resonate and have to be reconfigured. Literary analysis should strive to present occasions of interpenetration of the past and the present. Here, Bakhtin echoes T. S. Eliot's ideas where, Eliot, in the essay "Tradition and the Individual Talent", seeks a constant revisit of the present to the past whereby the standards of literary works and their relevance can be studied and disclosed.

Furthermore, Bakhtin advocates the idea of "creative understanding" which engages with the literary work from a space that is culturally, spatially and temporally removed and hence lies "outside" the realm of the literary work. Such intersection of culture and literature, thus, serves as a desirable agency of literary exegesis and in turn, reaffirms a sense of dynamism that is central to the idea of literature and its relevance.

Multiplicity of writing

Raymond Williams in his essay "Multiplicity of Writing" seems to uncover similar discontinuity between the "literary" and "non-literary" which has been a product of the bourgeois interference with the meanings of the concepts. He accepts the multiplicity of writing based on genres has always been a part of the literary tradition and was again reinforced with the arrival of "criticism". Williams in his work "Keywords" traces the semantic upheaval that the notions of "literature" and "aesthetic" have gone through over the period of time. He elaborates on the abstract and feudal nature of terms that were attached to the works of literature in the bourgeois period. Literature was given an abstract status, not interacting with its context. This ambiguous status of literature has been reinforced by literary criticism, which was not interdisciplinary and only sought to reinforce what Raymond Williams calls "a central intellectual movement of the bourgeois period".

The changing intentions brought about by "secularization, rationalization and popularization of experience" led to the stringent stratification of the literary and the non-literary. The literary domain was occupied by the imaginative, subjective, and emotional substance whereas the rational, factual and discursive forms became a part of the non-literary. The pressure of categorising literature as the subjective (inner truth), and other kinds of writings as the objective (truth) led to a pseudo-distinction, which could never exist because of the inherent "substantial overlap". Raymond Williams explores this false segregation and explains that the fictional (literary) and the factual (non-literary) cannot be separate categories, but co-exist and are interdependent.

Hence, the "aesthetic" category in the modern period seems divorced from the "non-literary", i.e. historical, sociological or other fact-based writings. Such reductive demarcations fail to serve the intersection of literature and culture that forms the genesis of literary research and a radical cultural analysis which entails the possibility of uncovering "the whole process of

living” (Williams, 110). An apparent movement of ideas towards furthering a literary theory can be traced here in both of these works. Neo-historicism and Cultural Materialism seem to derive their operative processes from similar studies of literature and culture.

Language and historical consciousness

Hans Gadamer inherits the ontological turn given to the hermeneutics issues from Heidegger. The working of language is central to the state of being for a human being. It is the language that opens up the world for us. It mediates between the world outside and us and gives us an understanding of the culture, history, and society. In the essay “The Logic of Question and Answer”, Gadamer pursues a dialectical method to bring about the nature of interaction that a historical work has with the contemporary world of the reader. Much in line with Raymond Williams’ view of tradition as an ever-transforming idea, Gadamer also sees history in constant negotiation with successive generations. Canonical texts or historical texts, thus, bring to us a past that has travelled long and has constantly been interacting with the successive presents. It is only when we enter into a dialogical relationship with these texts that their interpretation in terms of our cultural context can be revealed. Here Gadamer contends the “reconstruction” approach taken by Schleiermacher who sees a work of art reveals itself within its original moments and culture of creation (Gadamer 158). Gadamer sees this approach as a method of interpretation that merely recreates a dead meaning.

For Gadamer, it is a “fusion of horizons” that has the maximum hermeneutical possibilities (Gadamer 370). It is here in this state that language achieves its purpose of understanding. The meaning of the text is revealed in this complex dialogical relationship of the past and the present. Gadamer advocates the Hegelian approach of “thoughtful mediation with contemporary life” which brings the truth of a work of art by critiquing “both aesthetic and historical consciousness” (Gadamer 161).

In a category like “world literature”, Gadamer deconstructs the idea of a text coming out of a specific cultural context (Gadamer 154). The interpretation of such texts remains open-ended, transcending the boundaries of culture and time. For Gadamer, the process of understanding these texts creates the dialogic possibility of the dead meaning and the new meaning. The meaning gets transformed into what Gadamer calls a “living meaning” (Gadamer 156). The act of reading the text becomes the agency of interpreting the text.

Language and literature

Two seminal works written by Theodor Adorno and Hans-Georg Gadamer respectively seek to understand the intersectional relationship between language and meaning in the works of literature. Theodor Adorno, in an excerpt on writing from his work *Minima Moralia: Reflections from Damaged Life*, and Hans-Georg Gadamer, in his work *Truth and Method*, investigate this

relationship where the use of language should appropriately present the truth that the work of literature seeks.

Adorno in his essay prescribes a technique of writing where language exercises “affective involvement in the text” (Adorno 86). For him, the act of writing negates its purpose when it fails to correspond with the truth that the writer must have engaged with in the process of thought. Hence his approach seems to correlate the act of writing with that of thought where meaning must not be sacrificed. Writers are, therefore, recommended to escape any indulgence with the superfluity of expression and advance towards a synthesis of precision of ideas and “beauty of expression” that corresponds with the intention (Adorno 86). Adorno’s reaction here can be seen in the context of Soviet formalism where content was forfeited in favour of structural constituents. He takes two structural images of the setting up of a “house” and “spiders’ webs” to highlight the sense of “technical” arrangement of metaphors that the writer must go through to achieve the reality of the matter (Adorno 87).

Gadamer, in his work, seems to take this correlation between language and literature further when he argues that the truth or reality coexists with language and language becomes an agency to articulate the experiences of the world (Gadamer 548). Here the idea of language perpetually corresponds with our understanding of reality rather than it becoming a pre-requisite to understand the world. The act of understanding is not determined on the basis of the logical structures present. The act of understanding the world itself becomes a ceaseless process as our consciousness grows with experiences and self-knowledge. Similarly, the act of interpretation should also account for a similar chain of thought. Language remains open-ended and generative rather than being reduced to a set of conventions or ideas.

Masks of literature

Jameson’s contribution to the Marxist tradition of literary theory has been seen as a moment of revitalization in its contemporary history. His comprehensive outlook on the trajectory of modern and post-modern culture has re-established the importance of a dialectic approach towards the study of literary texts and history. In his essay, “Towards Dialectic Criticism”, Jameson examines the task of literary criticism as a process fundamentally based and derived upon the dialectical method in the European tradition. In what can be seen as a major point of departure from traditional Marxist criticism, Jameson argues to revive the conflict embedded in the form of the literary text rather than a precise textual analysis of the content. Here, Jameson regards Hegelian dialectics as a preferred stream of dialectical thinking. The “surface of the literary text” is already determined by the manipulations of the content (Jameson 67). It is through the demystification of this form that we can achieve an understanding of history as the content. Arguably, this method of approaching the form as an introductory point of criticism can be seen against the eschewed or distorted nature of the modernist and post-

modernist writings. Here culture is seen as a historical force concealing the class contradictions. The task of the critic is then to reveal these distortions that ultimately distort the content. Jameson provides an image of a Sculptor's work whose content is all but stone but his primary task is to carve out the form. The content, thus, comprises of the "social and historical experience(s)" inherently (Jameson 61). Dialectical criticism in Jameson's methodology, therefore, aims to reveal the relationship between the individual and his socio-economic realities thus making visible the historical and social contradictions.

Jameson's arguments on dialectical criticism can be extended to examine his essay "On Jargon." For him, the truth of socio-economic relations in a consumerist society is not available on the surface but is concealed. Jameson argues that the "plain style" of writing is itself an ideological construct and is imbued with the reified consciousness of the contemporary capitalist society (Jameson 118). Hence, the use of "invented speech and private languages" becomes a necessity in uncovering the layers of existence in this reified worldview that is available to us (Jameson 118). Here, Jameson sees a similarity in the use of jargon in theoretical writings and modern poetry where both the mediums ultimately aim to expose the politics behind the workings of consumerist society.

Translation as interpretation

Walter Benjamin in his essay "The Task of the Translator" dwells upon the concept of translation as an inherent property of a language rather than a literary text in specific. Benjamin treats the subject of translation of a literary work with the same respect as Bakhtin treats the several interpretational moments of a literary work in its afterlife. However, Benjamin sees translation as a quintessential "reciprocal relationship between languages" (Benjamin 72). Here Benjamin presumes a gradual growth that consistently occurs in a language and a sense of unity which interrelates languages in their respective meanings. It is the act of translation which recognizes and then highlights this interrelatedness and therefore alleviates the original work to a newer and purer meaning. Here the task of the translator therefore consists of a more elementary engagement with the language rather than the content. The meaning of the original text should be incorporated with the intention of a language in order to produce the ultimate "pure" language.

On the other hand, Hans Gadamer in his essay "Language and Hermeneutics" observes a primary relationship that exists with the act of translation and interpretation of the literary text. For Gadamer, the act of translation is not concerned with reproducing the original meaning of the literary text. The translator engages in a "re-creation" of the original text in his act of translation. The gulf between the two languages provides the translator the space where he can incorporate his own understanding of the text. This approach sees a possible loss of meaning with every act of translation. Here the process of translation is seen in correspondence with the exercise of understanding a literary text that the translator also engages with. The process of understanding

can be selective on the part of the translator and hence there is always a possible loss of meaning that accompanies the act of translation. Therefore, Gadamer argues that the process of translation is similar to the general hermeneutical task and only differs in degree.

Literature as mediation

Franco Moretti in his essay “The Soul and the Harpy” examines the question of the formation and study of literary history. For Moretti, “every perfect work” has an isolating principle as its governing logic which attempts to isolate the work from the living context and gives it a new life of its own (Moretti 11). A similar approach, Moretti argues, has been adopted with literary criticism and literary genre. An engaging relationship with history has been sacrificed in favour of a disengaging theoretical framework (Moretti 12).

Moretti here resolves the issue with a proposition to study and reorder the history of literature around the concept of literary genre. Such history will not rely on exceptional works of literature but would require “a set of works” which are usually bounded together by the means of commonality. Such history will be both “slower” and more “discontinuous” (Moretti 12). For him, literary criticism has predominantly emphasized on the rupture that a literary masterpiece creates against the norms of the contemporary world. He wittingly compares such an approach to the projection of the maps of Africa in the 18th century where only coastal strips were highlighted and everything else was in the dark (Moretti 15). Similarly, literary criticism for him seems to be an exercise in banality where exceptional works of literature are considered to be the representation of the norms of contemporary society. Moretti here asserts the importance of “mass literature” which helps in reconfiguring the meaning derived from the study of the masterpieces. For Moretti, “Zeitgeist”, cannot be represented by one single and unified idea that claims to represent all without attracting challenge from the rival systems of thought. Thus what we see as a unified literary history can itself be an amalgamation of several other periodizations. Moretti’s reaction here can be seen as a repudiation of the standpoint adopted by the structuralist and new criticism thinkers.

Moretti claims that literature trains us in a constant task of mediation and conciliation (Moretti 40). It is from the recognition of this impulse that a correct historiography can be derived.

Conclusion:

Prescribed and studied at the foundational research level, these abovementioned works and essays have proven to be seminal works of research methodology in literary studies. They have made fundamental enquiries into the nature of language, literature, culture, interpretive principles, the function of literary criticism, text and meaning. These works are not meant to be definitive readings on research methodology but function as indicative studies which deal with certain core principles of research in literary studies. The chapter, thus, intends to orient the

readers towards a comprehensive understanding of how literary research works by taking the emerging points of discussion from these following essays and works to place them in the larger debates and concerns regarding literary research.

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