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**Prof. Charu Mehrotra**

*Guest Editor:*  
**Dr. Shaifali Agarwal**

# JOURNAL GLOBAL VALUES

**Aim:-** To publish a broad spectrum of data base of research articles and papers in the array of social sciences which include Commerce, Economics, History, Geography, Forensic Science & Home Science.

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## Message of Congratulation



It is a matter of great pleasure and felicitation that the special edition of the research journal "Global Values" (Sept. 2023) of Gokuldas Hindu Girls College Moradabad is being published. The broad theme of the journal is **Globalization and it's Effects**. I heartily congratulate the guest Chief Editor of the journal Prof. (Dr.) Charu Mahotra, Principal, Gokuldas Hindu Girls College, Moradabad and Guest Editor Dr. Shaifali Agarwal, Asst.Prof. Gokuldas Hindu Girls College, Moradabad for the commendable work of highlighting such a pertinent and contemporary issue as globalization and it's far reaching consequences.

I have no doubts that a relevant volume as this will proof to be a vital source of information and contemplation for not only academicians, research scholars and students but also for all the intellectual members of the society.

I wish the journal and it's editors immense success.

4.  
Manvendra Singh (I.A.S.)  
District Magistrate, Moradabad/  
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# JOURNAL GLOBAL VALUES

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# Digitalization of Society: Opportunities and Challenges

**Dr. Monika Singh**

*Assistant Professor*

*Department of Sociology*

*Gokul Das Hindu Girls College, Moradabad*

*Email: singhmonika16@gmail.com*

## **Abstract**

*The digitalization of society permeates in social, organisational and economic activities. It is transforming society at a faster pace and the opportunities and challenges it creates are difficult to grasp. Thus the transforming power of digitalization requires a critical examination.*

## **Keywords**

*Digitalization, Digital Society, Transformation, Opportunities and Challenges.*

Reference to this paper should be made as follows:

**Dr. Monika Singh**

*Digitalization of Society:  
Opportunities and  
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## **Introduction**

A digital society refers to a society where digital technologies are used extensively in all aspects of daily life. This includes the use of computers, the internet, mobile devices and other digital tools in work, education, healthcare, communication, and entertainment. The term ‘digital society’ is often used to describe the way that our increasingly connected world is changing the way we live, work and interact with each other.

It is also used to refer to societies where there is a high level of integration between technology and everyday life. There are many benefits to living in a digital society.

The main goal of digitization is to achieve the digital transformation of already existing and the creation of new sectors of the economy, as well as the transformation of spheres of life into new, more efficient and modern ones. Digitization is a recognized mechanism of economic growth due to the ability of technology to positively influence the efficiency, effectiveness, cost and quality of economic, public and personal activities. Its further dissemination and implementation is possible when ideas, actions, initiatives and programs related to digitization are integrated into national, regional, industry strategies and development programs. The direction of the influence of the digitization process on the country’s life activities is determined. Digitization is one of the leading socio-economic trends of our time. <sup>[1]</sup>

Digitization, the “brand identity” and the basis of which is the World Wide Web of the Internet, has become the most important material factor in accelerating global processes, determining their specificity and direction. As in previous eras, globalization turned out to be a two-faced Janus, on the one hand, bringing together socio-economic and political systems, and on the other, sowing seeds of destruction, discord, and wars between countries. Digitization, as a powerful force for global socio-economic and political transformations, can act as a potent tool for both creative and destructive processes. In its last capacity, it has the potential to turn, and perhaps has already turned, into a new type of collision—cyberwars, the destructive potential of which, in terms of economic losses, is comparable to the economic damage of the world wars in the first half of the twentieth century and financial and economic crises of the twenty-first century.<sup>[2]</sup>

The digitalisation of society is one of the most critical issues of our time. Digital gadgets and online life permeate a large part of our daily life. The scope, breadth and speed of the transforming power of digitalisation are difficult to understand and the consequences for our society, business and everyday life are difficult to grasp. The transformation is in many ways even more powerful than previous technological revolutions in history. Digitalisation means great opportunities, but also great challenges. The technological development, together with the emerging internet culture that promotes participation and engagement, has made it easier for citizens to participate in problem solving and innovation to meet societal challenges. At the same time, relatively few actors provide the infrastructure and digital platforms we use, which leads to problems related to openness, independence and governance.

The large amounts of data generated from digital devices create endless possibilities for innovative services and products. At the same time, the amount of data enables the behavior and interests of the citizen’s and customer’s to be tracked, which rises difficult questions about integrity and security.

The need to examine the transforming power of digitalisation has become urgent, not least in terms of the relationship to strategy and governance and to be able to act on opportunities and manage threats. <sup>[3]</sup>

The technical development together with the growing openness and culture of participation and engagement in value creation fostered by the Internet, has lowered the barriers for citizens to take part in problem solving and innovation to address societal challenges. At the same time the relatively few infrastructure providers and digital platform owners that enable these activities, gain much power, leading to challenges related to transparency, autonomy and governance.

The generation of vast amounts of data by devices as well users and their behaviour, creates powerful opportunities for innovative services and products, but also for the tracking of citizens and customers, that raises important issues regarding integrity and safety. There is an urgent need to explore the scope and

transformative power of digitalization for the wider society, and its relation to strategy and governance in order to act on opportunities and handle threats.

The initiative for the digital society is an effort to mobilize researchers to join forces in order to contribute to a digital society that is inclusive, equal, sustainable, and safe on a global scale as well innovative and competitive. [4]

**Objective of Study:** - To assess the positive as well as negative impact of digitalisation on economic growth, income, labour productivity, intellectual development, knowledge capital, health care and so on.

**Method of Study:** - Secondary source of data is used.

Digitalisation opens a new dimension to tackle the risk facing society. While the benefits of digitalization is undeniable, it comes with its own risks that must be mitigated and insured against if these benefits are to be fully realized.

### **Impact of Digitalisation**

The ongoing digital revolution is having a significant impact on almost every aspect of the way we live. Like any complex phenomenon, it has many facets of its manifestation. One of them is related to the transition of technical and economic systems from analog to digital methods of recording and broadcasting information. The second involves a phase transition to a new model of the organization of economic systems, which can tentatively be called the „digital economy”. The characteristic features of the modern era - the era of digitalization - are the exponential growth of the use of intelligent devices, the speed of the Internet and the extent of its penetration into the economic and social life of society. The positive impact of digitization on social relations, the standard of living of citizens, including an increase in labor productivity, an increase in the competitiveness of enterprises, a reduction in production costs, the creation of new jobs, etc., is outlined.

It is changing the way we are doing business and the way we work and live. The digital revolution is everywhere and can be beneficial to all businesses and all sectors of the economy. What matters is how fast we react and adapt to the changing world. Digitalisation, the Internet of things and big data are leading and will lead to the creation of new business models and changes in the supply chain. Digital solutions allow a more efficient use of resources and products can be customised to a degree that was unreachable only a few years ago. Thanks to online platforms consumers have better choice, better quality and lower prices on goods and services. Digital transformation is an opportunity and not a threat. Digitalisation, together with automation and robotisation will shape the future of work. It creates numerous opportunities, but also challenges such as new approaches to taxation and redefining the role of human in the production process. Numerous studies underline that digitalisation will have an extraordinary impact on societies in the decades to come. The exact consequences are still difficult to estimate, as is the way that society could prepare for such changes. [5]

### **Advantages of Digitalisation**

- o The digital era brings all kinds of information to our very fingertips. There is centralisation and accessibility of data. People now rely heavily on computers and mobile phones with internet, which give you an immediate answer to any questions you might have.
- o Digitalisation has also transformed our ability to communicate, with numerous apps which allow us to send messages to each other immediately and in many different formats.
- o We are also better able to communicate new ideas due to digitalisation, which helps them to spread more quickly. We no longer only have access to the thoughts of the wealthiest, most powerful members of society; anybody has the ability to get their message out there now.
- o Digitalisation has opened up a new world of opportunity when it comes to jobs, due to the remote working that the internet has allowed for. There are now completely new job roles like internet technology specialists, and anyone can open their own online business which is an amazing new advantage.

- o Lastly, it has increased commercial competition so much that consumers now have so many more options to choose from, which is a positive as it means that we are no longer dictated to by the biggest companies and the prices they decide to charge.
- o The digital era is also bringing digital currency which makes financial exchanges faster and easier, which is especially advantageous for international trade. There are some consumers that believe cryptocurrency may become the most popular type of currency soon.
- o The rise of the digital society has led to increased pressure on governments to be more transparent, democratic and accountable.
- o Digital devices and applications offer a number of benefits for users. They can help improve productivity, allow for better collaboration, and provide more flexibility in how users work. In addition, digital devices and applications can also help reduce environmental impact by reducing the need for paper documents.

### **Disadvantages of Digitalisation**

Risks and negative elements in the process of further implementation of digitalization in all spheres of society are highlighted, including unauthorized access to information and other threats to cyber security; mass unemployment; digital inequality.

- o The benefits of digitalisation have a flip side. There is centralisation of control over our wealth and personal information. While technology eradicates human error, it is not immune to failure so by relying on something that is not 100% reliable, we are running the risk of losing control of our assets. Handing control over also opens us up to digital crime like hackers, who have unknown destructive potential.
- o The ease of communication can have a negative impact on our real-life social skills and weakens the strength of the community.
- o Easy access to information increases the chance of its misuse, for example, incorrect self-diagnosis for health conditions, and allows the spread of false information which can be used for manipulative purposes.
- o Finally, the fast-paced, shallow nature of digital exchanges could create a more passive society that is unable to consider ideas on a deeper level or with any passion. [6]

### **Conclusion**

Although digitalisation will endure a number of social consequences in the short and medium term, but the well-being of people will be improved and life will be turned on more delightful, and incomes increased in the long term. Possible regulatory measures that should be taken at the state level and help to minimize the systemic risk of digital transformation are formulated, among them are the establishment of clear rules and regulations on online content, privacy and data use, support of competition that will help stimulate investment and innovation in digital infrastructure and activities.

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# Artificial Intelligence

**Dr. Preetee Pandey**

*Assistant Professor*

*Department of Psychology*

*Gokul Das Hindu Girls College, Moradabad*

*Email: preetee13@gmail.com*

## **Abstract**

*The function and popularity of Artificial Intelligence are soaring by the day. Artificial Intelligence is the ability of a system or a program to think and learn from experience. AI applications have significantly evolved over the past few years and have found their applications in almost every business sector. Artificial Intelligence (AI) is machine-displayed intelligence that simulates human behavior or thinking and can be trained to solve specific problems. AI is a combination of Machine Learning techniques and Deep Learning. Types of Artificial Intelligence models are trained using vast volumes of data and have the ability to make intelligent decisions. AI Applications: Top 18 Artificial Intelligence Applications in 2024*

## **Keywords**

*Machine learning, deep learning, neural networks, Natural Language Processing and Knowledge Base System.*

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**Dr. Preetee Pandey**

*Artificial Intelligence*

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AI systems work by ingesting large amounts of labeled training data, analyzing the data for correlations and patterns, and using these patterns to make predictions about future states. In this way, a chatbot that is fed examples of text can learn to generate lifelike exchanges with people, or an image recognition tool can learn to identify and describe objects in images by reviewing millions of examples. New, rapidly improving generative AI techniques can create realistic text, images, music and other media.

Artificial Intelligence (AI) is machine-displayed intelligence that simulates human behavior or thinking and can be trained to solve specific problems. AI is a combination of Machine Learning techniques and Deep Learning. Types of Artificial Intelligence models are trained using vast volumes of data and have the ability to make intelligent decisions.

### **1. AI Application in E-Commerce**

#### Personalized Shopping

Artificial Intelligence technology is used to create recommendation engines through which you can engage better with your customers. These recommendations are made in accordance with their browsing history, preference, and interests. It helps in improving your relationship with your customers and their loyalty towards your brand.

### **2. Applications Of Artificial Intelligence in Education**

Although the education sector is the one most influenced by humans, Artificial Intelligence has slowly begun to seep its roots into the education sector as well. Even in the education sector, this slow transition of Artificial Intelligence has helped increase productivity among faculties and helped them concentrate more on students than office or administration work.

### **3. Applications of Artificial Intelligence in Robotics**

Robotics is another field where Artificial Intelligence applications are commonly used. Robots powered by AI use real-time updates to sense obstacles in its path and pre-plan its journey instantly.

It can be used for:

Carrying goods in hospitals, factories, and warehouses

Cleaning offices and large equipment

Inventory management

### **4. Applications of Artificial Intelligence in Human Resource**

Did you know that companies use intelligent software to ease the hiring process?

Artificial Intelligence helps with blind hiring. Using machine learning software, you can examine applications based on specific parameters. AI drive systems can scan job candidates' profiles, and resumes to provide recruiters an understanding of the talent pool they must choose from.

### **5. Applications of Artificial Intelligence in Healthcare**

Artificial Intelligence finds diverse applications in the healthcare sector. AI applications are used in healthcare to build sophisticated machines that can detect diseases and identify cancer cells. Artificial Intelligence can help analyze chronic conditions with lab and other medical data to ensure early diagnosis. AI uses the combination of historical data and medical intelligence for the discovery of new drugs.

Recently, a group of scientists used Artificial Intelligence in a galaxy merger investigation to establish that galaxy mergers were the primary force underlying starbursts. Given the size of the collection, the researchers created a deep learning system that trained itself to locate merging galaxies. According to one of the astronomers, the advantage of Artificial Intelligence is that it improves the study's repeatability. The reason for this is that the algorithm's definitions of a merger are consistent.

The changing sky has captured everyone's attention as one of the most astounding projects of all time. This project seeks to survey the whole night sky every night, gathering over 80 terabytes of data in one go to study how stars and galaxies in the cosmos change over time.

One of the most important duties for an astronomer is to find a p. The theory is that whenever an exoplanet passes in front of its parent star, part of the light is blocked, which humans can see. Astronomers use this location to study an exoplanet's orbit and develop a picture of the light dips. They then identify the planet's many parameters, such as its mass, size, and distance from its star, to mention a few. However, AI proves to be more than a savior in this case. Using AI's time-series analysis capabilities, it is feasible to analyze data as a sequential sequence and identify planetary signals with up to 96% accuracy.

Finding the signals of the universe's most catastrophic events is critical for astronomers. When exoplanets collide with each other, they cause ripples in space-time. These can be identified further by monitoring feeble signals on Earth. Collaborations on gravitational-wave detectors - Ligo and Virgo have performed admirably in this regard. Both of them were effective in recognizing signals using machine learning. Astronomers now get notifications, allowing them to point their telescopes in the appropriate direction.

## **6. AI in Data Security**

Many people believe that Artificial Intelligence (AI) is the present and future of the technology sector. Many industry leaders employ AI for a variety of purposes, including providing valued services and preparing their companies for the future.

Data security, which is one of the most important assets of any tech-oriented firm, is one of the most prevalent and critical applications of AI. With confidential data ranging from consumer data (such as credit card information) to organizational secrets kept online, data security is vital for any institution to satisfy both legal and operational duties. This work is now as difficult as it is vital, and many businesses deploy AI-based security solutions to keep their data out of the wrong hands.

## **7. Applications of Artificial Intelligence in Social Media**

### **Instagram**

On Instagram, AI considers your likes and the accounts you follow to determine what posts you are shown on your explore tab.

### **Facebook**

Artificial Intelligence is also used along with a tool called DeepText. With this tool, Facebook can understand conversations better. It can be used to translate posts from different languages automatically.

### **Twitter**

AI is used by Twitter for fraud detection, for removing propaganda, and hateful content. Twitter also uses AI to recommend tweets that users might enjoy, based on what type of tweets they engage with.

## **8. Applications of Artificial Intelligence in Marketing**

Artificial Intelligence (AI) applications are popular in the marketing domain as well.

Using AI, marketers can deliver highly targeted and personalized ads with the help of behavioral analysis, and pattern recognition in ML, etc. It also helps with retargeting audiences at the right time to ensure better results and reduced feelings of distrust and annoyance.

AI can help with content marketing in a way that matches the brand's style and voice. It can be used to handle routine tasks like performance, campaign reports, and much more.

Chatbots powered by AI, Natural Language Processing, Natural Language Generation, and Natural Language Understanding can analyze the user's language and respond in the ways humans do.

AI can provide users with real-time personalizations based on their behavior and can be used to edit and optimize marketing campaigns to fit a local market's needs.

## **9. Applications of Artificial Intelligence in Chatbots**

AI chatbots can comprehend natural language and respond to people online who use the "live chat" feature that many organizations provide for customer service. AI chatbots are effective with the use of machine learning and can be integrated in an array of websites and applications. AI chatbots can eventually build a

database of answers, in addition to pulling information from an established selection of integrated answers. As AI continues to improve, these chatbots can effectively resolve customer issues, respond to simple inquiries, improve customer service, and provide 24/7 support. All in all, these AI chatbots can help to improve customer satisfaction.

Machines can capture visual information and then analyze it. Here cameras are used to capture the visual information, the analogue to digital conversion is used to convert the image to digital data, and digital signal processing is employed to process the data. Then the resulting data is fed to a computer. In machine vision, two vital aspects are sensitivity, which is the ability of the machine to perceive impulses that are weak and resolution, the range to which the machine can distinguish the objects. The usage of machine vision can be found in signature identification, pattern recognition, and medical image analysis, etc.

#### Knowledge-Based Systems(KBS):

A KBS can be defined as a computer system capable of giving advice in a particular domain, utilizing knowledge provided by a human expert. A distinguishing feature of KBS lies in the separation behind the knowledge, which can be represented in a number of ways such as rules, frames, or cases, and the inference engine or algorithm which uses the knowledge base to arrive at a conclusion.

#### Neural Networks:

NNs are biologically inspired systems consisting of a massively connected network of computational “neurons,” organized in layers.

By adjusting the weights of the network, NNs can be “trained” to approximate virtually any nonlinear function to a required degree of accuracy. NNs typically are provided with a set of input and output exemplars. A learning algorithm (such as back propagation) would then be used to adjust the weights in the network so that the network would give the desired output, in a type of learning commonly called supervised learning.

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# Conversion of Banan Wastes into Value Added Products in Small Scale Industries: A Review

**Dr. Akanksha Srivastava**  
*Assistant Professor*  
*Department of Chemistry*  
*D.S.N. P.G. College, Unnao*  
*Email: akankshadesh@gmail.com*

## **Abstract**

Banana is one of the most prominent annual fruit crops cultivated in more than 130 countries in tropical and subtropical parts of the world. As per National Horticulture Board, India is main producer of banana crop with annual production 32 million tons which accounts 28% of the total world production. Banana crop bears fruit once in life span. After harvest, about 60% of biomass is left as waste leading to environmental problems such as emission of greenhouse gases. These based have high significance in term of nutrition value and hence industrial value. The waste is rich in cellulose, hemicellulose, lignin, essential amino acids, dietary fiber and micro nutrients. The waste biomass such as banana peel, male bud, pseudostem, leaves are being used to produce bakery items (biscuits, cookies, muffins, pizza base) candies, drinks, beverage, pickles, gluten free flour, textile products such as handicraft items (mats, bags, wall hangings) ropes, blankets, carpets, sarees, shirts, craft paper, paper board, decorative wall panels and biofertilizers, etc. The present review deals with the various technologies develop to produce above high value products from banana plant waste in a small scale industry which can easily be installed and managed in villages. This can also develop local source of revenue for village people involve in the production chain and finally it will intern contribute towards a Swachh and Atmnirbhar Bharat.

## **Keywords**

*Banana waste, banana fiber, gluten free flour, banana peel pickle.*

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**Dr. Akanksha Srivastava**

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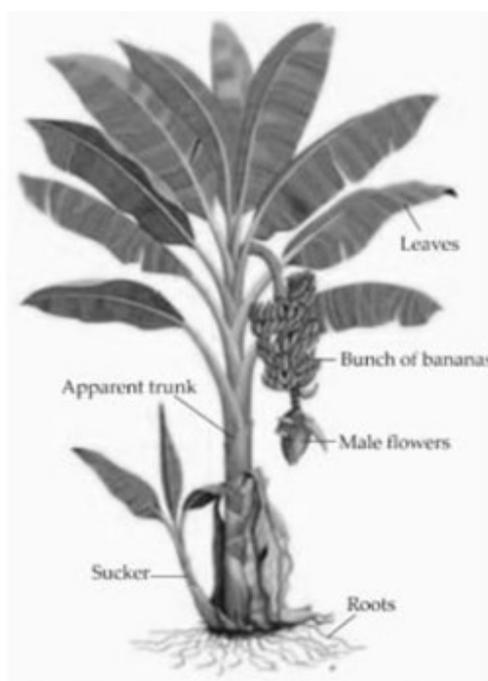
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## Introduction

Agriculture is the backbone of India. Gross fixed capital formation in agriculture is recorded as 18.5% of gross value added in 2022-23. From Kashmir to coast of Kanyakumari and from north eastern state to the deserts of Rajasthan the country is involved in number of agriculture activities. The most common harvesting crop in India is rice and wheat based but horticulture and animal husbandry also play a very important role in Indian economy[1,2]. There is a bitter truth, while agriculture is contributing towards food and economic growth of our country, improper management of agriculture waste has been contributing towards mounting air, soil and water pollution. India generate about 350 million tonns of agriculture waste every year, globally about 1.3 billion tonns of food products for human consumption get wasted or loss every year[3,4]. With the launching of flagship scheme Swachh Bharat Mission of Government of India in 2014 under the vision of our Prime Minister Mr Narendra Modi, Indian Council of Agriculture Research to work importantly on the waste generated from agriculture practices and convert it into value added products that are useful for human animals or for farmland[5].

India is the largest producer of banana contributing of 28% of the world's banana production. Tamilnadu is the leading producer of banana in India followed by Maharashtra. Multi millions banana waste are produced that can be converted to value added products[6,7]. The present paper deals with the various technologies develop to produce high value products from banana plant waste in a small scale industry which can easily be installed and managed in villages. This can also develop local source of revenue for village people involve in the production chain and finally it will intern contribute towards a ***Swachh and Atmnirbhar Bharat***.

Banana the large scale evergreen herbaceous plant belonging to the Zingiberales order Musaceae family and Musa genus with high, calcium magnesium and high assimilation of nitrogen emission[8,9]. Banana is a fruit with variable qualities based on size, colour and firmness covered with green skin yellow after maturation and brown when ripe. The fruit grown in cones from plants top up to 15 meters between 80 to 180 days[10]. In general banana has more than 50 species and dozens of hybrids, large and rhizomatous underground stem from which their large leaves with powerfully spirally arranged giving the shape of false stem pseudostem (Figure 1).



**Fig. 1** Parts of banana plant

Banana is a tropical fruit grown in more than 130 countries. It is the second most produced fruit after citrus. Banana is very nutritious and digest better than many other fruits. their vast consumption is due to their sensory characteristics and attractive texture and flavor. In addition, it has high calorie content with the small amount of fat and is an excellent source of dietary fiber Vitamin C vitamin B6 and manganese[11]. The phenol present in banana fruit are the primary antioxidant and provide health benefits. Several phenolic are present in banana such as gallic acid, catechin, epicatechin, tannins and anthocyanins[12]. Phenolic compounds present in banana help to prevent many health disorders such as cardiovascular disease, obesity and diabetes[13].

Banana is considered a household fruit and is mainly characterized by their fresh consumption. However, several finished product are derived from the processing and handling fresh banana and their component. Banana products include banana in syrup, dried slice (without frying), frozen bananas, dried bananas, alcoholic beverage and ethanol from bananas, banana powder, jellies, jams, compotes, slices, juices, nectars, drinks, fried slices of banana, banana vinegar, etc[14]. The banana industry is characterized by producing waste loss from root stems leaves and any other part of banana plant (Figure 2), that is not used during the processing. However, they share the content of lignin, cellulose, pectin and hemicellulose.

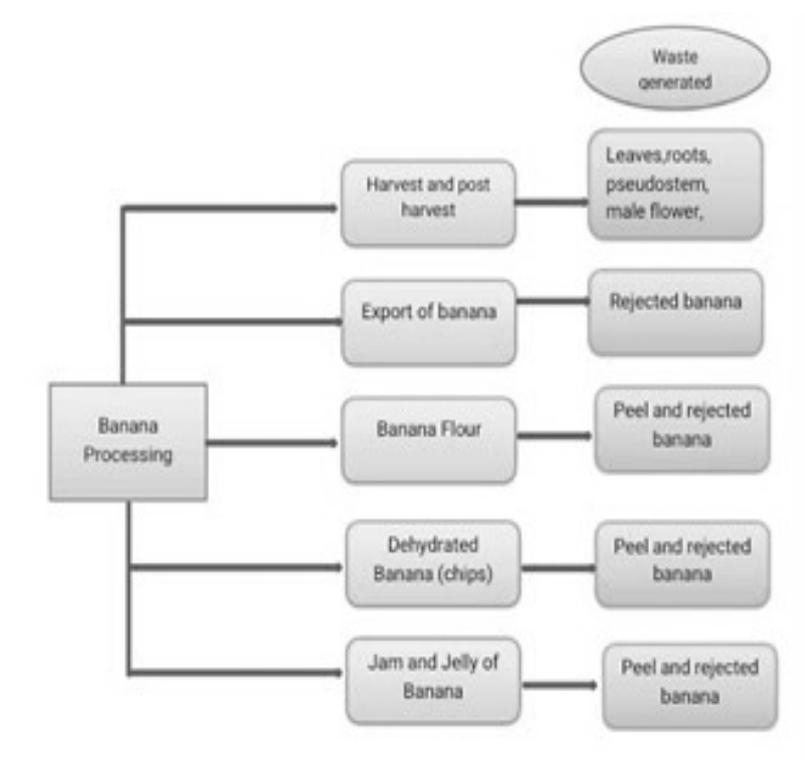


Figure 2. Waste from Banana Processing

### Utilization of Banana Waste

**Banana peel:** Banana peel is one of the essential waste loss generated from processing. Banana contain 60% pulp and 40% peel. 7.25 kg of peel produce from a banana box of 18.14 kg. The peel contains carbon rich organic compound such as cellulose 7.6-9.6%, hemi cellulose 6.4- 9.4% lignin 6 -12% and some other low molecular weight compound, if not treated properly these waste create an annoying odour due to the natural decomposition and produce gases that contributes to greenhouse effect[15].

**Biscuits, cookies, muffins from banana peel:** This is a product developed by using green peel. The process involves the slicing, drying, pulverizing of peel followed by addition of sugar, fat and baking powder. Muffins are prepared initially blending all the wet ingredients together to form cream and finally all dry ingredients were added to get batter consistency. Batter placed in greased muffin mold then baked at 180 degree for 25 minutes, yield banana peel incorporated muffin with acceptable texture and sensory properties. Banana peel powder could be used as functional replacement in the variety of other baking products like cookies biscuits and pizza base, etc.[16]

**Pickle of banana peel:** This is a product of green banana peel. The process involve cutting peel into pieces, blanching, grinding, addition of spices and oil. Being rich in dietary fiber aids in digestion and form very good taste with Idli, Dosa, chapati and bread. For the setup a working capital of about 44 lakh is required, it include 1060 sq ft. covered area, working tables, equipments like steam boiler, mixture cum grinder, pickle filling and packing machine and blancher with power supply of 5 HP and manpower of 7 persons, the cost benefit ratio is 2.0[17].

**Banana male flower:** Banana male bud is a waste material produced during crop production with the lowest economic value.

**Banana male flower pickle Thokku:** Banana male bud can be utilized by converting it into a high value added product pickle Thokku., the protective tasty and stable for a year at room temperature. It is rich in dietary fiber and can be ideal choice with idali, dosa, chapati and even with rice items[18].

**Banana pseudostem:** After harvesting the fruit bunch of banana huge plant biowaste is generated out of which pseudostem is 30 to 34%. However, this is a part of high nutrition value. It is rich in dietary fiber protein, essential amino acid such as leucine, valine, phenyl alanine, threonine, the micronutrients like K, P, Ca, Mg, Fe, Zn and poly unsaturated fatty acids. They possess good antioxidant compounds like polyphenols and catecholamine. It is used in food, pharmaceutical and medical drugs.

**Banana fiber from pseudostem sheath:** Banana fiber is extracted from the sheath of banana pseudostem by hand or machine. In pseudostem only 9 to 10 layers of sheath a plant yield fiber. The fresh pseudostem yield about 1-1.5% of fiber. The fibre obtained from the banana pseudostem is used for making handicraft items (table mats, bags, wall hangings) ropes, craft papers blankets, shirt, sarees by blending with cotton or silk. This may lead to rural employment and thereby generation of additional income to the farming community. A capital investment of about 22 lakh is needed. A space of 1100 sq. ft. (500 sq. ft.cover area) is required alongwith working table, improved banana fiber extractor with power supply of 5 HP and manpower of 5. Benefit ratio is 1.76[19,20].

**Decorative wall panel using banana pseudostem fiber and natural binder:** Institute for Research on Cotton Technology, Mumbai, Maharashtra has developed innovative decorative wall panels using banana fibers. These panels provide an ecofriendly alternative for conventional interior panel board. The production process is very simple and follows compression molding technique[21]. Novel colour technology is used to colour banana fiber for aesthetic look. The potential stake holders are banana farmers, interior decorators and architects. Cost of the unit is approx. 20 lakhs for molding equipment and other accessories for starting one industry with the capacity of around 100 panels of size 2x2 feet per day. Cost of operation per unit size is rupees 2000 for batch of 100 panels. These panels very attractive, easy to cut and you shape and size.

**Banana central core stem juice:** The core stem part of the banana is generally used for culinary preparation. Juice is extracted from the central core is stem either manually or mechanically. The stem is rich in fiber and potassium. It has property of dissolving kidney stone[22]. About 80 to 90% juice could be recovered from central core stem of commercial banana varieties. The process involves extraction of central core from pseudostem, slicing and cutting into small pieces, removal of fiber, crushing and extraction of juice, pasteurization, packing, sterilization and storage. It can be enriched with ginger and mint flavor.

**Central core stem candy and cookies:** Central core stem can be converted into candy by slicing and sleeping in sugar syrup to make a central stem preserve or candy which is sweet in taste and rich in fiber. Banana central core stem based ginger candy can be prepared by mixing syrup and ginger in the ratio 8:2. Central core stem slice are soaked in the syrup ginger extract mixture and dried in the hot air oven overnight after draining the access syrup[23]. It can be fortified with other juices like carrot, beetroot, etc. It can be stored safely up to 3 months without any spoilage.

#### **Utilization of Low Quality Rejected Banana**

**Low glycemic products using banana flour and powder:** About one fifth of world banana are getting rejected in the export process due to quality issue. These bananas are mostly thrown which cause environmental

pollution and incur huge loss of the farmer as well as processors. Utilization of green banana and for its flour is of interest as a possible resource to make healthy functional products. Banana flour can be used as a gluten free replacement (as it has low glycemic index value) to refine flour, wheat flour etc. for making variety of baked goods like pizza, extruded snacks like pasta, noodles and vermicelli products[9]. Banana flour incorporated bread, bun and cake can be prepared by partial replacement of traditional maida and thus make the product with low gluten content. It is a food with good for biotic characteristics which could be consumed by diabetic patients.

#### **Utilization of overripe banana:**

**Basil seed suspended banana drink:** This banana juice is prepared from overripe fruit added with basil seeds which provides highly nutrient energy drink[24]. The juice is highly rich in potassium, omega 3 and 6 fatty acids. The drink helps in weight loss, reduce body heat, prevent constipation, treat acidity and control blood sugar level.

**Organic fertilizers of banana plant waste:** Organic fertilizers can be defined as a product of the natural decomposition of organic matter by fermentation processes, which varies according to the type of fertilizer to be prepared. The degradation occurs naturally through the air, the sun, microorganisms and water. Banana plant leave 60% of waste biomass after harvesting. Banana plants are rich in micronutrients, suggesting their use to improve soil quality and crop yields, either through their use as an organic soil conditioner or to produce compost to meet specific plant requirements. To obtain the compost, the re-mains of banana leaves and pseudostems are subjected to endogenous hydrolysis, extraction and neutralization processes. Subsequently, aerobic degradation leads to compost. Composting is done by the layered pile method[14 ], with an approximate volume of 1 m<sup>3</sup>. Banana waste-loss is cut and mixed with organic matter for its subsequent degradation process. Water is sprinkled over compost piles to keep the mix moist, with approximately 50% moisture content. The process takes about twelve weeks when the core temperature of the material is close to the air temperature. During this period, the composting material is mixed at least once a week to avoid excessive temperatures from the beginning of the process[25]. The application of this type of fertilizer improves the structure of the soils allowing better absorption of nutrients such as N, P and K by the plants. Compost eliminates harmful bacteria and fungi, neutralizes pH, improves soil texture and improves water retention. Soils with applied compost adsorb better nutrients that benefit plants, thus creating healthier and nutrient-rich foods.

**Conclusions:** The banana industry generates a large amount of waste-loss that can be used in various recovery processes. In the paper we discussed about the techniques (based on small scale industries) for converting the banana waste into value added products. The techniques for the utilization of banana peel, male bud, pseudostem, leaves to produce bakery items (biscuits, cookies, muffins, pizza base) candies, drinks, beverage, pickles, gluten free flour, textile products such as handicraft items (mats, bags, wall hangings) ropes, blankets, carpets, sarees, shirts, craft paper, paper board, decorative wall panels and biofertilizers, etc. are explained in the paper. This offers a variety of benefits to farmers and their communities by promoting sustainability, income generation, community building, women empowerment, health benefits and environmental protection which finally interns to *Swachh and Atmnirbhar Bharat*.

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# Study of Blending Learning: Its Trends and Capabilities

**Dr. Kotra Balayogi**

*Assistant Professor*

*Unity College of Teacher Education, Dimapur, Nagaland*

*Email: drkotrayogi@uctedimapur.org*

## *Abstract*

*The past decade has witnessed a huge revolution in the educational applications of the computer, whose use in education is in its beginning taking various forms starting from using technology in education to the use of the internet in education and finally emerged the concept of Blended Learning (BL), which depends on technology to provide the educational content to the learner in a good and effective method. Many educators recommend the importance of making adjustments in the curriculum to keep up with the age of computer and information technology but there is no agreement on the type and amount of the required modification; most parents, students, teachers, etc. believe that the preparation of 21<sup>st</sup> century generations and arming them with the basics of computer science and use is the most appropriate way to rehabilitation so they can stay in the changing world and the prevailing viewpoint in the developed societies is that the school has no choice but to adapt to the information age because this adjustment has become necessary for the continued survival and progress. The present study highlights towards the importance of acknowledge, learning as much as training, to describe the process as learning and development rather than training and development. It is one of the most modern methods of learning helping in solving the knowledge explosion problem, the growing demand for education and the problem of overcrowded lectures if used in distance learning, expanding the acceptance opportunities in education, being able to train, educate and rehabilitate workers without leaving their jobs and teaching housewives, which contributes to raising the literacy rate and eliminating illiteracy and it increases the learning effectiveness to a large degree, decreases the time environment required for training, decreases the training costs, allows the learner to study at his favourite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises and practical applications. BL is achieved by combining various models, teaching styles, methods, new assessment techniques etc. and is a mix of multimedia, CD ROM, virtual streaming, virtual classrooms, voicemail, email and conference calls, online text animation and video streaming.*

## **Keywords**

*Blended Learning, Capabilities, Challenges, Curriculum, Education, Importance, Models, Teacher' role, Trends.*

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## **Introduction**

The world is constantly on the verge of changing and which directly/directly affects many domains, which includes education domain as well. The emergence of the use of technology in every field effect educational domain as well as the result is the back seat of traditional method of teaching. However, there are always debates on the use of both the traditional and technological mode of teaching. BL is one of the contemporary trends of education and one of the new trends of the teacher in the twenty first century and it can be described as an educational method in which more than one means is used for transmitting knowledge and experience to learners to achieve the best of the learning outputs accordingly, the model combines the advantages of e-learning and the benefits of classroom education and this education is based on the integration between the traditional learning and e-learning (Al-Rimawi, 2016). There are several definitions of blended learning and (Ismail, 2009) defined it as the employment of technological innovations in blending the two methods of education face-to-face as well as distance education to bring about an interaction between the faculty member being a teacher or a mentor with learners face-to-face through these innovations, which are not required to have specific electronic tools or specific quality with the availability of learning sources linked with content and learning activities. Hassan (2010) sees that it is a way of learning aiming to help the learner achieve the targeted learning outcomes through the blending between the forms of traditional education and e-learning with its patterns inside and outside the classroom. (Salamah, 2005) indicated some features and characteristics that distinguish blended learning as providing a face-to-face communication, which increases the interaction between the student and the trainer, (teacher) and students, students among each other, and students and content, and reduces the teaching costs through increasing the learning proportion to cost, enhancing the humanitarian aspects and the social relations between learners and teachers, meeting the needs of each learner according to his abilities, integrating the structural and final evaluation systems, transmitting from the collective learning pattern to the learning concentrated on the student and using the physical and virtual materials in the best way. Blended learning is also beneficial in using the technological development in the design, implementation and use, supporting the traditional teaching methods used by the faculty staff in appropriate interactive learning, providing training members in the job or study environment through using a minimum number of efforts and resources to gain the maximum results, and finally enabling individuals to continuously apply skills to become a habit with practice. BL is not just the mix of online and face to face learning, but it is the combination of well-planned mixture of both the modes of teaching. This demands the consideration of many factors mainly focusing on learning outcomes and learner- centered instructional environment. “Learners are important partners in any learning process and therefore, their backgrounds and characteristic effect their ability to effectively carry on with learning and being in blended learning” (kintu,2016) Blended learning is based on identifying the core learning need, establishing the level of demand, recognizing the different learning styles, matching the learners needs different delivery methods, identifying the objectives and provisions to meet the current need and developing a user-friendly demonstration. It is an amalgamation of age-old traditional classroom learning which is based on face-to-face interaction between teacher and students and 21<sup>st</sup> century teaching platforms including online tools and gadgets. Its strategy is not fully technology dependent the teacher is having a lion share to mark his creativity along with abundant e-resources available in the web world this will give the balance of human touch and technical punch and its learning gives some added liberties to student time-period for learning, interest area, etc.

## **Objectives of the Study**

- ❖ To analyse the importance of blended learning
- ❖ To know the rules and challenges in blended learning
- ❖ To study the trends and capabilities related to blended learning

## **Review of Literature**

Al-Ajab (2006), the results concluded that the method of blending between the distance e-learning and face-to-face learning proved valid and it developed the educational skills needed by students in their

future studies. Shahin (2008), the most important results of the study reached to the effectiveness of blended learning since it combines the e-learning and the traditional learning helping provide the educational materials in many and different ways through the presence of a statistically significant difference in many ways between the marks' means of the experimental group which studied via the blended learning and the degrees of the control group which studied through the traditional way in the post application of the achievement test in science in favour of the experimental group. Al-Hasan (2013), the research concluded that there are statistically significant differences in favour of the students who have studied through the blended e-learning like the experimental group and that there are statistically significant positive trends among the members of the sample who responded to the items of the questionnaire of the trend measurement towards blended learning. Al-Rimawi (2014), the study results showed the presence of statistically significant differences between the means of the direct and delayed achievement for the members of the experimental group. Maccoun (2016) states that the results expressed the superiority of the experimental group to the control group in the achievement test and information retention.

### **Methodology**

The present study structured this research using a literature-based approach to concept development and performed a purposive search to identify the most relevant articles/books/research papers, etc. in context to the use of blended learning in education.

### **Models of Blended Learning**

**Face-to-Face driver:** Here teacher instructs the students with the help of digital programs gadgets and software.

**Rotation:** It consists of continuous cyclic loop and traditional physical presence of teacher and students in a classroom followed by partial learning through online interactive study material without involvement of physical presence.

**Flex:** This is one of the most important models out of all six models. In this most of the syllabus is catered through online teaching platforms but teachers are present physically for any query/confusion of students related to the syllabus.

**Labs:** This model is an extension of normal classroom learning and the students are giving face-to-face classes in a classroom but in addition to that they are also given online learning as well. In the same classroom/ some special lab where can be made available but without the need of any trained teacher only a supervisor of online facilities is required.

**Self-blend:** This model is especially for that student who wants more than what is catered to them in classical classroom learning but also opt for some special courses which are provided through online medium. For this student needs to be ambitious and willing to learn things which are not covered in the basic curriculum.

**Online driver model:** This model of learning is possibly the most lenient model of blended learning which involves very little or no involvement of teacher and it is best suited for students whose time schedule does not permit them to attend regular classes physically hence rend freedom of managing time for studies at their own convenience.

**The learning model:** It leads the skill combining the self-paced learning and supporting the development of certain knowledge requiring a feedback and organized support from the teacher that the interaction with the teacher is blended through the e-mail, discussion forums, and face-to face meetings through the self-paced learning such as books and courses listed on the Internet; this type of treatment is identical to the chemical reaction, in which the interaction with the teacher acts as a motive for achieving the reaction required for learning.

**Efficiency-led learning model:** It integrates the tools of supporting the performance with the sources of knowledge management and consultations to develop specific competencies to capture and transfer the implied knowledge that require learners' interaction with experts in the specialty.

### Implementing Rules in Blended Learning

- ❖ The appropriate topic is one of the basic concepts, not one of the facts/ skills.
- ❖ The concept is richer and more fertile and linked with the various topics of the study while the truth/the main skill is linked with one of the topics.
- ❖ It is preferred to implement the blended lesson through the concept of mutual relations in a company or market.
- ❖ The blended topic can continue for a whole year but this requires fundamental changes in the curriculum and school systems.
- ❖ The teacher uses varied teaching methods: discussions, visits, research shows and collaborative work.
- ❖ Identifying the related subjects.
- ❖ The teacher prepared the questions, activities and exercises that help students study and achieve their goals.
- ❖ Students begin by choosing activities, conduct the study and collect data.
- ❖ The teacher is informed with the school curriculum in its different topics.

### Comparison between the Traditional and Blended Learning

<b>Traditional</b>	<b>Blended</b>
Not flexible	Highly flexible
Offline	Online and offline both
Time fixed	Time is adjusted as per the choice of learner
Not necessary that the instructor will use technology	Advanced use of technology is must

### Challenges in Blended Learning

- ❖ Learner's attitude
- ❖ Sufficient technology support
- ❖ Learner's background
- ❖ Finding balance between the innovation and pedagogical ideas and techniques
- ❖ Design of the course content
- ❖ Design of E-learning content
- ❖ Assessment
- ❖ Students lack the sufficient experience/skills for dealing with the computer and the internet the absence of any guarantee for any of the devices for learners in their homes/places where they teach the course electronically at the same efficiency, capacity, speed, equipment, etc.
- ❖ Nonavailability of qualified personnel towards teaching and learning
- ❖ How to create interactive blending environment and assign the roles of live interaction
- ❖ The role of learner choice and self-regulation mainly focuses on how different blends might affect student's learning experience.
- ❖ How to propose a common hybrid model that support and training so as to get successful blended approach to learning from the technological as well as infrastructure/organizational perspective.
- ❖ Finding balance between innovation and production
- ❖ Designing BL systems is changeling since, technology is relatively changing, and finding an appropriate balance between innovation and production is difficult.
- ❖ Cultural adaptation
- ❖ Dealing with the digital divide

## Trends and Capabilities in Blended Learning

**Blended teaching for teaching complicated subjects:** Through blended learning complicated subjects like science, mathematics and geography can be easily taught and these subjects require practical and illustration approach. BL Blended learning strategy science can be taught effectively and the teacher is having face to face interaction and gives guidance about the veracity of the content to ensure right learning to take place through self-motivated learners

**Blended learning for learning retention:** The b-learning combines classroom activities like face-to-face with virtual activities (on-line) seeking an appropriate balance between them provide the student with the opportunity to do research and experiment, stimulating a teaching-learning process of quality in higher education. Most students think that is a positive and innovative methodology although with a different approach.

**Blended learning for language development:** Language learning is highly individual and complex. In traditional classroom teaching teachers lectures, content while students listen, take notes, participate in class activities in addition students are passive and are willing to accept what teacher says without questioning. Most classrooms are teacher centered and students are different in terms of intellectual ideas and perception. some students can learn quickly compared to other student so classroom teaching alone may not be sufficient to suit individual requirement leading to need for modern technology. to address this additional lesson can be developed on the web for the purpose of study called e-learning.

**Moodle:** It is one of the most used open-source learning management systems, which can create an encouraging, informative, and always renewable language education environment. Blended learning provides self-regulatory learning for preservice teachers, helps in exercising to sharpen their cognitive skills.

**Blended learning in management system:** It is a tool to employ in research since it provides online course management system which contains learning sources such as comprehensive assessment and learning sources or materials.

## Conclusion, Discussion and Summary

It is undeniable that computers and the internet become the student's part of life and positively affects learning outcomes as Blended learning provides autonomy in reference to the time and place in which they are doing the task. The ease of browsing online materials gives a lot of opportunities to develop their competencies in language development. Blended learning is suitable to implement in courses related to language skills, particularly grammar. the regular activities, learning materials in the form of systematic and audio video aids helps them to learn in collaboration with each other and also motivates them to practice and exercise. Bl supports more flexible, interactive, efficient, accessible, and varied learning experience for both teacher and their students. The charm of blended learning approach lies in the adaptation of technology aided learning methods in addition to the existing traditional based learning. Assessment is a very vital tool for determining the students' knowledge for the subject they enrolled at any levels of education. Blended learning techniques provide teaches to delivered the lecture as well as assess student learning using creative and innovative methods. In this paper we study blended learning process the list of advantages of using blended learning technique in an 21<sup>st</sup> century education system.

## Educational Implications and Suggestions

- ❖ Blended learning environment provides many resources of learning to learner which enhanced learner 's confidence and competency
- ❖ Quick feedback to learner which will help them in their learning process
- ❖ Remove the constraints of traditional training and learners decide where and when they do their training
- ❖ Learners more responsible for their training and help them be self-motivated
- ❖ It provides collaborative activities among teacher and students through interactive session
- ❖ It will help to improve the students' level of satisfaction and Improved academic performance
- ❖ Provide access to everyone who needs training by providing it in different ways

- ❖ It integrates online and offline learning activities and resources to reduce in-class seat time for students in a face-to-face environment
- ❖ It is a tremendous advantage for higher education academics
- ❖ It can help the higher education management to enhance under-enrolled programs, complete faculty teaching loads, and improve cost effectiveness
- ❖ Blended learning facilitates students with a unique flexible learning experience
- ❖ It engages with all educational program from anywhere and at any time
- ❖ The participants did not need to be on the campus to actively engage in their studies

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# Exploring Indian Identity in Rudyard Kipling's Literature

**Prof. (Dr.) Charu Mehrotra**

*Principal*

*Gokul Das Hindu Girls College, Moradabad*

*MJP Rohilkhand University, Bareilly*

*Email: charubareilly@gmail.com*

## **Abstract**

*It is quite astounding to explore how old civilization as of India struck the imagination of writers distantly situated from it. It has certainly exercised a powerful influence on the English Literary imagination. The influence of the Britishers who were equally influenced by Indian exhaustively tells the story of how Indian and its cultural traditions, its religious values and ultimately its mysticism reach the western world. Illusive always yet profoundly real, the bond between England and India is a tangle of inter twisting growths. It is the object of this paper to survey the aspects of India's influence on England and her image scanned by the British authors especially Rudyard Kipling.*

## **Keywords**

*Prodigious- enormous; Observation- monitoring; Arcane- concealed; Enmeshed-entangle; Spirituality- devotion.*

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## **Introduction**

Rudyard Kipling enjoys an enviable position among the English writers who have written comprehensively on India. India rendered him the base for his creativity which proved to be outstanding in tradition of creative writing about India. It is true that he spent a long period of his life in India, his childhood and youth imprinted indelible impressions on his mind. Wherever he went, England or America, he carried with him 'India'. Kipling made India the very canvas on which he executed his best creations. His memories, travels, and experiences – all bear Indian stamp. He experienced India with an intensity and completeness that made it possible for him "to show the many faces of the country in all their beauty, power and truth."<sup>1</sup>

He wrote warmly and truthfully; whatever the subject or person might be, he identified himself with it. He had the back of portraying all sorts of characters might be Lispeth, the hill girl from Kotgarh, or Mrs. Haukshee, a fantastic character or little Tod or Kim.

Rudyard, his sister and their parents lived a happy quite life in Bombay, broken only by visits to the hill station at Nassick. A land filled with wonders, and a westward sea were crystallized in his infantine memories by drives to the coconut groves of Mahim in the sunset. The heaven that lay about him in his infancy.

Rudyard's childhood memories of England when he stayed at South Sea in the house of a naval officer were not sweet. He had to swallow bitter pills to face the music and there laid the 'foundation of literary effort'. After seven years he returned to India, reached Bombay, his birthplace in 1882 and the bright world of Asia revealed to him a new nostalgia.

His father had come from Bombay to continue his principal ship of the Mayo School of Art and Curator of the Lahore Museum. In the first days after his arrival Rudyard helped in the Museum which his father had made a model of collection of Indian arts and archeology. The Museum stands, just as it is described in the first chapter of Kim, near the Mall, the wide boulevard that runs from the European quarter to the old walled city.

Not only this but Lahore was celebrated for the short lived and mean memorable Sikh kingdom of Ranjeet Singh, the last lord of the grim square of fortress.

"... stained with much blood, haunted by  
many ghosts, which commanded the town,  
over against the great Mosque."<sup>2</sup>

In Kipling's day a company of British infantry were encamped among the faded splendors of Ranjeet's Palace, to overawe Sikhs & Muslims alike. In 1883, the rediscovery of India was a complete and absorbing preoccupation to young Rudyard. It was sheer delight to be treated as a man, not only at home but at work and at the Punjab Club.

His childhood days made a rounded complete and satisfying period in Rudyard's life, they formed his mental habits. It was not the glamour of the East, nor the splendour of the British rule, nor the knowledge of cities and men that formed his character but the 'Family Square'. He visualized the Indian scene, which became the field of his action.

His first journalistic assignment in Patiala proved his credential as powerful journalist. As a special correspondent to cover the state visit of the Viceroy, Lord Ripon, he wrote four articles, which revealed his unusual power of observation and descriptive talent.

In March 1885 Kipling was appointed as a special correspondent for his paper at Rawalpindi to cover the meeting of the Viceroy Lord Dufferin with the Amir of Afghanistan. Kipling found the Amir very unimpressive, very lame, clad in a black surtout with gold 'trappings, and the invariable Tartar cap' (P.94) Kipling gives a very beautiful description of the whole surroundings.

The references to colonialism are available in Kipling's descriptive reports from Rawalpindi and beyond. He conveys the visual object of places to the reader, often transcends the physical in order to catch the spirit when he visited Simla again in 1885 as a special correspondent he was fascinated by it, not because of its natural beauty, but because of its pleasantries in the summer. A number of his stories are set in Simla and

characters like Mrs. Hauksbee (*Plain Tales from the Hills*) and Lurgan Sahib (*Kim*) are based on real personalities he met in Simla. Simla was the little England of the British Empire. The families of Viceroy, officers and civilians used to go to the place during summer season. Kipling set his eyes on various diversions of the English in Simla. What a wealth of social life there was in Simla:

“There are garden parties, and tennis parties,  
and picnics, and luncheons at Annandale,  
and rifle – matches, and dinners and balls;  
besides rides and walks...”<sup>3</sup>

But Kipling also expresses the sordidness of Simla society with its social scandals, midnight – masquerades, illicit affairs, broken vows and bonds of marriages etc. The interest of life in Simla was its dual character, as a political headquarter and a pleasant resort. It always abounded in eccentrics: Mystics and psychopaths and nymphomaniacs.

At Simla Kipling felt himself to have penetrated the arcana and to have his finger on the pulse of empire; at Lahore he was absorbed in his study of the Indian underworld. In caste-ridden India Freemasonry was the only ground on which adherents of different religions could meet on the level he was entered, by a member of the Brahma Samaj (Hindu), passed by a Mohammedan and raised by an Englishman and their tyler was an Indian Jew.

It is not an exaggeration to say that Kipling was eminently eligible to be the chronicler. His allegiance to the imperialistic faith which finds full expression in his stories is entirely wanting in *Kim* where he achieves a vision of India and where art defies chauvinism.

However, we cannot ignore the fact that Kipling has presented the attitudes of English men and women living in India, largely conditioned by their role as rulers of the country and the attitudes of the ruled i.e. Indian people, their religious, myths and superstitions, their rites and rituals, their strengths and weaknesses as a race with great fidelity. And lastly, the dimension of the relationship between the Indians and the Englishman is shown with a fusion of objectivity and cognition. But it is found that Kipling did not always achieve this kind of neutrality towards his creation save in his best works. In his stories he is seen as a writer who is easily savaged by his prejudices, be they political or racial. The colonial rule was intended to prove the inevitability of the British as rulers.

Kipling’s Anglo-Indians were mostly workers whether they be soldiers, civilians, engineers or the highly fashionable set at Simla Prof. Belliappa observed that “Kipling’s Indians were drawn from both the educated and the uneducated class. It is interesting to note that the illiterate native servant is one of the most commonly depicted character in Kipling...”<sup>4</sup>

Kipling the imperialist knew that if there was any threat to the British Empire, it came from this particular middle class. ‘On the City Wall’ reveals the autocratic powers of the British and the unreliable deposition of the educated Indian in an moment of crisis and his problems as he found himself enmeshed in two worlds- his own and that of the British.

This description anticipates his marvelous envision of Indian life on the Grand Trunk Road in *Kim*. It is here that we find the most complete and contented image of India that contains all the places depicted earlier in his works.

*Kim* is the product of Kipling’s nature brain. There is no imbalance or prejudice, but calm and poise. India, now had become a part of his life and lent him a better perspective. It represented the unchanging East, as he remembered it from childhood, and so he described it lovingly in *Kim*.

*Kim* can be compared with Forster’s *A Passage to India*. It can be ascertained that *Kim* is neither a political romance nor a piece of allegorical fiction. *Kim* is the hero, who leads the life of a vagabond in India. This is the tale of the woes of a boy roving through India, loving it and causing us to love it. As the Lama and

Kim begin their journey first by train, then on foot, we are given remarkable description of the Indian landscape and her people.

For instance when the Lama and Kim arrive the railway station the train roars and:

“The sleepers sprang to life, and the station filled with clamour and shoutings, cries of water and sweetmeat vendors, shouts of native policemen, and shrill yells of women gathering up their baskets, their families and their husbands.” (Kim P. 38)

This is a live picture of the din and noise that accompanies the arrival of a train at Indian railway station.

Observes Prof. Carrington, In fact, this is a superb display of the novelist's art which Kipling rarely achieved in his other works. There was a real Mahbub Ali, Babus looking like Hurree Chunder are very common in Calcutta, but the 'Sahiba' and the Lama were original inventions, new in literature. 'Sahiba' was the first full – length in Kipling's picture gallery of elderly women, a group of worth – examining. The Lama seems to possess no literary ancestry or progeny but bears the writer's exclusive comment on Buddhist Asia.

The long, lazy, journey from Ambala to Simla via Kalka and Pinjore Gardens undertaken by the Lama with Kim was memorable. It was inspired by Kipling's reminiscences of long train journeys undertaken during days as a journalist. The diversity of the people in the train is limited to the extent it is ethnic rather than based on the class, with none from the educated class. Like Hardy he was quite at home with rural folk as they hailed from the same community as Kim and his 'ayah' for it was easier to patronize them.

The demarcating line between the colonizer and the colonized is absent in Kipling's later works. The relationship between Kim and the Lama seems to be based on contract, it is transactional each dependent on the other; Nirad Chaudhary regards Kim the finest story about India – in English:

“In the first place, like a good artist, he stood on the firm ground of personal experience. His interest in Buddhism was roused by the Gandhara sculpture in the Lahore museum, of which his father was the curator... I think there was also a second reason, Hindu especiality, even at its most unworldly and serene, has a suggestion of power and action a kind of super magical motivation which is not consistent with perfect beauty and mystic quietism”<sup>5</sup>

Here, Kipling's fondness for Hindu scriptures is traceable He seems to be inspired by the popular episode in the Mahabharata. At the Battle of Kurukshetra when Bhishma the old patriarch who lying on a bed of arrows thirsty, Arjun, the great archer shot an arrow into the earth and water gushed forth assuming the shape of a river which quenched Bhishma's thirst in the very way he wanted. Kipling must have been struck by the novelty of the story and the mystery associated with it which led him to consider it as a metaphor for spirituality in India. He attempted to cast a mystical aura about the Lama's experience.

Kipling's portraiture of the Indians is more real and convincing than that of Forster or Myers. Kipling had lived with them, knew their life-style, their customs and traditions, their needs and aspirations.

Like a seer, Kipling preached essential truths of life. He believed in moral values, the Imperial Idea and the doctrine of action. It is with this Hindu code of life that he reveals the dark side of existence as well as the

forces of good and also his profound understanding of and sympathy for, the tormented individuals born into a disintegrating social fabric.

The “Oriental Passion” is incomprehensible to the protagonist in *Kim* or in *Beyond the Pale* who continues to look at things from a Western standpoint, through he is no longer in the West.

Thus, Kipling’s image of India as projected in his fiction especially in *Kim* marks an achievement that is yet to be equaled even after a century since it was written. Although his earlier writings smack of political philosophy, *Kim* compensates all. It is not the Kipling looking at India and its people from the view of the ruler, but the Kipling who sickly yearns for his land, which he referred to as his “Home” in many of his non-fictional writings, who is present in the novel. *Kim* looks at India and so does his creator like an ‘insider’<sup>6</sup>.

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# How to Write a Good Research Proposal

**Gaurav Sharma**

*Assistant Professor*

*S.S. College, Shahjahapur*

*Email: gauravsharma0302@gmail.com*

**Abstract**

*The introduction of a research proposal typically provides a brief overview of the research topic, highlights its significance, and presents the research questions or objectives. Since you requested four definitions, I will incorporate these definitions into the introduction.]*

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**Gaurav Sharma**

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## **Understanding the Impact of Climate Change on Biodiversity in Fragile Ecosystems: A Multidisciplinary Approach**

Climate change is an unprecedented global challenge that continues to exert profound effects on our planet's ecological systems. Among its most vulnerable victims are the diverse ecosystems supporting a myriad of plant and animal species. As the world faces escalating environmental crises, understanding the intricate relationship between climate change and biodiversity becomes increasingly crucial. In response to this pressing concern, we propose a research study aiming to explore the multifaceted impact of climate change on biodiversity in fragile ecosystems.

### **Definition 1: Climate Change**

Climate change refers to the long-term alteration of Earth's climate patterns, including changes in temperature, precipitation, and weather events. While natural factors have influenced climate variations throughout history, the term predominantly refers to the accelerated and disruptive changes attributed to human activities, particularly the emission of greenhouse gases into the atmosphere. These emissions trap heat, leading to global warming and causing shifts in climate regimes with far-reaching consequences for ecosystems and their inhabitants.

### **Definition 2: Biodiversity**

Biodiversity encompasses the rich variety of life forms that inhabit our planet, from microorganisms to plants, animals, and ecosystems. It includes genetic diversity, species diversity, and ecological diversity. Each component plays a vital role in maintaining ecosystem health and resilience. Biodiversity serves as a fundamental pillar of ecological stability, providing various ecosystem services essential for human well-being, such as food provisioning, climate regulation, and disease control.

### **Definition 3: Fragile Ecosystems**

Fragile ecosystems refer to regions with delicate and sensitive environmental conditions, susceptible to disturbance or damage from external factors. These ecosystems often host unique and endemic species that have evolved to adapt to their specific habitat characteristics. Examples of fragile ecosystems include tropical rainforests, coral reefs, high-altitude mountain ranges, and polar regions. Climate change poses a significant threat to these ecosystems, as even subtle shifts in temperature and precipitation patterns can disrupt the finely tuned balance of life within them.

### **Definition 4: Multidisciplinary Approach**

A multidisciplinary approach involves integrating knowledge and methodologies from multiple academic disciplines to address complex research questions effectively. In the context of our proposed study, we will draw on insights from fields such as climatology, ecology, biology, geology, and social sciences. This holistic approach will enable us to gain a comprehensive understanding of the intricate interactions between climate change and biodiversity in fragile ecosystems and help formulate informed strategies for conservation and mitigation.

As we delve into the heart of this research proposal, we seek to unravel the intricate connections between climate change and biodiversity, shedding light on the consequences for fragile ecosystems. Through our multidisciplinary lens, we aspire to contribute to the growing body of knowledge that can inform policymakers, environmentalists, and communities in their efforts to safeguard our planet's invaluable biodiversity in the face of an ever-changing climate.

### **Need of Research Proposal**

A research proposal is a document that outlines a planned research project, providing a detailed description of the research objectives, methodology, timeline, and resources required. Research proposals are essential for several reasons:

- 1. Funding Application:** Many research projects require funding, especially in academia or scientific institutions. A well-structured research proposal is crucial when applying for grants or funding from

government agencies, private organizations, or other funding bodies. It helps convince potential funders that the research is worth investing in and that it has a clear plan and potential impact.

2. **Academic Approval:** For students pursuing higher education degrees, especially at the postgraduate level (e.g., Master's or Ph.D.), a research proposal is often a requirement to gain approval from the academic institution and advisors. It demonstrates that the student has thought through their research topic and can design a feasible study.
3. **Research Planning:** Writing a research proposal forces the researcher to think critically and thoroughly plan the research project. It outlines the research questions, objectives, methodology, data collection methods, and data analysis techniques. This planning phase helps ensure that the research is well-organized and can be executed effectively.
4. **Ethical Considerations:** A research proposal includes a section on ethical considerations, demonstrating that the researcher has taken into account any potential ethical issues related to the study. This is particularly important when dealing with human subjects, animals, or sensitive data.
5. **Communication and Feedback:** Presenting a research proposal to peers, mentors, or experts in the field allows the researcher to receive valuable feedback and suggestions. This feedback helps improve the research design and increases the chances of a successful and impactful study.
6. **Research Focus and Scope:** Writing a research proposal helps the researcher define the scope of their study clearly. It prevents the research from becoming too broad or unfocused, ensuring that the research remains manageable and relevant.
7. **Research Accountability:** A research proposal serves as a contract between the researcher and the stakeholders involved, outlining the intended course of action and what can be expected from the study. It helps maintain accountability throughout the research process.

In summary, a research proposal is a crucial tool for researchers and students alike. It not only helps secure funding and gain approval for the research but also ensures that the study is well-planned, ethical, and focused. Moreover, it encourages communication and feedback, leading to a more robust and impactful research project.

### Advantage of Research Proposal

A research proposal is a crucial document that outlines a plan for conducting a research study. Its main purpose is to convince others, such as funding agencies, academic institutions, or supervisors, of the importance and feasibility of the proposed research. Here are some key benefits of a well-prepared research proposal:

1. **Clarity of Research Objectives:** A research proposal helps to clearly define the research objectives, questions, or hypotheses, ensuring that the researcher has a focused and well-defined approach to the study.
2. **Feasibility Assessment:** The proposal allows researchers to assess the feasibility of the research project, including available resources, time constraints, and potential challenges.
3. **Justification of Research Significance:** It provides a rationale for the research, explaining why the study is important, relevant, and how it can contribute to existing knowledge in the field.
4. **Guidance for Research Design:** The proposal outlines the research design, methodology, and data collection methods, which helps the researcher structure the study effectively.
5. **Ethical Considerations:** A research proposal addresses ethical concerns and ensures that the study will be conducted with integrity, respecting the rights and well-being of participants.
6. **Resource Allocation:** Funding agencies and institutions use research proposals to evaluate the allocation of resources, ensuring that the project receives the necessary support.
7. **Peer Review and Feedback:** Submitting a research proposal for review provides an opportunity to receive valuable feedback from experts, which can enhance the quality and robustness of the study.

- 8. Demonstration of Researcher's Competence:** A well-prepared proposal showcases the researcher's expertise, knowledge, and capability to carry out the study successfully.
  - 9. Potential for Collaboration:** Research proposals can attract collaborators who are interested in the study's objectives, leading to valuable partnerships and increased research impact.
  - 10. Preparation for Data Analysis and Interpretation:** By defining the research questions and data collection methods in advance, the proposal helps the researcher prepare for data analysis and interpretation once the study is completed.
  - 11. Publication and Dissemination:** An approved research proposal serves as a foundation for academic publications and further dissemination of the research findings.
  - 12. Academic and Career Advancement:** Successfully completing a research project based on an approved proposal can significantly contribute to academic and career advancement opportunities for the researcher.
- In summary, a research proposal serves as a roadmap for conducting a successful research study and is essential for obtaining support, resources, and approval from relevant stakeholders.

### Steps of Good Research Proposal

Writing a good research proposal is crucial for securing funding and approval for your research project. It serves as a blueprint for your study, outlining the objectives, methodology, and expected outcomes. Here are the key steps to write an effective research proposal:

#### 1. Title and Abstract:

- Start with a clear and concise title that reflects the essence of your research.
- Write an abstract that summarizes the research problem, objectives, methodology, and expected results. The abstract should be engaging and informative.

#### 2. Introduction and Background:

- Provide a comprehensive introduction to the research problem. Clearly state the research question or hypothesis.
- Present the context and background information to demonstrate the significance and relevance of your research. Highlight the gaps in existing knowledge that your study aims to address.

#### 3. Literature Review:

- Conduct a thorough review of existing literature related to your research topic. This shows that you understand the current state of knowledge in the field.
- Critically analyze and synthesize the literature to identify the gaps or areas where further research is needed.

#### 4. Research Objectives and Questions:

- Clearly state the specific objectives of your research. What do you aim to achieve through your study?
- Formulate research questions that directly align with your objectives. These questions should be specific, measurable, and relevant.

#### 5. Methodology:

- Describe the research design and approach you will use to conduct the study (e.g., experimental, observational, qualitative, quantitative).
- Explain the data collection methods and tools you will employ.
- Justify why your chosen methodology is appropriate for addressing your research questions.

#### 6. Participants and Sample Size:

- If your study involves human participants, detail the criteria for participant selection.
- Explain how you will recruit participants and estimate an appropriate sample size to ensure statistical validity.

### 7. **Data Analysis:**

- Outline the data analysis techniques you will use to interpret the results.
- If you're conducting quantitative research, mention the statistical methods you plan to apply.

### 8. **Ethical Considerations:**

- Address any ethical issues related to your research, particularly if it involves human subjects or sensitive data.
- Explain how you will protect the rights and confidentiality of participants.

### 9. **Timeline:**

- Create a realistic timeline that outlines the different stages of your research and when you expect to complete them.

### 10. **Budget:**

- Provide a detailed budget for your research project, including expenses for equipment, materials, participant compensation, and other relevant costs.

### 11. **References:**

- Include a comprehensive list of all the sources you cited throughout your research proposal.

### 12. **Formatting and Proofreading:**

- Ensure that your proposal is well-organized and follows any specific guidelines provided by the funding agency or institution.
- Thoroughly proofread your proposal to eliminate any spelling, grammar, or formatting errors.

Remember to tailor your research proposal to the specific requirements of the funding agency or institution you are submitting it to. A well-written and persuasive research proposal significantly increases your chances of getting approval and support for your research project.

## **Conclusion**

A strong conclusion for a good research proposal should summarize and emphasize the key points presented throughout the document while reinforcing the significance of the research. It should leave the reader with a clear understanding of the proposal's goals, objectives, and potential impact. Here's an outline of what a conclusion in a research proposal should cover:

1. **Restate the research problem:** Begin by restating the research problem or question that the proposal aims to address. This reinforces the central focus of the study and reminds the reader of the main issue being investigated.
2. **Recap the main objectives:** Reiterate the specific objectives of the research. Emphasize how each objective contributes to addressing the research problem and the overall purpose of the study.
3. **Highlight the significance:** Remind the reader why the proposed research is essential and relevant. Emphasize the potential implications of the study's findings and how they can contribute to the existing body of knowledge or practical applications.
4. **Justify the approach:** Briefly summarize the research methodology and justify why it is the most appropriate approach to answer the research questions. Highlight its strengths and advantages.
5. **Mention the expected outcomes:** Mention the expected results and how they can contribute to solving the research problem or advancing the field. Be realistic about the potential limitations and challenges.
6. **Reassure feasibility:** If relevant, mention any resources, skills, or expertise that will contribute to the successful completion of the research. Demonstrate that the proposed study is feasible within the given timeframe and available resources.
7. **Call to action:** End the conclusion with a strong and positive statement, encouraging the reader to support the research or highlighting the potential benefits of funding or collaborating on the project.

8. **Acknowledge limitations:** If there are any limitations to the research proposal, acknowledge them honestly. This demonstrates awareness and transparency.
9. **Convey enthusiasm and confidence:** Express enthusiasm for the research and confidence in the proposed approach. A positive tone can leave a lasting impression on the reader.
10. **End with a concise summary:** Provide a concise recap of the proposal's main points, leaving the reader with a clear understanding of the research's importance and potential impact.

Remember that the conclusion should be clear, persuasive, and leave the reader feeling motivated and excited about the proposed research. It should reinforce the proposal's strengths and demonstrate the researcher's commitment to conducting a meaningful and valuable study.

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# Impact of Socioeconomics and Political Issues on the Psyche of Women Protagonist of "A Married Woman" by Manju Kapur

**Dr. Indu Singh Rajput**

*Assistant Professor*

*Department of English*

*Gokul Das Hindu Girls College, Moradabad*

*Email: indusingh65.rajput@gmail.com*

## **Abstract**

*It is the mind that differentiates human beings from other creatures of the universe. Only human beings are affected by socio-economic and political issues, not other creatures. All these three factors play an important role in the world and life of a human being. Manju Kapur through her novels captivated that unsaid world of turmoil, disturbance, sacrifice, struggle, unrest, yearning, and decline of the characters of her novels. The present paper is an attempt at socio-economic and political issues which influenced the Psyche of Astha, women protagonist of "A MARRIED WOMAN" by Manju Kapur. Astha's life flows with the passes of circumstances. The surrounding atmosphere moves around the Astha and she is followed by it. What are those issues that are responsible for the decline of Astha? How did she follow up with time and continued to commit the mistakes? Which factors are responsible for her catastrophe. The issues inspired and compelled her to follow the wrong path in life which lead her towards her disturbing and struggling life but ultimately Astha takes the decision in the favor of her married life.*

## **Keywords**

*21st century, Psyche, Impact, Social, Political, Economical.*

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**Dr. Indu Singh Rajput**

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There is a big change in the Twenty-first Century. It is said that literature is the mirror of society. Writers write in their writing, which is seen in their surroundings. If we noticed in the context of Indian English literature, we will find that the novelist as RK Narayan, Mulkraj Anand, Nargis Dalal Kamala Markandaya, Nayantara Sehgal, Anita Desai, Shashi Deshpande hold in their writings the contemporary problems, living style traditions, mentality of the people, behaviour, bonding towards relations, women's quest for freedom, own identity humiliation, etc. Their characters, themes, language are not untouched by the impact of socio-economic and political issues. These three issues have their role in the life of human beings. It is human nature that they want to live happy, respected, and unimpeded life. They struggle and effort to achieve a good life.

They want to achieve more and more. They bring up the avarice to maintain their social status, economic facilities, political name, and fame. In this way, all three issues play an important role in the life of the people. The characters of the fictional world of Manju Kapur are not unaffected by these issues. Manju Kapur is widely considered the greatest Indian English novelist. She is an eye-opener of women's status in India. Her first novel "Difficult Daughter's" won the commonwealth prize in 1999. Kapur's second novel 'A Married Woman' and the next 'Home ' in this sequence there are 'The 'Immigrant' and 'Custody 'Her impact on novels and her achievement as an artist next to Shashi Deshpande, Anita Desai, Kamla markandeya, Nayantara Sehgal, Jhumpa Lahiri. Most of her work is heavily inspired by Jane Austen. She is ranked among the best Indian English women novelists of the 20th and 21st centuries. She is a woman of versatile genius. She tries her best to show the current problems of her time in her novels. She can be safely regarded as a committed artist as she is well aware of her duties towards society at large.

Man or woman becomes powerful when she or he performs duty towards fellow beings. A lot of studies have been done on Manju Kapur but is still there are many fields that are to be researched. There is a need of study of the psychological study of characters influenced by social, economic, and political circumstances. It shows how life flows with the passes of circumstances. The surrounding atmosphere moves around the Aastha. She is followed by it. Astha is the women protagonist of 'A Married Woman by Manju Kapur.

A novel focuses on characters' development more than the plot. A novel is the study of the human psyche. Manju Kapur's characters are known as the impact of socio-economic and political issues on the psyche on their mind. She reveals a Knot of the psychology of characters in her novels. She analyses the positive and negative psychology of her characters as Astha the protagonist of 'A Married Woman 'has both psychological aspects of life. The title of the paper shows how social economic and political issues influence the psyche of the characters in her novels. " What are those issues that are responsible for the decline of the characters in her novels? How characters flowed with passes of time and continued to commit the mistakes which are responsible for their catastrophe. Which is are the issues that inspired them to follow the wrong path in life? Could they escape from their decline by following the righteous way of life ?"(IOSEP...NEILL)

"Like a feminist writer, Manju Kapur's novels deal with the strong protest of the male-dominated society. All her novels voices against the male domination towards women and also it presents the new Indian Voice against the male domination or dictatorship due to impact of socio-economic and political issues."(Google).

("In some of their highly acclaimed works, the second-generation Indian English women novelists have favorably responded to the changed psychological realities of Indian life after independence. In doing so they seem to have been guided by the age-old experience of repression by Indian women. Ruth praver jhabvala, Kamala markandaya, Nayantara Sehgal, Anita Desai, Bharati Mukherjee, Shashi Deshpande, and Nargis Dalal who constitutes this group are emotionally and intellectually well equipped to give an authentic treatment to this situation."(IWNAP-6))

Literature reflects society. Manju Kapur's novels highlight the glimpse of the real picture of Indian women and Indian society. The impact of society on the psyche of the characters can be seen clearly. M.Rajeshwar also expressed his views about the impact of society."Though stated in different words by different authors an interesting preoccupation of these writers appears to be the delving into the labyrinthine depths of the Indian Psyche and showing its relation to society".(IWNAP-7)

The main goal of the present research paper is to highlight the impact of socio-economic and political issues on the Psyche of woman protagonist of 'A Married Woman' by Manju Kapur. Manju Kapur, "A retired professor from Miranda House, New Delhi has here Evinced and an indubitable ability to explore Psyche of women who display remarkable courage to challenge the existing codes and aspire for the traditionally forbidden fruit of autonomy and freedom but what needs to be pointed out here is the fact that the scope of the novel is much wider and deeper and broader. The attempts of the writer are directed not merely towards the portrayal of generation gap and value conflicts not merely towards exploring family relationships and women's issues in a patriarchal hegemonic setup. What renders the composition distinct is the Tenacious efforts made by the novelist to shed light on the unique behaviors, actions, interactions psychological reactions of women that resulted from the intersection between two oppressive agencies- the contemporary code and the socio-political-economic exploitation of Indian subjects by the colonial oppressors."(MKFW-15)

In the words of Manju Kapur -" my books are a reflection of the society from a woman's point of view " ( by net, on the basis of exclusive interview )She also says- there this- " I know the lives of women best because I am a woman on" (by net based on an exclusive interview.) On one hand, Aastha is compared to getting married and live a normal life because it is a must to do according to Indian society. Aastha also affects the social circle on her site somewhere. So despite the illegal relationship with Rohan, she becomes agrees to get married to Hemant. Everything was quite well after marriage her married life was happy, the job of Hemant and two children Rati and Rahul filled her life with happiness as well as responsibilities. Hemant is suitable for her .According to male-oriented society the earning of Hemant was also good .There was no need to do anything to Aastha except the household duties. But Aastha was not satisfied with her life .She performed her duties perfectly towards her children husband and mother in law.

In the first decade of the 21st century, there was a trend that young girls and boys either were devoted to their education and career or were engaged in love affairs. In the shadow of contemporary society, Astha was also indulged with a married man, not in education and career. The virginity of a girl is so valuable that nothing is in Indian society. But Astha could not save it. As Manju Kapoor reveals knote about the illegal relations of Astha and Rohan -"Astha had slide as far down the seat as she could go without this locating the hip. Rohan was lying as much as he could on top of her without dislocating his own. Their eyes were closed, their breathing audible. Absorbed in what they were doing, they did not hear footsteps approaching, did not see faces pressed against the windows on either side, eyes peering down at them"(AMW-25).

It was a common direction for girls in the early 21st century in Indian society that after doing complete or noncomplete education in certain age they had to do marriage There was the same thing with Astha. She was in her final year when the proposal came to marriage. Astha is an open minded modern girl. She asks her parents- "How many times can I meet him"? (AMW-33).

In Indian society , a girl had no choice to choose her life partner and interference in her marriage. But it was the change of the 21st century that Astha objected to when her parents told her about the proposal. She says- "I don't know him"(AMW-33).

The description of social issues in her novels explores the illegal relations before marriage with Rohan that are not hidden from her parents .Because it is a matter of social values and the social status of parents. Social issues after marriage come " in the company of Aijas, she looks forward to her individuality, her freedom and the spaces for the autonomy of personal desire." ( MKFW 4) and others-" The relationships between Astha and Pipee gradually turns out to be in terms of lesbian relationship".(MKFW-5)

Financial matters entered the life of Aastha from the beginning. Her father says that "You are a worthless ungrateful child? Do you know how much money I spend on your ?" Don't then, don't spend anything, she muttered her on lips as tight as his. (AMW-2) Her family was a middle-class family. It has a social status. Her mother has a hope that her daughter Astha, could perhaps sit for the IAS and find a good husband there. Astha was a modern girl and wanted to lead a life of freedom but before marriage, her parents were not economically strong. These lines clear the economic condition of our family. As Manju Kapur writes- "The family counted

their pennies carefully, late marriage, their daughter is still be settled, their lack of any security to fall back on meant that their pleasures were planned with thrift firmly in the forefront."(AMW-4)

She wanted some kind of social economic and political liberty in her life .Finance affected the Aastha's life since her childhood .Her parent's estimates about their house as Manju Kapur points out- " Once the land was allotted, how much would it cost to build, how much did they have in fixed deposits in their provident funds, how much would they borrow, how much interest would they have to pay? After discussing all this, they are allowed themselves to dream a little."(AMW- 7)

The psychologist Alfred Adler used to say that when two persons work for the same job they work differently. The mind releases the energy when one has higher ambition. We can notice the impact of the economy on the psyche of Astha. After her marriage, she wants to earn herself and wants to be economically independent. So she joins a teaching job in a school. As a modern woman, she wants to lead herself her way and faces the disputed and angry attitude of Hemant. There is a clear and wide description of participation of Astha in politics in the novel' A Married Woman'. Manju Kapur comprehended the matter of Ayodhya -Ram janmabhoomi, Varanasi Kashi Vishwanath, and Mathura- Lord Krishna janmabhoomi. It was a time of movement of demand for justice for these temples. By the pen of Manju Kapur - "These hoards, gathered mostly from the Hindi Heartland, become the face of militant Hinduism, armed with tridents, swords, and determination to die if necessary for the cause entrusted to them. This behemoth turns its head towards Ram's Janmbhoomi. A temple needs to be constructed on the sacred soil of Ram's birthplace, burdened for so many years by a mosque. A date is fixed for the event"(AMW-184).

Aastha is not untouched by this moment. It influenced Astha. She participated in this movement as the novel gives the proof. "Astha agreed. Now that she was no longer teaching she welcomed a brief respite from the house. And yes, any contribution to the pause was worth a try. In her association with the Monch, she had been exposed to detail after detail of atrocities perpetrated in the name of religion. She had made paintings for this cause, she had been part of debates that worried about the far-reaching implications of fundamentalism, she had seen the spread of the worst kind of jingoistic rhetoric and it gave her both a platform and a focus around which she built her work. When she looked back it seemed amazing that she had come such a long way in two years. The detour she had taken between home and school had now become the road she traveled" (AMW-185-186)

Conclusion-In the wind -uping of the paper, the findings are that Astha the protagonist of the novel- A Married Woman by Manju Kapur, moves into a labyrinth of the socio-economic and political issues. She is a victim of all these three issues." The research paper affords an in-depth analysis of the psyche born out of socio-economic and political changes in the life of a woman".(MKFW-vii)

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# **Need and Importance of Teaching Skills of Teacher for the Increasing Student's Learning Interest**

**Dr. Saroj Pandey**

*Assistant Professor*

*Dayanand Women's Training College, Kanpur, U.P.*

*Email: sarojpandeydwt@gmail.com*

## **Abstract**

*Lack of students interest in learning is a result of the pre determined learning goal not being achieved, the teacher must work hard to find new breakthrough so students are interested in learning. In addition to implementing a good work ethic teacher must also have skill in teaching as to achieve the learning objectives in accordance with curriculum requirements. This research involve qualitative research method the data analysis technique used are: data reduction, data presentation and drawing conclusions. The result of study indicate that a teacher must have several teaching skills such as reinforcement skill, probing question skill, introductory questioning skill s and conclusion skill, group discussion guiding skill.*

## **Keywords**

*Skills; teacher's interest in learning, probing questions, conclusion skill, reinforcement skill.*

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## Introduction

Based on the results of observations made by researchers in several different schools in the Uttar Pradesh specially Kanpur City area, it was found that often when teachers teach in class they have problems, where these obstacles often come from students because there are still many of them who do not care about the teacher when he/ she is in front of class, besides that there are still many who play with their friends when the teacher starts the lesson in class. Thus, the learning process in the classroom is not conducive and does not achieve learning objectives.

In fact, in addition to being at home students can also study at school, meaning schools have an important role in the process of transferring knowledge so that students can learn what they do not know and develop their potential. As explained by Wayne (in Admodiwiro, 200: 37) explains that the school is a system of social interaction of an organization as a whole consisting of personal interactions related together in an organic relationship. The school is also place for learning such as reading, writing and learning to behaviour development. Schools are also an integral part of a society dealing with real conditions found in a society that are dealing with real conditions that are present in society today. School is also the second environment where children practice and grow their personalities (Zanti Arbi in Pidarta, 1997:171).

However, the interaction carried out at school needs to be done by several parties including between teacher and students so that the interaction process goes in two directions. The teacher has an important role in the interaction process because the teacher is the one who will transfer knowledge to students. The teacher as a profession, which means a position that requires special skills as a teacher and cannot be carried out by just anyone outside the field of education. For a teacher to know and be able to apply several teaching principles . comorder to carry out their duties in a professional manner. Among them, (1) teachers must be able to arouse the attention of students on the subject matter provided and can use a variety of media and varied learning resources. (2) teacher must be able to arouse the interest of students to be active in thinking and searching and finding their own knowledge. (3) teachers must develop students' attitudes in fostering social relations, both in the classroom and outside the classroom. (4) teachers must investigate and explore the differences in the participants individually in order to serve students in accordance with these differences.

Thus, the teacher must be able to manage the class well. The activity of managing the class intends to create and maintain a class atmosphere (condition) so that the learning process takes place effectively and efficiently. Teachers must have teaching skills in order to achieve learning goals and students can understand what is conveyed by the teacher. Teaching skills are professional competencies that are quite complex, as an integration of various teacher competencies in their entirety and comprehensively. As revealed eight teaching skills that are very instrumental and determine the quality of learning, namely the skills to ask questions, provide reinforcement, make variations, explain, introductory and concluding lessons, guide small group discussions, manage classes, and teach small groups and individuals.

Based on this background, the researcher is very interested in exploring in depth how the teacher's skills in teaching so as to attract students' interest to learn well.

## Research Method

This research involves qualitative research method. that Qualitative research is an inquiry process of understanding based on detailed scientific traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Whatever the approach used is a naturalistic approach because the research is done in natural conditions (natural settings) or on natural objects. Natural objects are objects that develop as they are not manipulated by researchers and the presence of researchers does not change the dynamics of these objects .

The data analysis technique uses interactive model analysis. Because it is considered more appropriate to meet the requirements in conducting data analysis. Interactive analysis consists of three activities that occur

simultaneously, namely: data reduction, presentation data and drawing conclusions Discussion Problems that often occur in class are due to students who do not care about the teacher in front of the class which results in the learning process not going well, so the learning objectives are not achieved according to curriculum demands. How will it be realized if the students are just not interested in taking lessons in class? Therefore, teachers need to make new breakthroughs to attract student's learning interest. In addition to the teacher must master learning material, learning methods, learning models and the use of media in accordance with the material being taught, the teacher must also have skills in teaching.

Before understanding and applying teaching skills, a teacher first understands and has a good work ethic. As explain that (1) Work is Grace; I Work Sincerely Gratitude, (2) Work is Trustful; I Work Right Full of Responsibility, (3) Work is a Call; I Work Completely Full of Integrity, (4) Work is Actualization; I Work Hard with Enthusiasm, (5) Work is Worship; I Work Seriously with Love, (6) Work is Art; I Work Smart Full of Creativity, (7) Work is Honor; I Work Diligently Full of Excellence and (8) Work is Service; I Work Plenary Full of Humility.

Thus it is hoped that later the learning process can run well and students have an interest in participating in learning well. The intended teaching skills are as follows:

### **Questioning Skills**

Questioning skills are very important skills mastered by the teacher. This is because the ability to ask students can create a more meaningful learning atmosphere, so that the values in the learning material can be conveyed well to students. By asking questions can also provoke student knowledge of the material to be taught, based on this the teacher can explain the material according to student needs. questioning skills are skills that are used to get answers or feedback from others. The questioning skill is a teaching itself, because in general the teacher in his teaching always involves or uses question and answer. Thus, the questioning skills possessed by the teacher can provide stimulus to students to think in answering questions raised by the teacher.

### **Reinforcement Skill**

#### **Strengthening Skills**

Similarly, the skills to ask questions, where students are also given a stimulus to be able to do the best in him. Skills to provide reinforcement or reinforcement in general can be interpreted as the ability of teachers to respond to student behavior in teaching and learning activities, so that students are encouraged to increase these positive behaviors. Basically the terms appreciation, prizes, praise that are often equated with reinforcement have a position as part of skills in giving reinforcement.

Giving reinforcement as a response in the process of educational interactions in the form of positive responses and negative responses. A positive response is a response given through a reward, while a negative response is given through punishment. Both have the same goal, which is to change someone's behavior. This shows that changes in student behavior (behavior modification) can be done by providing reinforcement in order to increase student motivation .

This needs to be done by the teacher because the provision of reinforcement aims to:

- (1) Increase student attention, (2) arouse and maintain student motivation,
- (3) Stimulate students to think, (4) facilitate student learning,
- (5) Encourage appropriate behavior productive, and
- (6) Control and modify inappropriate behavior.

### **Skills for Making Variations**

In general, variation skills are the teacher's skills to keep the learning climate interesting, not boring, so students show enthusiasm and perseverance, are full of enthusiasm, and actively participate in every step of the learning activities. The teacher's goal to make variations is for a specific purpose so that it can achieve what has been planned before so that it can run smoothly and continuously. Thus, teachers need to keep the learning climate conducive and pleasant. that everyone has a boredom in learning to feel bored, bored, less passionate,

even sleepy as these conditions usually arise due to the presentation of your teacher who is less attractive, so you want the learning process to end quickly. To avoid students' boredom in learning, teachers need to have stimulus variation skills.

Thus, teachers need to use lectures for auditive students, teachers need to use media, visual aids for students (Audi visual teaching skill developed by Dr Saroj Pandey ( the researcher her self), and teachers must hold discussions, experiments, demonstrations, and practices for kinetic students. If the teacher has done this it means the teacher has touched each student's intress. In addition, the use of variations in learning activities is intended to overcome the boredom and boredom of students due to monotonous learning, by holding variations in learning activities, it is expected that learning is more meaningful and optimal, so students always show perseverance, enthusiasm, and full participation in learning activities .

### **Explanatory Skills**

The skill to explain is the presentation of information orally which is organized systematically to show the relationship between one message and another message, so that the desired understanding is reached. For example between cause and effect, definition by example or by something that is not yet known.

Explanatory skills is one of the most important aspects of the teacher's activities in his interactions with students in the classroom and usually the teacher tends to dominate the conversation and has a direct influence, for example in giving facts, ideas, or opinions. Therefore, this must be addressed to increase its effectiveness in order to achieve optimal results from the teacher's explanation and conversation so that it is meaningful for students The teacher's aim is to provide explanations in order to: (1) guide students to be able to understand science objectively and reason, (2) train students to always concentrate on listening to the teacher's explanation so that it involves them to think while solving problems or questions, (3 ) To get responses and feedback from students regarding their level of understanding and to overcome their misunderstanding and (4) Guide students to appreciate and get a process of reasoning by using evidence in solving the problem.

### **Introductory Skill and Conclusion Skill**

Skills to open lessons or set induction is an effort made by the teacher in learning activities to create preconditions for students so that mental and attention are focused on the learning experience that is presented so that it will easily reach the expected competence, meaning the activities carried out by the teacher to create an atmosphere ready mentally and raises attention so students focus on the things they will learn. While closing the lesson is basically the activities carried out by the teacher to end the core learning activities. that introduction and conclusion of lessons can be done , lessons, both long and short, small parts of the whole material or part by part of a concept. It also can be done on students who are in small groups, individuals or large groups. Good teaching criteria when introducing a lesson, such as: arouse curiosity, enthusiastic attitude, provide variations of learning also make a connection with previous learning. Efforts made by the teacher when concluding the lesson, such as: activities provide a comprehensive picture of what students have learned and provide a picture (to find out the relationship)between the experience that has been mastered withthe thingsthat have just been learned. Based on the opinion above, it can be concluded that the skills of opening and closing lessons are very important as the key to the success of teachers in achieving the desired goals and to find out the level of achievement of teachers' success in the learning process.

### **Skills for Guiding Small Group Discussions**

"group discussion is a process regular conversation, which involves a group of people in face-to-face interactions free and open, with the aim of sharing information / experience, making decisions or solve a problem." This needs to be done by the teacher considering that group discussion is a strategy that allows students to master a concept or solve a problem through a process that gives opportunities to think, interact socially, and practice being positive. Thus group discussions can enhance student creativity, as well as foster communication skills including language skills. The skill of guiding small group discussions is one way that can be done to facilitate the learning system needed by students as a group. For this reason teaching skills must

be trained and developed, so that teachers have the ability to serve students in small group learning activities. Thus, the teacher must have the skills to guide small group discussions in order to carry out small group discussions effectively in order to achieve learning objectives.

### **Classroom Management Skills**

Classroom Management Skills is an effort made by the teacher in order to create conducive learning conditions so that the learning process can run efficiently and effectively. This needs to be done by the teacher because learning requires high concentration so a class atmosphere must be created that can increase student interest in learning. The purpose of classroom management is that every child in the class can learn in an orderly manner so that the teaching objectives are achieved effectively and efficiently.

There was a disturbance, an inability to adjust. The skill to manage an effective classroom is an absolute prerequisite for the occurrence of absolute conditions for an effective teaching and learning process. As well as a good relationship between the teacher and students and between students and students is a prerequisite for successful classroom management. At the same time an optimal learning condition is achieved if the teacher is able to manage students and infrastructure and is able to control it in a pleasant atmosphere to achieve teaching objectives.

The objectives of classroom management are as follows:

- (1) Creating and maintaining optimal learning conditions,
- (2) Returning optimal learning conditions,
- (3) Encouraging students to develop individual responsibilities for their behavior,
- (4) Building students to understand behavior in accordance with classroom rules, and understands that the teacher's reprimand is a warning and not anger and
- (5) Creates a sense of obligation to involve themselves in assignments and to behave in accordance with classactivities.

### **Small Group and Individual Teaching Skills**

Essentially small group and individual teaching skills are intrapersonal relationships between teacher and student and also students and students. In this skill, students learn according to their level of ability and ability. In addition, students are also involved in planning teaching and learning activities.

Basically, small group and individual teaching skills can be said to be teaching which gives more opportunities to students in the sense of reducing the role of the teacher in the classroom. These skills will enhance the understanding of the teacher and students involved, as well as understanding in organizing teaching and learning or educational interactions. Interpersonal and social relationships, and organizing are important for the success of teaching small groups and individuals. Therefore teachers must have the ability to do personal relationships, if they want to apply the teaching skills of small groups and individual.

Thus the skills of teaching small groups and individuals can be done by:

- (1) Developing skills in organizing, by providing motivation and making variations in the assignment of tasks,
- (2) Guiding and facilitating learning, which includes reinforcement, initial process, supervision, and learning interactions ,
- (3) Planning the use of space and
- (4) Giving clear, challenging, and interesting tasks.

### **Conclusion**

Based on the results of research and discussion of teacher skills in teaching can increase student interest in teacher learning, it can be seen that a teacher must have some of the skills described, namely:

- (1) Asking questions,
- (2) Strengthening skills,

- (3) Holding skills variations,
- (4) Explaining skills,
- (5) Opening and closing lessons, (6) small group discussion guiding skills,
- (7) Classroom management skills, and
- (8) Small and individual group teachingskills.

The implementation of teaching skills is expected to attract students 'interest in learning better, more conducive classroom conditions and students' readiness to accept learning material taught by teachers so that learning objectives can be achieved in accordance with curriculum demands.

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# National Education Policy and Goal of Achieving Universal Primary Education: Current Scenario

**Ritu Nirwal**

*\*Assistant Professor, Head*

*Department of Education*

*Gokul Das Hindu Girls College, Moradabad*

*Email: rituchaudhary304@gmail.com*

## **Abstract**

*The pursuit of Universal Primary Education (UPE) is a global imperative, and national education policies play a pivotal role in shaping the path towards this ambitious goal. This abstract provides an overview of the current scenario in achieving UPE within the context of national education policies, with a particular focus on India's National Education Policy (NEP) 2020. The NEP 2020 is a transformative policy framework that underscores India's commitment to providing equitable and quality education for all children aged 6 to 14 years. It emphasizes foundational literacy and numeracy, holistic development, curriculum reforms, teacher training, and equity measures. This alignment with international UPE standards and best practices highlights the NEP's significance as a catalyst for progress towards UPE.*

*However, several challenges and barriers hinder the achievement of UPE, including infrastructure gaps, teacher shortages, socio-cultural factors, and economic disparities. Effective policy implementation, community engagement, and resource allocation are essential components of addressing these challenges. This abstract underscores the importance of comprehensive and evidence-based analysis to assess the impact of national education policies on the pursuit of UPE. Such analysis informs policymaking and supports the global commitment to ensure inclusive and quality education for all, starting with a strong foundation in primary education.*

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## Introduction

### Universal Primary Education (UPE)

UPE is one of the Sustainable Development Goals (SDGs), specifically Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” UPE involves providing free and compulsory primary education to all children, irrespective of their socio-economic background, gender, or geographic location.

### National Education Policy (NEP)

NEPs are comprehensive documents that outline a country’s vision, goals, and strategies for its education system. These policies encompass various aspects of education, including curriculum, pedagogy, teacher training, infrastructure development, and equity measures. Access to quality education is a fundamental right and a key driver of social and economic development. Universal Primary Education (UPE) is a critical milestone in the global pursuit of educational equity and sustainable development. The National Education Policy (NEP) plays a pivotal role in shaping a country’s education system. The NEP 2023 is a comprehensive educational reform that encompasses various aspects of the education system, including curriculum, pedagogy, assessment, teacher training, and infrastructure development. It sets ambitious goals for achieving holistic development and equitable access to education for all children in India. This research paper aims to investigate the current scenario of achieving UPE within the context of a nation’s National Education Policy.

The National Education Policy (NEP) of 2020 aims to universalize pre-primary education and ensure that all students achieve foundational literacy and numeracy by 2025. The NEP also aims to:

- Reduce dropout rates
- Ensure universal access to education at all levels
- Make learning holistic and integrated

The New Education Policy of 2023 aims to provide equitable and quality education for ages 3–18. It shifts focus from rote learning to holistic, practical, and problem-solving education.

### How India’s NEP influences the pursuit of UPE

India’s National Education Policy (NEP) 2020 plays a pivotal role in influencing and shaping the pursuit of Universal Primary Education (UPE) in the country. The NEP serves as a comprehensive framework that guides educational reforms and strategies at all levels, including primary education. Here’s how India’s NEP influences the pursuit of UPE:

1. Legal and Policy Framework:
  - The NEP 2020 reaffirms India’s commitment to providing UPE for all children aged 6 to 14 years, aligning with the Right to Education Act, 2009, which makes elementary education a fundamental right.
  - It provides the legal and policy framework for implementing UPE by setting clear goals and objectives for primary education.
2. Focus on Foundational Literacy and Numeracy:
  - The NEP emphasizes the development of foundational literacy and numeracy skills for all students by Grade 3. This early focus on basic skills is crucial for UPE, as it ensures that students have a strong foundation for further learning.
3. Holistic Development:
  - The NEP promotes holistic development by moving away from rote learning and emphasizing critical thinking, problem-solving, and the holistic development of students. This approach aligns with the goal of UPE, which extends beyond mere enrollment to encompass quality education and overall development.
4. Curriculum and Pedagogical Reforms:

- The NEP advocates for a flexible, multidisciplinary, and child-centered curriculum. It encourages active pedagogical approaches that engage students in the learning process. These reforms are designed to enhance the quality of primary education, making it more attractive and effective for students.
- 5. **Teacher Training and Professional Development:**
  - The NEP recognizes the pivotal role of well-trained and motivated teachers in achieving UPE. It emphasizes continuous professional development for teachers, including training in innovative pedagogical methods. Quality teacher training is vital for delivering effective primary education.
- 6. **Assessment Reforms:**
  - The policy calls for a shift from rote memorization to competency-based assessments. This change aligns with international best practices that emphasize formative and holistic assessment methods, ensuring that students' progress is measured more comprehensively.
- 7. **Equity and Inclusion:**
  - The NEP acknowledges the need to address disparities in access to education based on socio-economic and geographical factors. It outlines strategies to provide support to marginalized and disadvantaged groups, including girls, children with disabilities, and those in remote areas. This focus on equity is central to the UPE goal.
- 8. **Community Participation:**
  - The NEP encourages community involvement in school governance and decision-making. Engaging local communities is essential for ensuring that schools are responsive to the needs of the students and their families.
- 9. **Digital Education:**
  - The NEP recognizes the importance of technology in education and aims to ensure digital literacy and access to online resources. Integrating technology in teaching and learning processes can enhance the quality of primary education.
- 10. **Vocational Education:**
  - The promotion of vocational education and skill development from an early age aligns with the goal of UPE, as it prepares students not only for further education but also for practical skills that can enhance employability.

In conclusion, India's NEP 2020 significantly influences the pursuit of Universal Primary Education by providing a comprehensive framework that addresses access, quality, and equity in primary education. It sets clear goals, outlines strategies, and emphasizes the importance of holistic development, teacher training, and community engagement. The NEP serves as a critical instrument for realizing the UPE goal in India and aligns with global efforts to ensure inclusive and quality education for all.

### **The key provisions related to UPE in India's National Education Policy.**

India's National Education Policy (NEP) 2020 includes several key provisions related to Universal Primary Education (UPE) that aim to improve access, quality, and equity in primary education. India's National Education Policy 2020 includes several provisions aimed at achieving Universal Primary Education by addressing both access and quality issues. It emphasizes early childhood education, foundational skills, curriculum reforms, teacher training, and a more inclusive and flexible education system. Successful implementation of these provisions is crucial for realizing the goal of providing equitable and quality primary education for all children in India. Here is an analysis of some of the key provisions related to UPE in India's NEP 2020:

#### **1. Early Childhood Care and Education (ECCE):**

- NEP 2020 recognizes the importance of early childhood education, including children from ages 3 to 6.
- It emphasizes the establishment of Anganwadi centers as ECCE centers and the integration of ECCE with primary education, ensuring a strong foundation for primary schooling.

**2. Foundational Literacy and Numeracy:**

- The policy emphasizes the development of foundational literacy and numeracy skills for all students by Grade 3.
- It outlines a clear framework for assessing these skills and intervening early to address learning gaps.

**3. Universal Access to Quality Education:**

- NEP 2020 reaffirms the commitment to provide UPE for all children aged 6 to 14 years.
- It aims to bring back dropouts into the mainstream education system and provide multiple pathways to complete the schooling cycle.

**4. Curriculum and Pedagogical Reforms:**

- The policy encourages the development of a flexible, multidisciplinary, and child-centered curriculum.
- It promotes active pedagogical approaches that focus on critical thinking, problem-solving, and holistic development.

**5. Teacher Training and Professional Development:**

- NEP 2020 emphasizes the importance of well-trained and motivated teachers in delivering quality education.
- It advocates for continuous professional development for teachers, including training in innovative pedagogical methods.

**6. Assessment Reforms:**

- The policy promotes a shift from rote memorization to a competency-based assessment system.
- It calls for the reduction of the high-stakes nature of board exams, allowing for a more holistic evaluation of students' abilities.

**7. Equity and Inclusion:**

- NEP 2020 underscores the need to address disparities in access to education based on socio-economic and geographical factors.
- It outlines strategies to provide support to marginalized and disadvantaged groups, including girls, children with disabilities, and those in remote areas.

**8. Digital Education:**

- The policy acknowledges the importance of technology in education and aims to ensure digital literacy and access to online resources.
- It encourages the integration of digital technology in teaching and learning processes.

**9. Vocational Education:**

- NEP 2020 promotes vocational education and skill development from an early age.
- It seeks to equip students with practical skills and capabilities that can enhance their employability.

**10. Community Participation:**

- The policy emphasizes community involvement in school governance and decision-making.
- It encourages local communities to actively participate in the improvement of school infrastructure and quality of education.

**Current progress and Challenges In achieving UPE as per the NEP:**

While the NEP 2020 sets ambitious goals for achieving UPE and improving the quality of education in India, there are significant challenges that need to be addressed. Progress has been made in some areas, but comprehensive and sustained efforts are required to overcome the challenges and realize the vision of UPE outlined in the NEP.

**Current Progress**

1. Early Childhood Education (ECE): The NEP 2020 recognizes the importance of early childhood education. Progress has been made in expanding the reach of Anganwadi centers, which are central to

ECE provisions. Initiatives like “Bal Shramik Vidya Yojana” aim to bridge the gap between early childhood and primary education.

2. Foundational Literacy and Numeracy: Efforts have been initiated to assess and improve foundational literacy and numeracy skills among young students through programs like “Padhe Bharat Badhe Bharat.” States have begun implementing early-grade reading programs.
3. Curriculum and Pedagogical Reforms: Some states have started working on curriculum reforms to align with the NEP’s recommendations. Pedagogical training programs are being developed for teachers to shift towards student-centric and holistic teaching practices.
4. Teacher Training: Professional development programs for teachers have been launched to enhance their skills, including digital literacy and innovative pedagogical methods. Initiatives like the National Initiative for School Heads’ and Teachers’ Holistic Advancement (NISHTHA) aim to improve teacher competency.

### Challenges

1. Resource Allocation: One of the significant challenges is the allocation of resources to implement the NEP effectively. Ensuring equitable access to quality education, especially in remote and economically disadvantaged areas, requires substantial financial investments.
2. Teacher Shortage: India faces a shortage of trained and qualified teachers, particularly in rural and remote areas. The NEP’s emphasis on quality education demands a substantial increase in teacher recruitment and training.
3. Infrastructure and Access: Many schools in India lack basic infrastructure and amenities, which hinders the provision of quality education. Ensuring that every child has access to a safe and well-equipped school remains a challenge.
4. Assessment and Monitoring: Implementing competency-based assessment and monitoring systems to track progress accurately is a complex task. Developing reliable and valid assessment tools and ensuring their consistent use is challenging.
5. Equity and Inclusion: Addressing disparities in access to education based on socio-economic factors, gender, and disability status remains a formidable challenge. Girls’ enrollment and retention rates in some regions are lower than desired.
6. Digital Divide: The COVID-19 pandemic has highlighted the digital divide in India. Ensuring that digital resources are accessible to all students, including those in rural areas, poses a significant challenge.
7. Resistance to Change: Implementing significant reforms, such as curriculum changes and shifting pedagogical approaches, may face resistance from various stakeholders, including teachers and parents.
8. Coordination among States: Education is primarily a state subject in India. Ensuring consistent implementation of NEP across all states and union territories, each with its unique challenges and priorities, is a complex task.

### Analysis of NEP India to Identify its Goals and Strategies Related to UPE.

India’s National Education Policy (NEP) 2020 outlines several goals and strategies related to Universal Primary Education (UPE). These goals and strategies are designed to improve access, quality, and equity in primary education across the country. India’s NEP 2020 places significant emphasis on achieving Universal Primary Education by addressing access, quality, and equity issues. Its goals and strategies are designed to provide a strong foundation for primary education, improve learning outcomes, and ensure that all children have the opportunity to receive a quality education. Successful implementation of these provisions is essential for realizing the goal of UPE in India. Here’s a review and analysis of the NEP’s key provisions related to UPE:

#### Goals Related to UPE:

1. Universal Access: The NEP reaffirms the commitment to provide UPE for all children aged 6 to 14 years. It aims to ensure that every child, regardless of their socio-economic background or geographical location, has access to quality primary education. This goal aligns with the Right to Education Act, 2009.

2. **Foundational Literacy and Numeracy:** The policy aims to ensure that all students acquire foundational literacy and numeracy skills by Grade 3. This is a crucial goal to improve learning outcomes and prevent early dropouts.
3. **Holistic Development:** The NEP emphasizes holistic development by focusing not only on academic skills but also on life skills, values, and ethics. It aims to nurture well-rounded individuals who can contribute positively to society.

### **Strategies Related to UPE:**

1. **Early Childhood Care and Education (ECCE):** The NEP recognizes the importance of early childhood education and aims to provide a strong foundation for primary education. It emphasizes the integration of Anganwadi centers as ECCE centers, which will contribute to better preparedness for primary school.
  2. **Curriculum and Pedagogical Reforms:** The policy advocates for a flexible, multidisciplinary, and child-centered curriculum that fosters critical thinking and problem-solving skills. It encourages teachers to adopt active pedagogical approaches, moving away from rote learning.
  3. **Teacher Training and Professional Development:** The NEP emphasizes the importance of well-trained and motivated teachers. It calls for continuous professional development programs for teachers to enhance their pedagogical skills and adapt to the changing educational landscape.
  4. **Assessment Reforms:** The policy advocates for a shift from rote memorization to competency-based assessments. It aims to reduce the high-stakes nature of board exams and promote formative and continuous assessment methods.
  5. **Equity and Inclusion:** The NEP recognizes the need to address disparities in access to education based on socio-economic and geographical factors. It outlines strategies to provide support to marginalized and disadvantaged groups, including girls, children with disabilities, and those in remote areas.
  6. **Community Participation:** The policy emphasizes community involvement in school governance and decision-making. It encourages local communities to actively participate in the improvement of school infrastructure and the quality of education.
  7. **Digital Education:** Recognizing the importance of technology in education, the NEP aims to ensure digital literacy and access to online resources. It encourages the integration of digital technology in teaching and learning processes.
  8. **Vocational Education:** The policy promotes vocational education and skill development from an early age. It seeks to equip students with practical skills and capabilities that can enhance their employability.
- **Evaluate the alignment of NEP provisions with international UPE standards and best practices.**

The alignment of India's National Education Policy (NEP) 2020 with international Universal Primary Education (UPE) standards and best practices demonstrates a commitment to global educational goals. Here's an evaluation of how the NEP provisions align with international UPE standards and best practices:

#### **1. Commitment to UPE:**

- **Alignment:** The NEP reaffirms India's commitment to providing UPE for all children aged 6 to 14 years, in line with the Right to Education Act, 2009.
- **Best Practices:** Commitment to UPE is a fundamental best practice, as outlined in the United Nations' Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all.

#### **2. Early Childhood Education (ECE):**

- **Alignment:** The NEP recognizes the importance of early childhood education and advocates for the integration of Anganwadi centers as Early Childhood Care and Education (ECCE) centers.
- **Best Practices:** International best practices emphasize the significance of quality ECCE programs as a foundation for primary education, aligning with the NEP's approach.

### **3. Foundational Literacy and Numeracy:**

- Alignment: The NEP prioritizes the development of foundational literacy and numeracy skills by Grade 3.
- Best Practices: Early acquisition of literacy and numeracy skills is a key best practice supported by international organizations like UNESCO, as it forms the basis for further learning.

### **4. Holistic Development:**

- Alignment: The NEP emphasizes holistic development, focusing on not only academic skills but also life skills, values, and ethics.
- Best Practices: Holistic development aligns with the holistic approach advocated by UNESCO and other international bodies to foster well-rounded individuals.

### **5. Curriculum and Pedagogical Reforms:**

- Alignment: The NEP promotes a flexible, multidisciplinary, and child-centered curriculum that emphasizes critical thinking and problem-solving.
- Best Practices: International best practices emphasize curriculum reforms that promote active learning, skills development, and the application of knowledge.

### **6. Teacher Training and Professional Development:**

- Alignment: The NEP underscores the importance of well-trained teachers and continuous professional development.
- Best Practices: Quality teacher training and professional development are widely recognized as essential for improving education outcomes, aligning with global best practices.

### **7. Assessment Reforms:**

- Alignment: The NEP advocates for competency-based assessments and the reduction of high-stakes exams.
- Best Practices: The shift from rote memorization to competency-based assessments is in line with international best practices that prioritize formative and holistic assessment methods.

### **8. Equity and Inclusion:**

- Alignment: The NEP acknowledges the need to address disparities in access to education and outlines strategies for marginalized and disadvantaged groups.
- Best Practices: Promoting equity and inclusion is a core principle of international UPE standards, ensuring that all children have equal access to quality education.

### **9. Community Participation:**

- Alignment: The NEP encourages community involvement in school governance.
- Best Practices: Involving communities in education decision-making aligns with best practices for fostering a sense of ownership and accountability.

### **10. Digital Education:**

- Alignment: The NEP recognizes the importance of digital literacy and technology integration.
- Best Practices: Incorporating technology in education aligns with global best practices for preparing students for the digital age.

### **11. Vocational Education:**

- Alignment: The NEP promotes vocational education and skill development.
- Best Practices: Vocational education aligns with best practices that emphasize the development of practical skills to enhance employability.

Overall, India's NEP 2020 demonstrates alignment with international UPE standards and best practices by emphasizing access, quality, equity, and holistic development. However, successful implementation remains

critical to realizing these goals and bringing India's education system closer to global best practices and UPE standards outlined by organizations like UNESCO and the United Nations.

### **Barriers and Challenges that Hinder the Achievement of UPE**

Achieving Universal Primary Education (UPE) is a complex and multifaceted goal that faces numerous barriers and challenges, including but not limited to infrastructure gaps, teacher shortages, and socio-cultural factors. Here's a closer look at these barriers and challenges:

#### **1. Infrastructure Gaps:**

- **Inadequate School Facilities:** Many regions, especially in rural and remote areas, lack proper school buildings, classrooms, sanitation facilities, and safe drinking water. This hinders the provision of quality education.
- **Distance and Accessibility:** In some cases, students have to travel long distances to reach the nearest school, leading to low attendance rates, especially among girls.
- **Lack of Resources:** Insufficient learning materials, textbooks, and technology infrastructure can impede effective teaching and learning.

#### **2. Teacher Shortages:**

- **Qualified Teacher Shortage:** A significant shortage of qualified and trained teachers, particularly in rural and disadvantaged areas, affects the quality of education.
- **Teacher Training:** Many teachers lack adequate training, leading to subpar teaching practices and poor student outcomes.
- **High Student-to-Teacher Ratios:** Large class sizes make it difficult for teachers to provide individualized attention and quality instruction.

#### **3. Socio-Cultural Factors:**

- **Gender Disparities:** In some regions, cultural norms and societal expectations may limit girls' access to education, leading to gender disparities in enrollment and retention rates.
- **Child Labor:** Economic pressures can lead to child labor, which keeps children out of school, particularly in impoverished areas.
- **Language Barriers:** In multilingual countries, language differences between the home and school can hinder learning, especially for marginalized communities.

#### **4. Poverty and Economic Barriers:**

- **Direct and Indirect Costs:** Poverty can lead to direct costs, such as school fees and uniforms, that many families cannot afford. Indirect costs, like the opportunity cost of sending a child to school instead of work, can also deter attendance.
- **Nutrition and Health:** Malnutrition and health issues can impact a child's ability to learn and attend school regularly.

#### **5. Lack of Data and Monitoring:**

- **Data Gaps:** Inadequate data collection and monitoring systems can make it challenging to track enrollment, attendance, and learning outcomes accurately.
- **Accountability:** Without proper data and accountability mechanisms, it can be difficult to identify and address issues affecting UPE.

#### **6. Armed Conflict and Displacement:**

- **Conflict Zones:** In areas affected by armed conflict, schools are often damaged, and children's education is disrupted. Safety concerns can also discourage attendance.
- **Refugee and Internally Displaced Populations:** Displacement due to conflict or natural disasters can lead to the interruption of education and make it challenging for displaced children to access schools.

## 7. Governance and Policy Implementation:

- Policy Gaps: Inconsistent or poorly implemented policies can hinder progress toward UPE. Lack of coordination among government agencies can also be a barrier.
- Corruption: Corruption in the education sector can divert resources away from schools and limit their effectiveness.

Overcoming these barriers and challenges requires a multifaceted approach that involves governments, communities, and international organizations. Strategies should include targeted policies to address infrastructure gaps, teacher training and recruitment, culturally sensitive education programs, social safety nets to alleviate economic barriers, and efforts to collect and analyze data for evidence-based decision-making. Achieving UPE is not only an educational goal but also a critical step toward promoting social and economic development and reducing inequality.

## Conclusion

Universal Primary Education is a cornerstone of global efforts to ensure equitable access to education. National Education Policies play a crucial role in shaping the education landscape of a nation. This research will shed light on the current scenario of achieving UPE within the context of India's NEP, ultimately contributing to the global goal of inclusive and quality education for all.

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# A Study of Secondary School Teacher's Effectiveness in Relation to Spiritual Intelligence and Happiness Quotient

**Prof. Vijay Jaiswal**

*Head & Dean*

*Department of Education*

*Ch. Charan Singh University*

*Email: jaivijaycnb@gmail.com*

**Rashmi Chaudhary**

*Research Scholar*

*Department of Education*

*C.C.S. Campus, Meerut*

*Email: rashmichaudhary54@gmail.com*

## **Abstract**

*The role of teachers in shaping the educational landscape extends far beyond imparting academic knowledge. This study delves into the multifaceted aspect of teacher effectiveness by examining the relationship between secondary school teachers' effectiveness, their levels of spiritual intelligence, and their happiness quotient. It seeks to shed light on the interplay between these dimensions and their potential impact on teaching and learning outcomes.*

Reference to this paper should be made as follows:

**Prof. Vijay Jaiswal,  
Rashmi Chaudhary**

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## **Introduction**

Quality education is more than just the acquisition of knowledge; it encompasses the holistic development of the body, mind, and spirit. Central to achieving this development is the role of teachers. The quality of education cannot progress without an improvement in the quality of teachers themselves. Teaching is not merely a profession; it is a passion that requires commitment, enthusiasm, intellectual prowess, emotional depth, and spiritual energy. Teachers serve as powerful influencers in a child's life, shaping their environment and nurturing their growth. In the 21st century, the world faces new challenges brought about by technology and evolving societal attitudes. These challenges include a drift towards materialism, self-centeredness, and a poverty of commitments. In this context, teachers, who are often regarded as the builders of nations, bear a unique responsibility. Their mission extends beyond imparting knowledge; it involves fostering social integration through their profession. Their duty encompasses not only demonstrating profound knowledge but also nurturing spiritual intelligence.

Spiritual intelligence comprises a set of capacities and potentialities that empower individuals to solve problems and achieve their goals in everyday life. It provides meaning and value to life, helping individuals navigate the complexities of the modern world while maintaining a sense of purpose and connectedness. Therefore, teachers play a crucial role not only in transmitting knowledge but also in cultivating the spiritual intelligence of their students, contributing to the well-rounded development of future generations.

This study explores the multifaceted nature of teacher effectiveness in secondary schools, emphasizing that teachers' roles go beyond academic instruction. It investigates the connection between teacher effectiveness, their levels of spiritual intelligence, and their happiness quotient. The research aims to uncover how these dimensions interact and potentially influence teaching and learning outcomes. In essence, it delves into the holistic aspects of teaching, considering not only academic performance but also the spiritual and emotional dimensions of educators and their potential implications in the educational context. The research adopts a mixed-methods approach, combining quantitative surveys and qualitative interviews. The surveys assess teachers' spiritual intelligence using established scales, and they measure happiness levels through standardized happiness quotient assessments. Additionally, classroom observations and interviews with teachers provide qualitative insights into their perceptions and experiences.

### **1. Assess Spiritual Intelligence**

Evaluate the spiritual intelligence levels of secondary school teachers, considering dimensions such as self-awareness, empathy, transcendence, and presence. Assessing spiritual intelligence (SQ) is a complex process because it involves measuring an individual's ability to connect with their inner self, others, and the broader universe in a meaningful and transcendent way. Unlike traditional intelligence assessments, SQ assessments focus on one's ability to explore questions of purpose, meaning, and interconnectedness. Below are some key considerations and methods for assessing spiritual intelligence:

1. **Self-Report Questionnaires:** Self-report questionnaires are commonly used to assess spiritual intelligence. Participants answer a series of questions designed to measure various dimensions of SQ. These dimensions often include self-awareness, empathy, transcendence, and presence. Examples of SQ questionnaires include the Spiritual Intelligence Self-Report Inventory (SISRI-24), the King Spiritual Intelligence Self-Report Inventory (KSI), and the Spiritual Intelligence Assessment (SIA).
2. **Interviews and Qualitative Approaches:** Qualitative methods, such as interviews and open-ended surveys, can provide a deeper understanding of an individual's spiritual experiences, beliefs, and values. Structured or semi-structured interviews can be used to explore how individuals make sense of their spiritual experiences and their ability to apply spiritual principles in their lives.
3. **Observations and Behavioral Indicators:** Observing an individual's behavior and interactions with others can offer insights into their spiritual intelligence. This approach is often used in educational and clinical settings. Behavioral indicators may include acts of kindness, empathy, active listening, and the ability to resolve conflicts in a spiritually informed manner.

4. **Integration of Multiple Methods:** Combining multiple assessment methods (e.g., self-report questionnaires, interviews, and observations) can provide a more comprehensive understanding of an individual's spiritual intelligence. Triangulating data from different sources can help ensure the reliability and validity of the assessment.
5. **Cultural Sensitivity:** Assessments of spiritual intelligence should be culturally sensitive and consider the diverse spiritual and religious beliefs and practices of individuals. What is considered spiritually intelligent in one cultural context may differ from another.
6. **Ethical Considerations:** Assessing spiritual intelligence should be conducted with ethical considerations in mind, respecting individuals' privacy, beliefs, and cultural backgrounds. Participants should be informed about the purpose of the assessment, and their consent should be obtained.
7. **Ongoing Development:** Recognize that spiritual intelligence is a dynamic quality that can develop and change over time. Assessments should consider an individual's growth and development in this area.
8. **Interpretation and Feedback:** It is essential to provide individuals with meaningful feedback based on the assessment results, offering insights into their spiritual strengths and areas for potential growth.

## **2. Measure Happiness Quotient**

Quantify the happiness quotient of teachers by examining their overall life satisfaction, emotional well-being, and overall happiness levels. Measuring an individual's happiness quotient involves assessing their overall sense of well-being, life satisfaction, emotional state, and general happiness levels. While happiness is a complex and subjective phenomenon, various standardized tools and questionnaires have been developed to quantify and measure it. Here are some common methods for measuring a person's happiness quotient:

1. **Subjective Well-Being (SWB) Scales:** Subjective well-being scales are widely used to assess happiness and life satisfaction. The Satisfaction with Life Scale (SWLS) is a well-known instrument that asks individuals to rate their overall life satisfaction on a scale. The Positive and Negative Affect Schedule (PANAS) measures positive and negative emotions experienced over a specific time frame.
2. **Cantril's Ladder:** Cantril's Ladder, also known as the "Self-Anchoring Striving Scale," asks individuals to rate their current and future life satisfaction on a scale of 0 to 10, with 0 representing the worst possible life and 10 being the best possible life.
3. **Oxford Happiness Questionnaire (OHQ):** The OHQ assesses an individual's subjective well-being by examining various aspects of happiness, such as life satisfaction, positive emotions, and overall happiness.
4. **Subjective Happiness Scale (SHS):** The SHS measures an individual's subjective assessment of their happiness level and general life satisfaction.
5. **Positive Psychology Assessments:** Positive psychology assessments, such as the Authentic Happiness Inventory (AHI) and the PERMA-Profiler, measure various elements of well-being, including positive emotions, engagement, relationships, meaning, and accomplishment.
6. **Experience Sampling Method (ESM):** ESM involves collecting real-time data on individuals' moods and experiences through repeated self-assessments at various times throughout the day.
7. **Well-Being Indexes:** Some countries and organizations use well-being indexes to measure the happiness and well-being of populations. These indexes consider factors like income, health, education, and social support.
8. **Qualitative Interviews and Narratives:** Qualitative approaches, such as in-depth interviews and open-ended narratives, can provide rich insights into an individual's subjective well-being, allowing them to describe their experiences and sources of happiness in their own words.
9. **Behavioral Observations:** Observing an individual's behavior and interactions with others can offer insights into their happiness levels. This approach is often used in clinical and therapeutic contexts.

When measuring an individual's happiness quotient, it's crucial to consider cultural, contextual, and individual factors that may influence their perception of happiness. Additionally, combining multiple assessment

methods, such as self-report scales, interviews, and behavioral observations, can provide a more comprehensive understanding of an individual's happiness and well-being.

### **3. Teacher Effectiveness**

Measure teacher effectiveness through a combination of academic performance metrics, student engagement, classroom management, and interpersonal skills. Teacher effectiveness refers to the ability of a teacher to facilitate learning and positively impact students' academic, social, and emotional development. It encompasses a wide range of qualities, practices, and behaviors that contribute to creating a productive and supportive learning environment. Assessing teacher effectiveness is essential for improving educational outcomes and ensuring the success of students. Here are some key factors and methods for measuring teacher effectiveness:

#### **Key Factors in Teacher Effectiveness:**

1. **Content Knowledge:** Effective teachers have a deep understanding of the subject matter they teach and can communicate it clearly to students.
2. **Instructional Skills:** They employ effective teaching strategies and instructional techniques that engage students, promote critical thinking, and cater to diverse learning styles.
3. **Classroom Management:** Effective teachers maintain a well-organized and disciplined classroom environment that fosters positive behavior and minimizes disruptions.
4. **Assessment and Feedback:** They use a variety of assessment tools to evaluate student progress and provide timely, constructive feedback to help students improve.
5. **Interpersonal Skills:** Building positive relationships with students, parents, and colleagues is crucial for effective teaching.
6. **Adaptability:** Effective teachers can adjust their teaching methods to accommodate individual student needs and respond to changing circumstances.
7. **Cultural Competence:** They are sensitive to cultural differences and create an inclusive classroom that respects and values diversity.

#### **Methods for Measuring Teacher Effectiveness**

1. **Classroom Observations:** Trained observers or administrators can conduct regular classroom observations to assess teaching practices, classroom management, and student engagement.
2. **Student Achievement Data:** Standardized test scores and other forms of student assessment can be used to measure the impact of a teacher on student learning outcomes. Value-added models (VAM) are one approach to analyze this data.
3. **Peer and Self-Assessment:** Teachers can assess their own effectiveness through self-reflection or by seeking feedback from colleagues. Peer evaluations provide valuable insights.
4. **Student Feedback:** Surveys or interviews with students can provide information on their perception of a teacher's effectiveness in terms of communication, support, and engagement.
5. **Parent and Guardian Feedback:** Input from parents and guardians can offer insights into a teacher's communication and relationship-building skills.
6. **Professional Development Records:** Tracking a teacher's participation in professional development and their efforts to improve their teaching practices can be an indicator of effectiveness.
7. **Portfolios:** Teachers can compile portfolios that showcase their teaching materials, lesson plans, student work, and evidence of their impact on student learning.
8. **Teacher Evaluation Rubrics:** Many educational systems use evaluation rubrics that outline specific criteria for assessing teacher effectiveness in various domains, such as planning, instruction, and assessment.
9. **Longitudinal Studies:** Long-term studies that track student progress over several years with different teachers can help isolate the impact of individual teachers on student achievement.

10. Teacher Self-Reflection: Teachers can engage in ongoing self-reflection and professional growth, setting goals and seeking opportunities for improvement.

Effective teaching is a complex and multifaceted endeavor, and no single method can fully capture a teacher's impact. Combining multiple assessment approaches and fostering a culture of continuous improvement are often the most effective ways to measure and enhance teacher effectiveness. Additionally, it's important to recognize that teacher effectiveness extends beyond academic outcomes to encompass social and emotional growth, character development, and lifelong learning skills.

### Conclusion

The study acknowledges that a teacher's personal well-being, spiritual intelligence, and happiness may have implications for classroom dynamics, student motivation, and learning outcomes. Therefore, understanding these factors can offer valuable insights into effective teaching practices and contribute to the broader discussion on teacher development and well-being. The research has the potential to inform educational policies and practices aimed at nurturing teacher well-being, emotional intelligence, and spiritual growth, ultimately benefiting both teachers and students. It emphasizes the holistic development of educators and recognizes the interconnectedness of personal well-being and professional effectiveness in the field of education.

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# **Sustainable Development: Need for a Sustainable Future**

**Dr. Pragya Mittal**

*Assistant Professor*

*Department of Education*

*Gokul Das Hindu Girls College, Moradabad (U.P.)*

*Email: pmittal6391@gmail.com*

## **Abstract**

*In the present scenario, sustainable development is a requirement of the society and environment. Without sustainable development, our coming generation cannot survive for a longer time because the exploitation of natural resources and destruction of natural habitats for economic activity is increasing by leaps and bounds. Therefore, this study highlights the concept of sustainable development and creates awareness among the common people, industrialists, and the government. The 2030 Agenda for Sustainable Development, including the 17 Sustainable Development Goals (SDGs), are global objectives that succeeded the Millennium Development Goals on 1 January 2016. The SDGs will shape national development plans over the next 15 years. From ending poverty and hunger to responding to climate change and sustaining our natural resources, food and agriculture lie at the heart of the 2030 Agenda.*

## **Keywords**

*Sustainable Development, Agenda 2030, Economic Growth, Environmental Awareness.*

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A development that is sustainable is one that satisfies current requirements without endangering the capacity of future generations to satisfy their own needs. The 2030 Agenda for Sustainable Development and its Sustainable Development Goals, today's leading global framework for international cooperation, are built on sustainability (SDGs). Global environmental leaders gathered in June 2022 to assess where we have been from and where we are going in order to rekindle support for the UN Decade of Action to achieve the SDGs. These conferences mark important turning points in the governance of sustainable development. However, the work done daily by people, local communities, international organizations, and others serves as their true test.

The SDGs and Agenda 2030's ambitious goals demand action on all fronts; governments, corporations, civil society organizations, and individuals worldwide all have a part to play.

A guiding principle of sustainable development is achieving human development goals while maintaining the capacity of natural systems to supply the natural resources and ecosystem services that are essential to human economies and society. A state of society where living circumstances and resources are used to meet human needs while maintaining the integrity and stability of the natural system is the desired outcome. Sustainable development was defined in the 1987 Brundtland Report as "Development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs". As the idea of sustainable development has grown, its emphasis has switched from environmental conservation for present generations to economic development, social development, and environmental protection.

The 1992 Rio de Janeiro Earth Summit launched the Rio Process, which was the first attempt to institutionalize sustainable development. The Sustainable Development Goals (SDGs) were approved by the United Nations General Assembly (UNGA) in 2015, and they were described as being interconnected and indivisible in order to achieve sustainable development on a global scale. Global issues like poverty, inequality, climate change, environmental degradation, peace, and justice are addressed by the 17 goals of the UNGA.

Sustainable development and the normative concept of sustainability are connected. According to UNESCO, sustainability is frequently considered a long-term objective (i.e., a more sustainable world), but sustainable development refers to the various methods and routes taken to get there. There are many ways in which the idea of sustainable development has been questioned. While some believe that development is fundamentally unsustainable and view it as contradictory (or an oxymoron), others are disappointed in the lack of advancement that has been made thus far. The fact that "development" is not uniformly defined contributes to the issue.

### **Definition**

The UN World Commission on Environment and Development published the document, often known as the Brundtland Report, in 1987. The study's definition of "sustainable development" was adopted and is now often used.

A development that is sustainable is one that satisfies current requirements without endangering the capacity of future generations to satisfy their own needs. It incorporates two fundamental ideas: the idea of "needs," especially the basic needs of the world's poor, to whom top priority should be given; and the notion that environmental sustainability is constrained by the state of technology and social organization.

### **Development of the Concept: Sustainability**

The concepts of sustainable forest management that were created in Europe throughout the 17th and 18th centuries are the foundation of sustainable development. John Evelyn claimed in his 1662 essay *Sylva* that "sowing and planting of trees ought to be recognized as a national obligation of every landowner, in order to avert the catastrophic over-exploitation of natural resources" in response to rising awareness of the depletion of lumber resources in England. *Sylvicultura economica*, a 400-page study on forestry, was written in 1713 by Hans Carl von Carlowitz, a senior mining administrator in the service of Elector Frederick Augustus I of Saxony. Von Carlowitz pioneered the notion of managing woods for sustained output by building on those of Evelyn and French minister Jean-Baptiste Colbert. His contributions, which also had an impact on Georg

Ludwig Hartig and Alexander von Humboldt, helped pave the way for the advancement of the science of forestry. This, in turn, influenced individuals like Aldo Leopold, whose land ethic was influential in the development of the environmental movement in the 1960s, and Gifford Pinchot, the first director of the US Forest Service, whose approach to forest management was driven by the idea of wise use of resources.

The growing environmental movement brought attention to the link between economic development and environmental degradation when Rachel Carson's 1962 book *Silent Spring* was published. Kenneth E. Boulding emphasized the necessity for the economic system to adapt to the ecological system with its finite resources in his seminal 1966 essay *The Economics of the Coming Spaceship Earth*. The Garrett Hardin paper from 1968, which popularised the phrase "tragedy of the commons," was another important turning point. A team of scientists led by Dennis and Donella Meadows of the Massachusetts Institute of Technology used the term "sustainable" for the first time in the modern sense in the Club of Rome's seminal report on the *Limits to Growth* in 1972. The authors stated that they were looking for a model output that represented a world system that was sustainable without experiencing an abrupt and uncontrollable collapse and was able to meet the basic material needs of all of its inhabitants. The significant book *A Blueprint for Survival* was also published in that year.

The first hearings on sustainable development were held in 1975 when an MIT research team prepared ten days of hearings on "Growth and Its Implication for the Future" for the US Congress.

The phrase "sustainable development" was first used by the International Union for Conservation of Nature in a world conservation strategy that was published in 1980. This strategy also contained one of the earliest references to sustainable development as a worldwide priority. Two years later, the United Nations World Charter for Nature outlined five conservation tenets that should serve as a guide and standard for all human actions that have an impact on the environment.

The goal of "socially inclusive and environmentally sustainable economic growth" has gained increased attention since the Brundtland Report, moving the notion of sustainable development beyond its original intergenerational framework. A just, sustainable, and peaceful global society for the twenty-first century is outlined in the Earth Charter, which was released in 1992 by the UN Conference on Environment and Development. Information, integration, and participation were cited as essential building blocks to assist nations in developing in a way that respects these interconnected pillars in Agenda 21's action plan for sustainable development. Furthermore, Agenda 21 underscores that attaining sustainable development is fundamentally dependent upon extensive public engagement in decision-making.

With the Rio Protocol, the world came to an agreement on a sustainability agenda for the first time. In fact, ignoring specific objectives and practical details helped to achieve a global agreement. Contrary to the outcomes of the Rio Process, the Sustainable Development Goals (SDGs) now include concrete targets, but no mechanisms for sanctions.

### **Environmental Characteristics of Sustainable Cities**

A sustainable city is one where urban management and planning are used to reduce the urban area's environmental impact. Imagine a city with parks and green areas, solar-powered structures, rooftop gardens, and more people on foot and bicycles than in motor vehicles for the description of an eco-city. This is not a vision of the future. Better environmental management and greener urban ecosystems are active goals of smart cities.

Sustainability in the environment refers to the natural environment's ability to endure, remain diverse, and be productive. The condition of the air, water, and climate are of particular relevance because natural resources are drawn from the environment. In order to maintain environmental sustainability, civilization must develop activities that satisfy human needs while protecting the planet's life support systems. For instance, this calls for utilizing renewable energy, sustainable material resources, and wise water use (e.g. harvesting wood from forests at a rate that maintains biomass and biodiversity).

When natural capital, or all of the resources found in nature, are depleted more quickly than they can be restored, an unsustainable scenario results. Sustainable development calls for just using natural resources at a rate that allows for their natural replenishment. Carrying capacity and the idea of sustainable development are interwoven. The incapacity to support human existence is the long-term effect of environmental degradation, according to theory.

Herman Daly published key operational guidelines for sustainable development in 1990: renewable resources should provide a sustainable yield (rate of harvest should not exceed the rate of regeneration); for non-renewable resources, there should be equivalent development of renewable substitutes; waste generation should not exceed the environment's capacity for assimilation.

### **Land Use Changes, Agriculture, and Food**

Sustainable agriculture, organic farming, and more environmentally friendly business methods are currently being used to alleviate environmental issues caused by industrial agriculture and agribusiness. Afforestation, sustainable forest management, and minimizing deforestation are the most economical methods for addressing climate change. Diverse movements, such as those promoting less meat consumption, regional food production, slow food, sustainable gardening, and organic gardening, are active at the local level. The percentage of animal and plant foods consumed as well as the technique of food production all affect how varied dietary patterns affect the environment.

### **Materials and Waste**

The volume, variety, and distance traveled by diverse materials have all expanded along with the growth in world population and wealth. Raw resources, minerals, synthetic chemicals (including dangerous compounds), manufactured goods, food, living things, and garbage are all included. Unless the rate of economic expansion is separated from the rate of natural resource consumption, by the year 2050, humanity may use an estimated 140 billion tonnes of minerals, ores, fossil fuels, and biomass annually (three times its present consumption). The annual per capita use of those four essential resources by inhabitants of developed countries is 16 tonnes, with some developed countries having per capita resource consumption levels of 40 tonnes or higher. By comparison, the average person in India today consumes four tons per year.

The concept of dematerialization has been the focus of sustainable material use, which has changed the linear flow of materials (extraction, use, and landfill disposal) to a circular material flow that reuses resources as much as possible, similar to how garbage is recycled and used in nature. The concepts of industrial ecology, eco-design, and ecolabelling promote dematerialization.

The circular economy is a concept that embodies this style of thinking. It uses reuse, sharing, repair, refurbishment, remanufacturing, and recycling to produce a closed-loop system that reduces resource input use, waste production, pollution, and carbon emissions. The possibility of using reusable energy and decreasing waste presented a perspective on sustainable development, and building electric vehicles has been one of the most popular techniques in the sector. A comprehensive Circular Economy Action has been adopted by the European Commission. ecosystem services and biological diversity.

The largest and most thorough assessment of biodiversity and ecosystem services to date was summarised for policymakers by the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services in 2019. It suggested that a transformational change in human society would be necessary, including sustainable agriculture, decreases in waste and consumption, fishing quotas, and cooperative water management.

The IPCC report from 2022 highlights the numerous research that have been conducted on biodiversity loss and offers more suggestions for slowing down the rate of biodiversity loss. The paper makes recommendations for how to protect natural ecosystems, manage fire and soil, and lessen land competition in order to have a good influence on the environment and promote sustainable development. 2020 plan aims to standardize sustainable products across the EU.

## **Management of Human Consumption and Impacts**

A community's or humanity's overall environmental impact depends on both population and impact per person, which in turn depends on a number of complex factors, including the resources being used, whether or not they are renewable, and the scale of human activity in relation to the carrying capacity of the ecosystems in question. Careful resource management can be used at many different scales, including work organizations, family and individual consumption patterns, and the resource requirements of specific commodities and services. Economic sectors including agriculture, manufacturing, and industry are just a few examples.

Human consumption is the fundamental force behind direct human effects on the environment. Consuming less is one way to lessen this impact, but another is to make the entire cycle of production, usage, and disposal more sustainable. At all scales along the consumption chain, from the effects of individual lifestyle decisions and spending habits to the resource demands of particular goods and services, the effects of economic sectors, through national economies to the global economy, consumption of goods and services can be analyzed and managed. Food, energy, raw materials, and water are important resource categories that relate to human requirements.

## **Improving Economic and Social Aspects**

It has been proposed that natural capital, or environmental resources, be treated as significant economic assets due to rural poverty and overexploitation. Growing GNP has always been a requirement for economic development. This paradigm of unrestricted GDP and personal growth might be outdated. While many people's lives may improve as a result of sustainable development, it may also be necessary to reduce resource usage. The direct impact that the environment may have on social welfare is typically disregarded by "growth," whereas it is considered in "development."

When ambitious climate change mitigation efforts are not in line with sustainable development objectives, they can have detrimental social and economic effects, as was noted in the IPCC's Sixth Assessment Report in 2022. The implementation of policies aimed at constructing a low-carbon future may be hindered by other limiting factors like poverty, food insecurity, and water scarcity, so the transition towards sustainable development mitigation policies has slowed down. As a result, the inclusivity and considerations of justice of these policies may weaken or support improvements in some regions.

## **Gender and Leadership in Sustainable Development**

Examining the relationship between gender and sustainable development has focused on the leadership potential and challenges faced by women. Patriarchal systems and views continue to prevent women from holding leadership positions in sustainable development, despite the fact that these roles have evolved to become more androgynous. Women's low self-esteem and barriers to leadership positions are some unspoken problems, but men may be able to support women in leadership posts.

## **Barriers to Sustainable Development**

Small and medium-sized businesses must overcome obstacles while implementing sustainable development, including a lack of resources, a lack of resources, and a high initial capital cost.

The political will to achieve sustainable development is lacking. Governments must come to a united consensus of social and political strength to overcome this obstacle. Progress toward the present and long-term environmental sustainability goals is made possible by initiatives to adopt reforms or create and implement programs to lessen the negative effects of human behavior. The Paris Pact, a multilateral agreement between 193 parties designed to enhance the international response to climate change by cutting emissions and cooperating to adapt to its effects, is an example of global political will at work. Experts are still adamant that nations should take more action outside of the Paris Agreement, but political will is still more important than ever.

Negative externalities that could possibly result from using sustainable development technology would be another obstacle to sustainable development. The creation of lithium-ion batteries is one instance; these batteries are essential for environmental sustainability and the decline in the use of fossil fuels. The extraction

of lithium from the earth, which uses a technique very similar to fracking, and its processing to be used as a battery, which is a chemically intensive process, however, has a detrimental influence on the environment at the present time.

### **Sustainable Development Goals**

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a set of 17 interrelated goals that are meant to act as a “common blueprint for peace and prosperity for people and the planet today and into the future.” Inequality, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life On Land, Peace, Justice, and Strong Institutions and Partnerships for the Goals are some of our objectives. Other objectives include No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, and Inequality. By placing sustainability at their core, the SDGs highlight how the environmental, social, and economic facets of sustainable development are interconnected.

The UNGA created the SDGs in 2015 as part of the Post-2015 Development Agenda, which aimed to design a new global development framework to replace the Millennium Development Goals, which were completed that year. Informally referred to as Agenda 2030, they were formally stated and adopted in a UNGA Resolution dubbed the 2030 Agenda. A UNGA decision that defines precise targets for each goal and offers indicators to gauge progress made the SDGs more “actionable” on July 6, 2017. Although some goals have no set deadline, the majority are to be accomplished by 2030.

There are challenges that cut across all the goals and connections between them. For instance, SDG 13 on climate action has strong connections with SDGs 3 (health), 7 (clean energy), 11 (cities and communities), 12 (responsible consumption and production), and 14 according to the IPCC (oceans). On the other hand, detractors and observers have also noted compromises between the objectives, such as between eradicating hunger and advancing environmental sustainability. Other issues include having too many objectives (which exacerbates trade-offs), placing insufficient emphasis on environmental sustainability, and having trouble tracking qualitative indicators.

### **Education for Sustainable Development**

The United Nations uses the phrase “education for sustainable development” (ESD), which is defined as education that promotes changes in knowledge, skills, values, and attitudes to make it possible for all people to live in a more sustainable and just society. ESD aspires to use a balanced and integrated approach to the economic, social, and environmental components of sustainable development to empower and equip present and future generations to satisfy their requirements.

Agenda 21 was the first international document that identified education as an essential tool for achieving sustainable development and highlighted areas of action for education. ESD is a component of measurement in an indicator for Sustainable Development Goal 12 (SDG) for “responsible consumption and production”. SDG 12 has 11 targets and target 12.8 is “By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.” 20 years after the Agenda 21 document was declared, the ‘Future we want’ document was declared in the Rio+20 UN Conference on Sustainable Development, stating that “We resolve to promote education for sustainable development and to integrate sustainable development more actively into education beyond the Decade of Education for Sustainable Development.”

One approach to education for sustainable development acknowledges the current environmental problems and aims to define new solutions to deal with a changing biosphere as well as involve people in addressing the societal problems that go along with it. This educational strategy is described as an effort to “shift consciousness toward an ethics of life-giving relationships that respect the interconnectedness of man to his natural world” in the International Encyclopedia of Education in order to give future members of society environmental awareness and a sense of responsibility to sustainability.

For UNESCO, education for sustainable development involves:

Incorporating important sustainable development problems into classroom instruction. This can involve teaching students about topics like biodiversity, disaster risk reduction, climate change, eradicating poverty, and sustainable consumption. Additionally, it calls for active learning and teaching strategies that inspire and equip students to alter their behaviour and take initiative for sustainable development. As a result, ESD encourages skills like critical thinking, creating scenarios for the future, and working together to make decisions.

The Thessaloniki Declaration, made by UNESCO and the Greek government in December 1997 at the “International Conference on Environment and Society: Education and Public Awareness for Sustainability,” emphasizes the significance of sustainability not only in terms of the natural environment but also in terms of “poverty, health, food security, democracy, human rights, and peace.”

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# Exploring The Effect of Music (Gayatri Mantra) on Stress, Anxiety and Depression among Young Adults

**Ashutosh Upadhyay**

*Student, M.A. Psychology*

*Department of Psychology*

*University of Lucknow*

*Email: ashutoshupadhyay433@gmail.com*

**Dr. Prem Chandra Mishra**

*Professor*

*Department of Psychology*

*University of Lucknow*

*Email: drpcmishra@gmail.com*

## **Abstract**

*This study examined the effect of Music (Gayatri Mantra) on stress, anxiety and depression among young adults. The nature of the research was action research and the design used for this study was quasi experimental pre- test post- test design. A sample of 30 young adults (19-40 years, M = 30 years) completed measures of the above constructs and data were analysed via paired sample t- test to test the hypotheses. The result revealed that there was a significant difference in the level of stress, anxiety and depression before and after intervention. Music listening mainly served as a 'source of pleasure and enjoyment' and which 'calms, motivates, or reminds of past events'. Hence, the study concluded that music (Gayatri mantra) is found to be an effective intervention in reducing the level of stress, anxiety and depression.*

## **Keywords**

*Music, Gayatri Mantra , stress, anxiety and depression.*

Reference to this paper should be made as follows:

**Ashutosh Upadhyay,  
Dr. Prem Chandra  
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## **Introduction**

### **Gayatri Mantra**

Gayatrimantra is highly potential mantra which is mentioned in Rigveda. Gayatri is the meter in which the mantra composed by brahmarñi viçvämītra. It is also called savitri mantra because it consists the deity sun or Savita. Gayatrimantra can be interpreted to invoke the Savita deity so it is called as savitri mantra (Harshananda, 2010). Gayatrimantra consists twenty four letters. Every letter of this mantra provides subtle conscious energy field and magnetic field around our body. Gayatri is kāmadhenu that means which gives nectar like milk to everyone so it is called as kalpatarū which fulfills the desire of devotee (Acharya, 2000). The super natural impact of gayatrimantra is in the physical life due to the specific syllables of mantra. The mantra stimulates the subliminal power centers in the subtle body. The pressure on tongue, lips, vocal cords, palate and connecting region in the brain generated by continuous recitation of the 24 syllables of gayatrimantra creates a resonance in the nerve and nadis in the body. It creates the magnetic force or electromagnetic wave around the body that attracts the vital current of deity SUN (Acharya, 1998). Mantra becomes effectual upon yoga in samādhi because they direct and focus power through the individual mind and prana. Mantra is a Sanskrit word which is the combination of two roots. One root means repetition, the other means freedom; repetition and freedom is the meaning of word mantra (Muktibodhananda, 2009). The word mantra which implies a specific structure of syllables and vowels and which work as an excellent spiritual tool to liberate the mind from ignorance, illusion, delusion. The sādhanā of mantra yoga is a special part of spiritual experiments on awakening of kundalini and realization of ultimate brahma through omkāra (Pandya, 2009). The resonance sound of mantra operates as total energy system and mantras have the vibration pattern of their own. Some pattern of mantra stimulates a certain effect on the psychic nature of an individual. Every letter brings resonance in distinct part of the body, reciting the whole mantra generates a particular resonance pattern, the resonant wave from part to part in the body. This resonance pattern in the physical body produces very special effect on the body (Pradhan & Derle, 2012). The science of mantra is very ancient and was practiced in all parts of the world; the mantra science was developed by ancient scientists (ṛṣi) across the globe. Mantra vijnana is the science of cosmic powers of sound. Chanting of mantra is a meditative practice from the Indian tradition of spiritual practices. This ritualistic recitation helps to sublimate the mind to a single thought until it attains the state of samādhi. The Indian scriptures on yoga and spirituality mention a great deal on the basis of mantra vijnana and science of eternal syllables like Omkāra, A-kāra, U-kāra, and M-kāra. Mantra is the main practice that links yoga. Apart from the physical nervous system, our ancient scientist says that there are 72000 nāḍīs (bundle of tubular vessels) as the part of psychic nervous system. Once the mantra is chanted, sound energy is generated and the vibration resonance of that energy is diffused and distributed into the nervous system. The yogic tradition states that through use of mantra one can awaken the chakras and kundalini that is serpent power. Mantra is a word power which can be used for spiritual realization and desires (Acharya, 2008).

Stress is a prevalent concern in healthcare personnel such as medics and psychologists because it affects both noetic and physical state of an individual.

The effect of music on stress has been known to philosophers and ruminators such as Aristotle from antediluvian times; however, its psychological effects on modern day medicine were first proposed by Sigmund Freud. Music therapy avails to treat stress in a variety of ways; namely it can ameliorate mood, vitality, self-esteem and personality. Adscititiously, studies have shown that when people are deeply involved in activities that are frolicsome, physiological factors such as heart rate (HR), blood pressure (BP) and respiration rate are decremented. Factors such as the type of musical activity, time allocated to it and ancillary activities such as exercise are all factors shown to be efficacious in lowering the caliber of stress.

Attention to music may adscititiously provide placidity of mind and this may play a role in clinical practice. While music has long been apperceived as an efficacious form of therapy to provide an outlet for emotions, the notion of utilizing musical composition, sound frequencies and rhythm to treat physical ailments

is a relatively incipient domain. Heedfully aurally perceiving music was withal found to be more efficacious than prescription drugs in reducing solicitousness afore surgery.

## **Stress**

In psychology, stress is a feeling of strain and pressure or any unpleasant emotion and feeling. Small amounts of stress may be desired, salutary, and even salubrious. Positive stress avails amend athletic performance. It adscititiously plays a factor in motivation, adaptation, and reaction to the environment. Extortionate amounts of stress, however, may lead to bodily harm. Stress can increment the jeopardy of strokes, heart attacks, ulcers, dwarfism, and phrenic illnesses such as despondence.

The stress replication is the body's way of bulwarking you. When working opportunely, it avails you stay focused, energetic, and alert. Through the relinquishment of hormones such as adrenaline, cortisol and norepinephrine, the caveman gained a rush of energy, which prepared him to either fight the tiger or absquatulate. That heart pounding, expeditious breathing sensation is the adrenaline; as well as a boost of energy, it enables us to focus our attention so we can expeditiously respond to the situation.

Over the last few decades, a elevating tide of studies has demonstrated the value of customarily engaging in activities that blunt the stress replication, from rumination to yoga to strenuous physical activity. Since the stress replication commences in the encephalon with the perception of stress, researchers are now looking into what may be a most fundamental, and efficacious, way to defuse stress by transmuting perception of certain types of situations so that they are not visually perceived as stressful in the first place. Studies show that availing people optically discern certain experiences such as final exams as injunctively authorizing rather than dire, forbends them from the negative effects of stress while distributing its positive effects, especially focused attention and more expeditious information processing. Transmuting the stress mind set not only minimizes the effects of stress, studies show, it enhances performance and productivity. Signs And Symptoms.

Cognitive symptoms- Inability to concentrate, Poor judgment, Seeing only the negative, Anxious or racing thoughts, Constant worrying.

Emotional Symptoms-Depression or general unhappiness, Anxiety and agitation, Moodiness, irritability, or anger, Feeling overwhelmed, Loneliness and isolation, Other mental or emotional health problems.

Physical Symptoms-Aches and pains, Diarrhea or constipation, Nausea, dizziness, Chest pain, rapid heart rate, Loss of sex drive, Frequent colds or flu.

Behavioural Symptoms:-Victualing more or less, Slumbering an extravagant amount of or too minute, Withdrawing from others, Procrastinating or neglecting responsibilities, Utilizing alcohol, cigarettes, or drugs to relax, Nervous habits (e.g. nail biting, pacing)

## **Causes of Stress**

Prevalent external causes are major life changes, work of school, relationship difficulties, financial quandaries, being too diligent, children and family and mundane internal causes includes pessimism, inability to accept skepticism, rigid cerebrating, lack of flexibility, negative self-verbalize, fictitious prospects / perfectionism, all-or-nothing posture.

## **Ways To Manage Stress**

Customary exercise is one of the best ways to manage stress. Ambulating is a great way to get commenced. even everyday activities such as housecleaning or yard work can reduce stress. Stretching can additionally assuage muscle tension. for more information about becoming more active, visually perceive the topic fitness. Breathing exercises, muscle relaxation, and yoga can avail assuage stress. These include roll breathing, a type of deep breathing. Progressive muscle relaxation. This technique reduces muscle tension. You do it by relaxing separate groups of muscles piecemeal.

Yoga, Tai chi and Qi gong. These techniques coalesce exercise and cogitation. It may need some training at first to learn them. Books and videos are withal subsidiary. One can do all of these techniques at home. In

additament to practicing these skills, we might additionally endeavour some and other techniques to reduce stress, such as message or music therapy.

## **Anxiety**

When an individual faces potentially harmful or worrying triggers, feelings of anxiety are not only normal but necessary for survival. The American Psychological Association (APA) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.” Since the earliest days of humanity, the approach of predators and incoming danger sets off alarms in the body and allows evasive action. These alarms become noticeable in the form of a raised heartbeat, sweating, and increased sensitivity to surroundings. The danger causes a rush of adrenalin, a hormone and chemical messenger in the brain, which in turn triggers these anxious reactions in a process called the “fight-or-flight” response. This prepares humans to physically confront or flee any potential threats to safety. For many people, running from larger animals and imminent danger is a less pressing concern than it would have been for early humans. Anxieties now revolve around work, money, family life, health, and other crucial issues that demand a person’s attention without necessarily requiring the ‘fight-or-flight’ reaction. The nervous feeling before an important life event or during a difficult situation is a natural echo of the original ‘fight-or-flight’ reaction. It can still be essential to survival – anxiety about being hit by a car when crossing the street, for example, means that a person will instinctively look both ways to avoid danger. However the duration or severity of an anxious feeling can sometimes be out of proportion to the original trigger, or stressor. Physical symptoms, such as increased blood pressure and nausea, may also develop. These responses move beyond anxiety into an anxiety disorder. The APA describes a person with anxiety disorder as “having recurring intrusive thoughts or concerns.” Once anxiety reaches the stage of a disorder, it can interfere with daily function.

Common anxiety signs and symptoms include:

- Feeling nervous, restless or tense
- Having a sense of impending danger, panic or doom
- Having an increased heart rate
- Breathing rapidly (hyperventilation)
- Sweating
- Trembling
- Feeling weak or tired
- Trouble concentrating or thinking about anything other than the present worry
- Having trouble sleeping
- Experiencing gastrointestinal (GI) problems
- Having difficulty controlling worry
- Having the urge to avoid things that trigger anxiety

Several types of anxiety disorders:

- Agoraphobia is a type of anxiety disorder in which you fear and often avoid places or situations that might cause you to panic and make you feel trapped, helpless or embarrassed.
- Anxiety disorder due to a medical condition includes symptoms of intense anxiety or panic that are directly caused by a physical health problem.
- Generalized anxiety disorder includes persistent and excessive anxiety and worry about activities or events — even ordinary, routine issues. The worry is out of proportion to the actual circumstance, is difficult to control and affects how you feel physically. It often occurs along with other anxiety disorders or depression.
- Panic disorder involves repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks). You may have feelings of impending doom, shortness of

breath, chest pain, or a rapid, fluttering or pounding heart (heart palpitations). These panic attacks may lead to worrying about them happening again or avoiding situations in which they've occurred.

- Selective mutism is a consistent failure of children to speak in certain situations, such as school, even when they can speak in other situations, such as at home with close family members. This can interfere with school, work and social functioning.
- Separation anxiety disorder is a childhood disorder characterized by anxiety that's excessive for the child's developmental level and related to separation from parents or others who have parental roles.
- Social anxiety disorder (social phobia) involves high levels of anxiety, fear and avoidance of social situations due to feelings of embarrassment, self-consciousness and concern about being judged or viewed negatively by others.
- Specific phobias are characterized by major anxiety when you're exposed to a specific object or situation and a desire to avoid it. Phobias provoke panic attacks in some people.
- Substance-induced anxiety disorder is characterized by symptoms of intense anxiety or panic that are a direct result of misusing drugs, taking medications, being exposed to a toxic substance or withdrawal from drugs.
- Other specified anxiety disorder and unspecified anxiety disorder are terms for anxiety or phobias that don't meet the exact criteria for any other anxiety disorders but are significant enough to be distressing and disruptive.

There are several exercises and actions to help a person cope with milder, more focused, or shorter-term anxiety disorders, including:

- Stress management: Learning to manage stress can help limit potential triggers. Organize any upcoming pressures and deadlines, compile lists to make daunting tasks more manageable, and commit to taking time off from study or work.
- Relaxation techniques: Simple activities can help soothe the mental and physical signs of anxiety. These techniques include meditation, deep breathing exercises, long baths, resting in the dark, and yoga.
- Exercises to replace negative thoughts with positive ones: Make a list of the negative thoughts that might be cycling as a result of anxiety, and write down another list next to it containing positive, believable thoughts to replace them. Creating a mental image of successfully facing and conquering a specific fear can also provide benefits if anxiety symptoms relate to a specific cause, such as in a phobia.
- Support network: Talk with familiar people who are supportive, such as a family member or friend. Support group services may also be available in the local area and online.
- Exercise: Physical exertion can improve self-image and release chemicals in the brain that trigger positive feelings.

## Depression

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. Also called major depressive disorder or clinical depression, it affects how you feel, think and behave and can lead to a variety of emotional and physical problems. You may have trouble doing normal day-to-day activities, and sometimes you may feel as if life isn't worth living. More than just a bout of the blues, depression isn't a weakness and you can't simply "snap out" of it. Depression may require long-term treatment. But don't get discouraged. Most people with depression feel better with medication, psychotherapy or both.

Although depression may occur only once during your life, people typically have multiple episodes.

During these episodes, symptoms occur most of the day, nearly every day and may include:

- Feelings of sadness, tearfulness, emptiness or hopelessness

- Angry outbursts, irritability or frustration, even over small matters
- Loss of interest or pleasure in most or all normal activities, such as sex, hobbies or sports
- Sleep disturbances, including insomnia or sleeping too much
- Tiredness and lack of energy, so even small tasks take extra effort
- Reduced appetite and weight loss or increased cravings for food and weight gain
- Anxiety, agitation or restlessness
- Slowed thinking, speaking or body movements
- Feelings of worthlessness or guilt, fixating on past failures or self-blame
- Trouble thinking, concentrating, making decisions and remembering things
- Frequent or recurrent thoughts of death, suicidal thoughts, suicide attempts or suicide
- Unexplained physical problems, such as back pain or headaches For many people with depression, symptoms usually are severe enough to cause noticeable problems in day-to-day activities, such as work, school, social activities or relationships with others. Some people may feel generally miserable or unhappy without really knowing why.

### **Causes**

It's not known exactly what causes depression. As with many mental disorders, a variety of factors may be involved, such as:

- Biological differences. People with depression appear to have physical changes in their brains. The significance of these changes is still uncertain, but may eventually help pinpoint causes.
- Brain chemistry. Neurotransmitters are naturally occurring brain chemicals that likely play a role in depression. Recent research indicates that changes in the function and effect of these neurotransmitters and how they interact with neurocircuits involved in maintaining mood stability may play a significant role in depression and its treatment.
- Hormones. Changes in the body's balance of hormones may be involved in causing or triggering depression. Hormone changes can result with pregnancy and during the weeks or months after delivery (postpartum) and from thyroid problems, menopause or a number of other conditions.
- Inherited traits. Depression is more common in people whose blood relatives also have this condition. Researchers are trying to find genes that may be involved in causing depression.

### **Prevention**

There's no sure way to prevent depression. However, these strategies may help.

- Take steps to control stress, to increase your resilience and boost your self-esteem.
- Reach out to family and friends, especially in times of crisis, to help you weather rough spells.
- Get treatment at the earliest sign of a problem to help prevent depression from worsening.
- Consider getting long-term maintenance treatment to help prevent a relapse of symptoms.

#### **1. Music And Stress**

The impacts of kindness and complement on human deportment have been generally apperceived. In spite of kindness at its optimal level may change beyond any doubt activity, wealth apprehensiveness contributes of the correction from asserting physical sicknesses for instance, hypertension, ulcers, skin issue, cerebral pains, arteriosclerosis undermining diseases.

The calming energy of music is entrenched. It has an exceptional connect to the feelings, so can be a cosmically strong anxiety administration actualize. Mindfully auricularly recognizing music can have an immensely unwinding impact on our psyches and bodies, particularly moderate, calm traditional music. This sort of music can salutarly affect the physiological capacities, moderating the beat and heart rate, bringing down circulatory strain, and decrementing the gauges of hormones. As music can ingest our consideration, it goes about as a preoccupation in the meantime it benefits to investigate feelings. This assigns it can be an

extraordinary profit to rumination, benefiting to hinder the mind meandering. Melodic preference shifts broadly between people, so individuals can choose what they like and what is lucky for every state of mind. Be that as it may, regardless of whether they don't ordinarily mindfully auricularly perceive traditional music it might be worth giving it an undertaking while winnowing the most quieting music. At the point when individuals are exceptionally worried, there is an inclination to sidestep effectively mindfully auricularly observing music. Maybe it feels like an exercise in futility, not profiting to accomplish anything. In any case, theories and looks into have set up that efficiency increments when push is lessened, so this is another region where individuals can increase galactic prizes. It just requires an infinitesimal push to begin with. To join music into a determined life, try playing CDs in the auto, or put the radio on when in the shower or shower. Bring compact music with you while ambulating the canine, or put the stereo on in lieu of the TV. Singing (or yelling) along can withal be an awesome surrender of pressure, and karaoke is exceptionally tasty for a few outgoing individuals! Quieting music in advance of sleep time advances peacefulness and unwinding and profits to incite sleep.

In psychology, stress is a feeling of strain and pressure or any unpleasant emotion and feeling. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, dwarfism, and mental illnesses such as depression.

The stress response is the body's way of protecting you. When working properly, it helps you stay focused, energetic, and alert. Through the release of hormones such as adrenaline, cortisol and norepinephrine, the caveman gained a rush of energy, which prepared him to either fight the tiger or run away. That heart pounding, fast breathing sensation is the adrenaline; as well as a boost of energy, it enables us to focus our attention so we can quickly respond to the situation.

Over the last few decades, a rising tide of studies has demonstrated the value of regularly engaging in activities that blunt the stress response, from meditation to yoga to strenuous physical activity. Since the stress response begins in the brain with the perception of stress, researchers are now looking into what may be a most basic, and effective, way to defuse stress by changing perception of certain types of situations so that they are not seen as stressful in the first place. Studies show that helping people see certain experiences such as final exams as demanding rather than dire, protects them from the negative effects of stress while delivering its positive effects, especially focused attention and speedier information processing. Changing the stress mind set not only minimizes the effects of stress, studies show, it enhances performance and productivity.

## **2. Music and Anxiety**

The effects of anxiety and stress on human behaviour have been widely recognized. Although stress at its optimum level can produce positive action, excess stress contributes to the development of physical ailments such as hypertension, ulcers, skin disorders, headaches, arteriosclerosis, another life-threatening diseases.

The soothing power of music is well-established. It has a unique link to our emotions, so can be an extremely effective stress management tool. Listening to music can have a tremendously relaxing effect on our minds and bodies, especially slow, quiet classical music. This type of music can have a beneficial effect on our physiological functions, slowing the pulse and heart rate, lowering blood pressure, and decreasing the levels of hormones. As music can absorb our attention, it acts as a distraction at the same time it helps to explore emotions. This means it can be a great aid to meditation, helping to prevent the mind wandering. Musical preference varies widely between individuals, so only you can decide what you like and what is suitable for each mood. But even if you don't usually listen to classical music it may be worth giving it a try when selecting the most calming music. When people are very stressed, there is a tendency to avoid actively listening to music. Perhaps it feels like a waste of time, not helping to achieve anything. But as we know, productivity increases when stress is reduced, so this is another area where you can gain vast rewards. It just takes a small effort to begin with. Calming music before bedtime promotes peace and relaxation and helps to induce sleep.

### **3. Music and Depression**

Music-based interventions is an important nonpharmacological intervention used in the treatment of psychiatric and behavioral disorders, and the obvious curative effect on depression has been observed. Many researches have highlighted an obvious effect of music therapy on improving depression. On the molecular level, listening to music improves mental well-being and physical health. However, the benefits go far beyond the present moment in that it influences the outcome of our hormones as well as cognitive functioning. Classical, soft, ambient and even instrumental music is known to be an effective antidepressant in people suffering from depression. It should also be noted that listening to heavy metal and rock music is not advised if you suffer from depression as it can have the opposite effect. People who suffer from depression may possibly even benefit from listening to white, pink, and brown noise sounds which ultimately, help to soothe and calm you down especially after a long, hard day at work. According to a 2011 study published in the British Journal of Psychiatry by Finnish researchers, music therapy plus standard care shows steady improvement in depressive symptoms among the depressed than those just receiving standard care. It is helpful in improving the general wellbeing of individuals, as well.

#### **Review of Literature**

Scientific study also found that yoga mantra and religious chanting gives positive influence, vibration on physiological and psychological functions of the body. For instance, gayatrimantra chanting resulted in significant improvement on performance or attention in school children, the whole population was divided into two groups one is experimental group and second is control group. Subject consisted of 60 school students included boys 30 and girls 30 in the age range of 12-14 years, where they trained for Gayatrimantra chanting for five days. They were assessed on DLST immediately before and after two sessions GM chanting (10 min) and poem line chanting (10 min) with equal duration. Fifty percent of participants performed GM chanting and remaining of the PL recitation on day 6 (Pradhan & Derle, 2012).

Gayatri mantra chanting invokes the capacity to influence thinking compare to random thinking (Brondino et al., 2013). Previous studies reported that practice of Om chanting is effective in improving pulmonary function and vital capacity in healthy individual; 82 subjects were participated in this study divided into two study group (SG) consisting 41 participants and control group (CG) consisting 41 participants; SG practiced Om chanting per day for the period of 6 days for two weeks and CG did not asked to practice. The result showed there is significant improvement in peak expiratory flow, forced expiratory flow, significant improvement in slow vital capacity (Nagendra & Pradhan, 2010).

A period of mental chanting 'OM' shows that there is significant reduction in heart rate and subtle changes in mental state indicated by reduction in skin resistance; Autonomic changes during 'OM' chanting, the autonomic and respiratory variable were studied in experienced mediators (experience ranging from five to twenty years). Each subject was studied in two types of session's meditation; one is experimental session with a period of mental chanting of 'OM' and control with a period of non-targeted thinking. The meditators showed significant reduction in heart rate during meditation (Telles, Nagarathna, & Nagendra, 1995).

The different types of Japanese prayer and Buddhist sutra showed different brain regional activation. The recitation of Nenbutsu prayer activates the prefrontal cortex and recitation of Buddhist sutra activates the left dorsolateral prefrontal cortex, right parietal cortex (Balasubramaniam, Telles, & Doraiswamy, 2013).

In a Control study the Vedic hymns chanting showed there is improvement in memory and sustained attention in teen ager school students. 60 students participated in this study in the age group of 13-15 years, the whole population divided into two group chanting experience group and non-chanting experience group. The sustained attention assessed by SLCT and memory was assessed by using delayed recall test (Ghaligi, 2006). Effect of harekrishnamahamantra on mental health indicators of participants. Five subjects were assessed during one week baseline and four week intervention chanting phase. The result showed that there is significant reduction in stress, depression and verbal aggressiveness (Wolf, 2000).

Devi (2015) conducted a study on stress and its effect on puerile adults shows that male population experiences high caliber of noetic stress in comparison to female population.

Vaiouli, Ruich and Grimmet (2015) conducted a study on autistic children and found that all children showed amendment in joint attention and actions of convivial engagement.

Newton (2013) conducted a study on effect of music on human stress replications and found that music heedfully auricularly discerning impacted the psychobiological stress system. Heedfully auricularly discerning music prior to a standardized stressor predominantly affected the autonomic nervous system (in terms of a more resilient recuperation), and to a lesser degree the endocrine and psychological stress replication.

Novotney (2013) conducted a study on music as medicine on premature babies of 32 weeks of gestation and she concluded that music slowed baby's heart rate, incremented the duration babies stayed alert and music therapy withal reduced parent's stress Rapp and Lanovaz (2011) found in their study on effects of music on vocal stereotypy in children with autism that non contingent access to music immediate engagement in vocal stereotypy for children with autism.

Hanser(1985) conducted a study on music therapy and stress reduction and she concluded music acts a sedative in reducing the effects of ANS during stressful situations and also relaxation of body and brain.

Hernandez-Ruiz(2005) conducted a the effect of a music therapy procedure (music listening paired with progressive muscle relaxation) on the reduction of anxiety and improvement of sleep patterns in abused women in shelters. Results indicated that music therapy constituted an effective method for reducing anxiety levels.

Thaut and McIntosh (2010) conducted a study in which they concluded that music therapy can retrain auditory perception, attention, memory, and executive control (including reasoning, problem-solving, and decision-making.

Peng Zhou ; Fangfang Sui ; Anqiong Zhang ; Fang Wang ; Guohui Li(2010) conducted a study on music therapy and heart rate variability found that heart rate variability in very low frequency component (VLF), low frequency component (LF), high frequency component (HF) increase significantly after music treatment, while the LF / HF ratio has no significant change. Approximate entropy after music therapy is also lower than before. These studies suggest that relaxing music can increase the activity of parasympathetic nervous system.

Rapp and Lanovaz (2011) found in their study on effects of music on vocal stereotypy in children with autism that non contingent access to music immediate engagement in vocal stereotypy for children with autism.

Hohmann, Bradt, Stegeman, , Koelsch (2017) found in their study on Effects of music therapy and music-based interventions in the treatment of substance use disorders that music therapy along with medical treatment plan can be used for treatment of SUD.

Fuchs, Hopp, Garrido, Warth(2015) conducted a study on Relaxation Effects of a Combined Music Therapy and Heart Rate Variability Biofeedback Intervention and they found that both cardiovascular an self evaluatory results indicated a higher efficiency of MT in relaxation.

Sharief and Kotteeswari(2010) conducted a research on job stress and its impact on employees performance and the result of the study reveals that both the male and female employees are experiencing stress in their work place. irrespective of the age majority of the employees agree that the job stress is affecting their job performance.

Guetin (1998) conducted a study to assess the effectiveness of soft music for treatment of major depressive disorder. Music resulted in significantly better depressive scores, as well as significantly better sub scores of depression compared with controls.

Lai (2000) conducted a study to find out Effect of music therapy on level of depression in depressive patients. The effect of music therapy was sustained for up to 4 weeks after the discontinuation of sessions and the results confirm the valuable effect of music therapy on depression in depressive patients.

Payk (2000) conducted a study to find out the effect of music therapy on the treatment of depression. The results showed that the level of depression in clients has reduced significantly in experimental group when compared to control group.

Punkanen (2003) conducted a study to examine the efficacy of music therapy with standard care compared to standard care alone among people with depression and to compare the effects of music therapy for people with depression against other psychological or pharmacological therapies. The result showed that in which music therapy was used as an active control treatment, reported significant change in mental state for music therapy compared with standard care.

Steinberg (2006) conducted a study to exploring the listening experiences during music therapy of Outpatients with depression. The results showed listening experiences of music helps the client's depression level to be reduced.

Wininger (2005) conducted a study to find out the effectiveness of music therapy on depression. The results revealed that experimental music group had reduction in the depression when compared with control group.

Gold (2006) conducted study to find the effect of classical music to help patients with depression to overcome the same and be in a normal acceptable emotional state. The study result had shown the greater reduction in the level of depression.

Chou (2008) conducted a study to determine the efficacy of music therapy added to standard care compared with standard care only in the treatment of depression among working-age people. The results of this study indicated that music therapy with its specific qualities is a valuable enhancement to established treatment practices.

Summary bowl: The review of literature shows that a variety of researches have been done with respect to music, gayatri mantra, physical and psychological affects. And such researches have been done on all age groups of samples from young children to elderly people. The things that have come out is that music or mantra both has an effect on the physiological as well as psychological systems and secondly. But the gaps found in these was that, the present papers neuro biofeedback machine is used in the present researches.

In the forgoing Pages, the conceptual framework along with the historical background of each variable and review of literature has been presented. In the next chapter a brief statement of the problem along with methodological considerations will be presented.

### **Rationale Of The Study**

Music and Mantras has been area of interest for researchers since many years. There have been many studies which assess the effect of music or gaytri mantra on autism, ADHD, cognition, learning, happiness and many others. But there are very few studies on its effect on stress reduction and relaxation and even fewer using any Neuro Biofeedback machine and on such sample population which motivated the researcher to study the physiological and psychological effect of music (gaytri mantra) on stress reduction and relaxation.

From the exploration of studies conducted on gaytri mantra or music, the finding from most of them have shown that it affects the level of stress, anxiety and depression of an individual. But its affect on stress, anxiety depression reduction when all the three are taken together are yet to be explored. Hence with this study the effect of music Gayatrimantra on stress, anxiety and depression among young adults. Taking these variables together to study will help people know the combined effect of Gayatri mantra in the music form. Thus, this study explores how these variables affects the eastern culture. This study would also be beneficial for further researches on the topic and working more in the same direction will also generate awareness regarding whether music is important in one's normal life as an art to be studied for overall growth. If music improves ones physiological and psychological state shouldn't it be made a part of school curriculum or used as an activity more often and should it be made an important art to study or to explore so as to contribute it to the well-being of a person.

The following objectives will be verified for the study.

### **Objective**

1. To assess the Effect Of Music(Gayatri mantra) on level of stress among young adults.
2. To assess the Effect Of Music(Gayatri mantra) on level of anxiety among young adults.
3. To assess the Effect Of Music(Gayatri mantra) on level of depression among young adults.

On the basis of review of literature and concerning studies following hypothesis has been formulated for the present study.

### **Hypotheses**

1. The post intervention level of stress will decrease in the participants of experimental group in comparison to the pre intervention level.
2. The post intervention level of anxiety will decrease in the participants of experimental group in comparison to the pre intervention level.
3. The post intervention level of depression will decrease in the participants of experimental group in comparison to the pre intervention level.
4. There will be increase in level of stress among the participants of the control group.
5. There will be increase in level of anxiety among the participants of the control group.
6. There will be increase in level of depression among the participants of the control group.

In this particular chapter we have dealt with the concept and related explanation concerning music, gaytrimantra, stress, anxiety and depression. The next chapter includes design, methodology, and technical details of the tools utilized in the study. A brief description of sample size and its characteristics will also be discussed in the forth coming chapter.

### **Research Design and Methodology**

#### **Research Design**

The nature of the present study is an action research which is “a comparative research on the conditions and effects of various forms of social action, and research leading to social action” Lewin (1946) and the research design selected for the study was Quasi Experimental, Pre test – Post test Non-equivalent Control Group Design. Pretest-posttest are an expansion of the posttest only design with non-equivalent groups, one of the simplest methods of testing the effectiveness of an interventions. In this design, which uses two groups, one group is given the treatment and the results are gathered at the end. The control group receives no treatment, over the same period of time, but undergoes exactly the same tests. The Present study is a three staged study in which in the first stage stress level, anxiety level and depression level of all the participants will be assessed by using Perceived Stress Scale, Beck’s Depression Inventory and beck’s Anxiety inventory. The participants having high or moderate level on minimum two scales will be considered in the experimental group and the rest in control group. In the second stage the impact of music on stress, anxiety and depression reduction will be assessed and in the third and the final stage pretest- posttest design will be used to see the impact of music(gaytrimantra) and see the effect on stress, anxiety and depression.

#### **Variables Undertaken**

##### **Independent Variable**

1. Gayatrimantra in the form of musical note.

##### **Dependent variables-**

1. Stress level of the participants.
2. Anxiety level of the participants.
3. Depression level of the participants.

## **Sample**

30 young male (15(control group)allowed to listen their preferred music and 15(experimental group)were asked to listen the music selected by the researcher) adults incidentally selected from Lucknow city served as subjects. Their age ranged between 22 to 40 years with a mean age of 30 years. Inclusion-exclusion criterion is as follows:

- Age of participant should be between 22 to 40 years
- Participants will be young adults as researches suggest they have high risk of stress, anxiety and depression compared to those from the other age group.
- In the pre-test score should be >14 on stress scale, >22 on anxiety scale and >11 on depression scale to be included in the study.
- The participant in the study will not be from the music field themselves.

## **Tools Used**

### **1. Percieved Stress Scale**

The Perceived Stress Scale (PSS) developed by Cohen,(1983) is a most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. Potentially stressful life events are thought to increase risk for disease when one perceives that the demands these events impose tax or exceed a person's adaptive capacity (Lazarus & Folkman, 1984). In turn, the perception of stress may influence the pathogenesis of physical disease by causing negative affective states (e.g., feelings of anxiety and depression), which then exert direct effects on physiological processes or behavioral patterns that influence disease risk (Cohen, Janicki Deverts, & Miller, 2007). The Perceived Stress Scale (PSS) measures psychological stress associated with sex, age, education, income, employment status, and a number of other demographics. The PSS was designed for use in community samples with at least a junior high school education and showed adequate reliability and, as predicted, was correlated with life event scores, depressive and physical symptomology, utilisation of health services, and social anxiety.

### **2. Beck Anxiety Inventory**

The Beck Anxiety Inventory (BAI) published in 1993 consists of 21 items with a Likert scale ranging from 0 to 3 and raw scores ranging from 0 to 63. It was developed in 1988 and a revised manual was published in 1993 with some changes in scoring. The BAI scores are classified as minimal anxiety (0 to 7), mild anxiety (8 to 15), moderate anxiety (16 to 25), and severe anxiety (30 to 63). The BAI correlates highly with the BDI-II indicating that although the BAI may provide useful clinical information, it is not specific and can't be used diagnostically. The reading level is even lower than the BDI-II (average Flesch-Kincaid Grade Level 2.3. Because the instructions for the BAI are written at an 8.3 grade level, oral instructions should be given to persons with lower reading skills.

### **3. Beck Depression Inventory**

The Beck Depression Inventory (BDI) published in 1961 is a selfadministered 21item selfreport scale, presented in multiple choice format, designed to detect presence of depression in adolescents and adults, and to measure characteristic attitudes and symptoms of depression independent of any particular theoretical bias. Each of the inventory items corresponds to a specific category of depressive symptom and/or attitude. Each category purports to describe a specific behavioral manifestation of depression and consists of a graded series of four self evaluative statements. The statements are rank ordered and weighted to reflect the range of severity of the symptom from neutral to maximum severity. Numerical Values of zero, one, two, or three are assigned to each statement to indicate degree of severity. Adding up the scores for all of the twenty one questions, the single total score is produced indicating intensity of the depression. There are two versions of the BDI:- the original

version of BDI, published in 1961 (Beck, Ward, Mendelson, Mock & Erbaugh, 1961). and the revised version of BDI, published in 1971.

### Procedure

The study has been designed based on the pervious literature that depicts that the Gayatrimantra in the form of music has an effect on level of stress, anxiety and depression of an individual. The data will be collected from a defined population of 30 person. Prior to the data collection, the investigator examines the purpose and utility of the study to the respondents. A rapport was developed during the process where the respondents was informed that their responses would be kept confidential and would be utilized only for the purpose of the research work. Beck Anxiety Inventory, Beck Depression Inventory and Percieved Stress Scale developed by Cohen,1983 was used in from which data was collected. After the data got collected results discussed in the next chapter.

### Method of Data Analysis

Mean , Standard deviation and t- test was applied to see the impact of Gayatri Mantra on stress anxiety and depression.

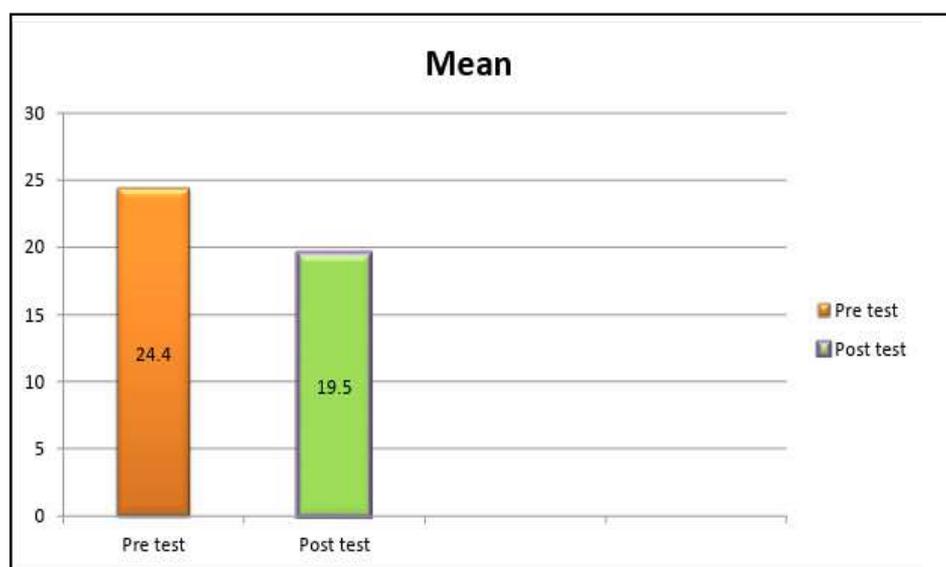
In this particular chapter we have dealt with the design, methodology, and technical details of the tools utilized in the study. A brief description of sample size and its characteristics. The next chapter includes results, interpretation and discussion which is discussed in the forth coming chapter.

### Results

The results after testing the hypotheses for different variables are as follows.

**Result Table 1. Showing the t – test data of Stress level pre and post intervention of participant in experimental group.**

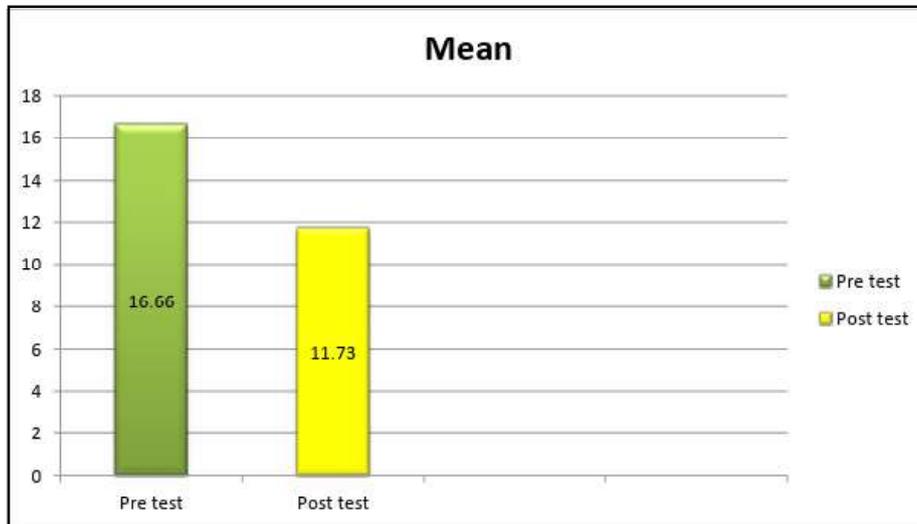
Group	N	M	SD	T	Df	P
Pre test	15	24.400	4.56383	6.053	14	0.05 level
Post test	15	19.5333	5.04079			



The first hypothesis was that the post intervention level of stress will decrease in the participants of experimental group in comparison to the pre intervention level. The hypothesis was retained. Table 1: paired sample t- test was calculated between the pre and post intervention of level of stress of the individuals and it came out to be significant at 0.05 level. Hanser(1985) conducted a study on music therapy and stress reduction and she concluded music acts a sedative in reducing the effects of ANS during stressful situations and also relaxation of body and brain. N

**Result Table 2. Showing the t – test data of Anxiety level pre and post intervention of participant in experimental group.**

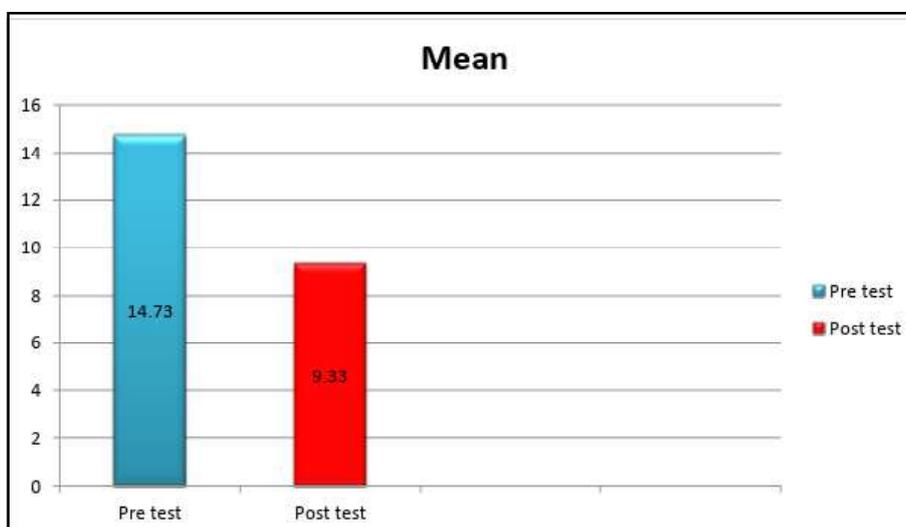
Group	N	M	SD	T	Df	P
Pre test	15	16.6667	8.97351	6.248	14	0.05 level
Post test	15	11.7333	7.84189			



The second hypothesis was that the post intervention level of anxiety will decrease in the participants of experimental group in comparison to the pre intervention level. The hypothesis was retained. Table 2: paired sample t- test was calculated between the pre and post intervention of level of anxiety of the individuals and it came out to be significant at 0.05 level. Guetin (2003) in a controlled study on Effect of music therapy on anxiety and depression in patients with Alzheimer's type dementia: randomised, confirms the valuable effect of music therapy on anxiety and depression in patients with mild to moderate Alzheimer's disease.

**Result Table 3. Showing the t – test data of Depression level pre and post intervention of participant in experimental group.**

Group	N	M	SD	T	Df	P
Pre test	15	14.7333	6.55163	5.492	14	0.05 level
Post test	15	9.9333	4.21675			

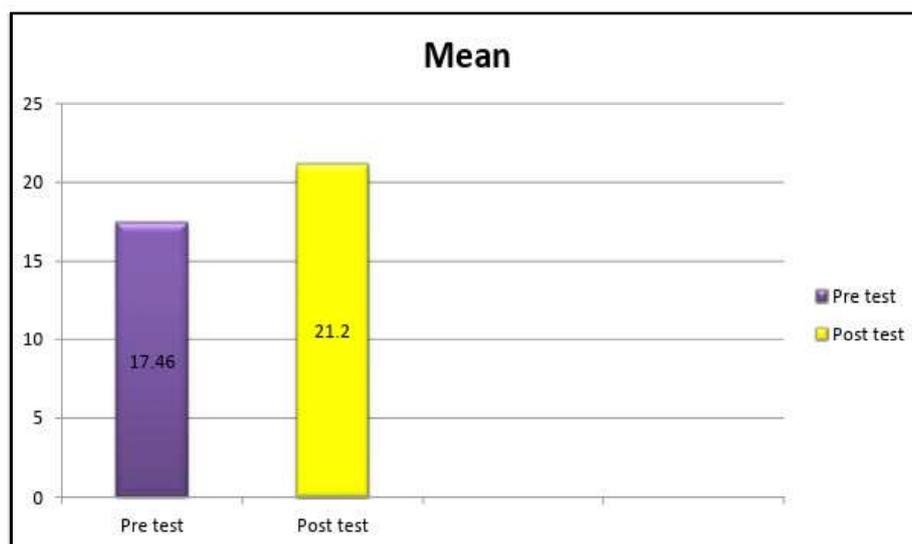


The third hypothesis was that the post intervention level of depression will decrease in the participants of experimental group in comparison to the pre intervention level. The hypothesis was retained. Table 3: paired

sample t- test was calculated between the pre and post intervention of level of depression of the individuals and it came out to be significant at 0.05 level. Lai (2000) conducted a study to find out Effect of music therapy on level of depression in depressive patients. The effect of music therapy was sustained for up to 4 weeks after the discontinuation of sessions and the results confirm the valuable effect of music therapy on depression in depressive patients.

**Result Table 4. Showing the t – test data of Stress level pre and post intervention of participant in control group.**

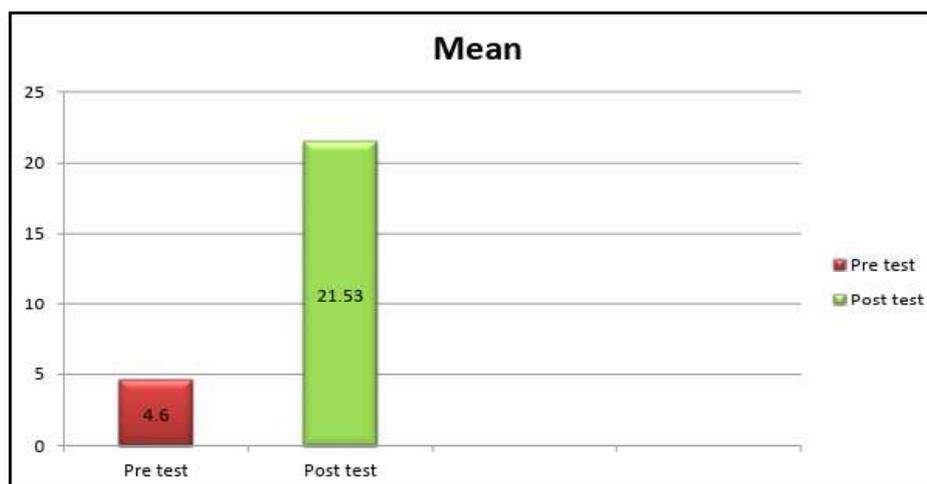
Group	N	M	SD	T	Df	P
Pre test	15	17.4667	3.96172	-2.520	14	0.05 level
Post test	15	21.2000	6.23584			



The fourth hypothesis was that the post intervention level of stress will increase in the participants of control group in comparison to the pre intervention level. The hypothesis was not retained. Table 4: paired sample t- test was calculated between the pre and post intervention of level of stress of the individuals and it came out to be not significant at 0.05 level.

**Result Table 5 Showing the t – test data of Anxiety level pre and post intervention of participant in control group.**

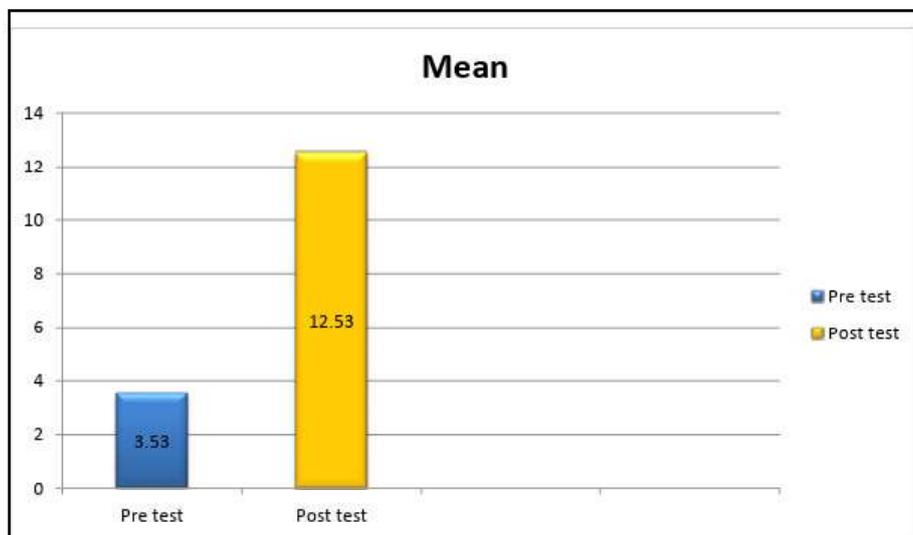
Group	N	M	SD	T	Df	P
Pre test	15	4.6000	4.65679	-10.814	14	0.05 level
Post test	15	21.5333	6.23202			



Our fifth hypothesis was also not retained which stated that the post intervention level of anxiety will increase in the participants of control group in comparison to the pre intervention level. As table5: reflects paired sample t- test between the pre and post intervention of level of anxiety of the individuals and it came out to be not significant at 0.05 level.

**Result Table 6. Showing the t – test data of Depression level pre and post intervention of participant in control group.**

Group	N	M	SD	T	Df	P
Pre test	15	3.5333	2.53170	-5.444	14	0.05 level
Post test	15	12.5333	6.16287			



Our sixth hypothesis was also not retained which stated that the post intervention level of depression will increase in the participants of control group in comparison to the pre intervention level. As table6: reflects paired sample t- test between the pre and post intervention of level of depression of the individuals and it came out to be not significant at 0.05 level.

**Interpretation And Discussion**

The objective of the current study is to explore the effect of Music(Gayatri Mantra)on stress, anxiety, and depression among young adults . Music has been found to effect sly affect the prosperity and feeling of people, with much research directed here as of late. During a time when pharmaceutical organizations turn more than billions of dollars in produce by helping to improve the wellbeing and prosperity of numerous patients through sedated tranquilize use, elective treatments such as music have likewise been found to have useful impacts, with almost no unfriendly symptoms on patient's wellbeing (Jamabo and George, 2014). Moreover, music has likewise been found to have a capacity to summon sentiments of both bliss and misery for people with connections too to enthusiastic reactivity to music for people (Goycoolea, Levy and Ramirez, 2013; Baltes and Miu, 2014). . Chanting of mantra in the form of music is a meditative practice from the Indian tradition of spiritual practices. This ritualistic recitation helps to sublimate the mind to a single thought until it attains the state of samādhi. The Indian scriptures on yoga and spirituality mention a great deal on the basis of mantra vijnana and science of eternal syllables like Omkara, A-kara, U- kara, and M- kara. Mantra is the main practice that links yoga. It was hypothesized that the post intervention level of stress will decrease in the participants of experimental group in comparison to the pre intervention level , the results obtained clearly stated that the hypothesis was retained as results show a t-test value of +6.053 which is significant at 0.05 level. The second hypothesis was retained as the hypothesis stated that the post intervention level of anxiety will decrease in the participants of experimental group in comparison to the pre intervention level the results reflects

the a ttest value of +6.248 which is significant at 0.05 level. The third hypothesis stating that the post intervention level of depression will decrease in the participants of experimental group in comparison to the pre intervention level, was also retained. As results obtained shows the t-test value of +5.492 which is significant at 0.05 level. Our fourth hypothesis was not retained which stated that the post intervention level of stress will increase in the participants of control group in comparison to the pre intervention level. As the results reflects a t-test value of -2.520 which is not significant at 0.05 level. Our fifth hypothesis was also not retained which stated that the post intervention level of anxiety will increase in the participants of control group in comparison to the pre intervention level. As the results reflects a t-test value of -10.814 which is not significant at 0.05 level . Our sixth hypothesis was also not retained which stated that the post intervention level of anxiety will increase in the participants of control group in comparison to the pre intervention level. As the results reflects a t-test value of -5.444 which is not significant at 0.05 level. This study provides insight into the effect of gayatri mantra in the form of music on level of stress, anxiety and depression among the population of young adults, and provides an impetus for further exploration. In particular, many international researches has considered the importance of music (e.g., Krueger et al., 2009). With continued accessibility to music through different means as technology improves, the musical environment is dynamic and constantly changing. Future research may even come to consider the effects on wellbeing with music(gayatri mantra) in a virtual or simulated space, where the social component of music engagement may be mimicked artificially. The findings herein appear to advocate for the elements of music(gayatri mantra) as being associated with reduction in level of stress, anxiety and depression.

In this particular chapter we have dealt with the design, methodology, and technical details of the tools utilized in the study. A brief description of sample size and its characteristics. The next chapter includes results, interpretation and discussion which is discussed in the forth coming chapter.

### **Summary and Conclusion**

The present chapter summarizes the major findings, scope for future research, implications in the field of mental health and wellbeing and recommendations. The study was conducted to identify the effect of music (GayatriMantra) on stress, anxiety and depression among young adults. The study design was quasi experimental pre test- post test nonequivalent control group design and te nature of the research was Action Reasearch. The study was conducted on 30 samples. The level of stress, anxiety and depression was assessed by Perceived Stress Scale developed by Cohen,(1983),Beck Anxiety Inventory developed by Beck,(1993) and Beck Depression Inventory developed by Beck,(1961) respectively before and after the intervention. In the results t-test was applied and on the basis of the above results following conclusions are drawn:

- The findings clearly show a significant effect of Gayatri mantra in the form of musical tone in reduction of stress; a significant effect on reduction of level of anxiety ; and significant effect on reduction of level of depression when given in as an intervention.
- The study has merged psychology and art in its attempt to use Gayatri Mantra as an intervention for reducing stress, anxiety, depression level in young adults. This shows a positive lens towards roots of the culture in improving health.
- As we have not established a cause and effect relation, future studies should explore whether there is any cause and effect relationship between the variables.
- Gayatri Mantra in the form of music can be a major contributor in improving the mental and emotional health of individuals. Different interventions and programs of music can be used to generate wellbeing in individuals.

### **Limitations**

- A sample of diverse population could be taken in further studies to have more valid generalized results. The sample size can be increased as the one in this research is fairly modest.
- Use of control group would have given more weightage to the findings

- More weeks added to the intervention might have brought the scores lower, and turn out to be more beneficial to the participants.
- Using of semi-structured interview to know the subjective experience of Gayatrimantra in music form would have given more insights to us.

### Suggestions for Future Research

- Interventions could be planned for developing a more healthy and in enhancement of psychological wellbeing among children from very young age.
- Future researches could be done separately for different music style so as to know the effect of different music style on individual's emotional intelligence, perception of emotions and psychological well being.
- People can be educated regarding how learning music and chanting Mantras can help them improve their mental and emotional health and thus add on to their overall growth and wellbeing.
- Hindustani classical music being rich in its knowledge of different emotions and there expressions, it can be included in Music Therapy and aid to other psychotherapeutic techniques.
- Further studies could be conducted to see the effect of age and gender difference in the level of stress, anxiety and depression reduction of musical trained and untrained individuals.

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# Role of Education in the Empowerment of Women in India

**Prof. Meenakshi Sharma**

*Department of Political Science*

*Gokul Das Hindu Girls College, Moradabad*

*Email: smeenakshi140@gmail.com*

## **Abstract**

*Women education in India has a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment and India poised to becoming superpower in recent years. Education of women is the most powerful tool to change the position in society. Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman. . Education also brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation.*

## **Keywords**

*Education, preoccupation, milestone, empowerment, participation.*

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## **Introduction**

Empowerment can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996). Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. There are always a number of elements in the society which are deprived of their basic rights in every society, state and nation, but these elements lack in the awareness of their rights. If we enlist such elements from the society, then women would top this list. In fact, women are the most important factor of every society. Even though everybody is aware of this fact, but nobody is ready to accept this fact. As a result, the importance which used to be given to women is declining in today's society. As a consequence of this growing tendency of underestimating women such as to make them occupy a secondary position in society and to deprive them of their basic rights, the need for empowering women was felt. Empowering women has become the focus of considerable discussion and attention all over the world. Today we enjoy the benefits of being citizens of a free nation, but we really need to think whether each of the citizens of our country is really free or enjoying freedom, in the true sense of the term. The inequalities between men and women and discrimination against women are an age-old issue all over the world. Thus women quest for equality with man is a universal phenomenon. Women should equal with men in matters of education, employment, inheritance, marriage, and politics etc. Their quest for equality has given birth to the formation of many women's associations and launching of movements. The Constitution of our nation doesn't discriminate between men and women, but our society has deprived women of certain basic rights, which were bestowed upon them by our Constitution. Empowerment allows individuals to reach their full potential, to improve their political and social participation, and to believe in their own capabilities.

## **Importance of Women Education**

"If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered". PT. JAWAHARLAL NEHRU. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside.<sup>1</sup> If it is said that education is the key to all problems, then it won't be improper. Thinkers have given a number of definitions of education but out of these definitions, the most important definition is that which was put forth by M. Phule. According to M. Phule, "Education is that which demonstrates the difference between what is good and what is evil". If we consider the above definition, we come to know that whatever revolutions that have taken place in our history, education is at the base of them.<sup>2</sup> Education means modification of behaviour in every aspect, such as mentality, outlook, attitude etc. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literary rate is more than 82.14% and the female literacy rate is just 65.46%. (b). the women were consider only house wife and better to be live in the house.

## **Women Empowerment through Education**

Women empowerment is the pivotal part in any society, state or country. It is a woman who plays a dominant role in the basic life of a child. Women are an important section of our society. Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socio-economic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women.<sup>3</sup> Women Empowerment is a global issue and discussion on women political right are at the

fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment. To see the development in women education India is supposed to upcoming super power of the world in recent years. The increasing change in women education, the empowerment of women has been recognised as the central issue in determining the status of women.<sup>4</sup> for becoming super power we have mostly to concentrate upon the women's education. By which it will force on women's empowerment. As per united national development fund for women (UNIFEM) the term women's empowerment means:

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.
- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi level construct referring to individuals, organizations and community. It is an international, ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to the control over this resources.<sup>5</sup>

Let's see the difference in the literacy rate between men and women in given table are as under Literacy rate in India

Year	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	62.38	76.0	54.0
2011	74.	82.1	65.46
2022	77.7%	73	4

On observing the above table, we come to know that at no point could the literacy rate of women match that of men. As a result, even after 65 years of independence, women occupy a secondary position in our social hierarchy. Inspire of being aware of her position, women can't transform the situation due to lack of education. Therefore, women's empowerment can't be effected unless we persuade the importance of women's education.<sup>6</sup>

### Importance of Women Participation

Women's participation may be used both for support by an agency and as a control device by the law-makers. Participation may be direct or indirect, formal or informal; it may be political, social or administrative in nature. Women's participation in Panchayat Raj institutions may take many forms. It refers to all those activities which show the women's involvement in the processes and administration, that is, participation in

policy formulation and programme planning, implementation and evaluation of policies and programmes meant for development target groups.<sup>7</sup> Indian women have been associated with politics since the pre-independence period. They were part of the freedom movement both as volunteers and leaders. On independence, Article 15 of the Indian Constitution guaranteed equality to women under the law. Though the Indian Constitution guarantees equal rights to all citizens, women are still marginally represented in the Indian political arena. The fact is that in the hands of women are having lack of power at the centre and state level. It is sad state of affairs that about half of India's population has only 10 per cent representation in the Lok Sabha. In the current Rajya Sabha, there are 21 women out of a total of 233 MPs, which amounts to only nine per cent which is even lower than that in the Lok Sabha. At the societal level male dominance in Parliament, bureaucracy, judiciary, Army, police all point towards gender inequality, notwithstanding the fact that it is often argued that women's political leadership would bring about a more cooperative and less conflict-prone world. Lack of political and economic powers add to the subservient and unequal position of women.<sup>8</sup> After Independence, in spite of having our own constitution, India was not able to achieve morals like fairness, equality and social justice. The condition of women didn't improve even having a woman prime minister for few numbers of years. Women's representation in politics all over the world began to assume importance from mid 1970s when United Nations (UN) declared 1975 as the 'International Women's Year'. This was followed by the UN's decade for Women from 1976-1985 and the theme was "Equality, Development and Peace". Women's participation in politics remained quite inconsequential in India even today but some sort of improvement took place by the 73<sup>rd</sup> and 74<sup>th</sup> constitutional amendment acts which gave boost to the status of women at the political level by giving opportunity to women in the process of decision-making.<sup>9</sup> The 73<sup>rd</sup> and 74<sup>th</sup> Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of panchayats and Municipalities for women, laying a strong foundation for their participation in decision making at the local level.<sup>10</sup>

### **Educational Equality**

Another area in which women's equality has shown a major improvement as a result of adult literacy programs is the area of enrolment of boys and girls in schools. As a result of higher participation of women in literacy campaigns, the gender gap in literacy levels is gradually getting reduced. Even more significant is the fact that disparity in enrolment of boys and girls in neo-literate households is much lowered compared to the non-literate householders.<sup>11</sup> The world has achieved equality in primary education between girls and boys. But few countries have achieved that target at all levels of education. The political participation of women keeps increasing. In January 2014, in 46 countries more than 30% of members of parliament in at least one chamber were women. In many countries, gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government.<sup>12</sup> Women and girls face barriers and disadvantages in every sector in which we work. Around the world 62 million girls are not in school. Globally, 1 in 3 women will experience gender-based violence in her lifetime. In the developing world, 1 in 7 girls is married before her 15th birthday, with some child brides as young as 8 or 9. Each year more than 287,000 women, 99 percent of them in developing countries, die from pregnancy and childbirth-related complications. While women make up more than 40 percent of the agriculture labour force only 3 to 20 percent are landholders. In Africa, women-owned enterprises make up as little as 10 percent of all businesses. In South Asia, that number is only 3 percent. And despite representing half the global population, women compromise less than 20 percent of the world's legislators. Putting women and girls on equal footing with men and boys have the power to transform every sector in which we work.<sup>13</sup> The gender equality and women's empowerment isn't a part of development but at the core of development. To get rid of this we have to make some educational awareness programmes on gender equality and women empowerment for cementing our commitment to supporting women and girls.

### **Conclusion**

Women play an imperative role in making a nation progressive and guide it towards development. They are essential possessions of a lively humanity required for national improvement, so if we have to see a bright

future of women in our country, giving education to them must be a pre-occupation Empowerment means moving from a weak position to execute a power. The education of women is the most powerful tool to change the position of society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. The education develops the idea of participation in government, panchayats, public matters etc for elimination of gender discrimination.

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# Indian Cinema and Its Effects on Economy

**Dr. Seema Malik**

*Assistant Professor*

*Department of Economics*

*Gokul Das Hindu Girls College, Moradabad*

*Email: seemamalik04413@gmail.com*

**Simran Khanna**

*Research Scholar*

*Department of Applied &*

*Regional Economics*

*MJPRU, Bareilly*

*Email: simrankhanna304@gmail.com*

## **Abstract**

*This research paper intends to delve into the role of cinema as a reflection of society, with a specific focus on its capacity to depict societal concerns, cultural norms, and the collective mindset of the populace. By scrutinizing a carefully chosen array of films across various genres and time periods, this study aims to explore how movies not only mirror to social trends, public sentiments and bring attention to crucial societal matters but also effects the economy.*

*In the context of Indian cinema, it has frequently functioned as a mirror reflecting the nation's political landscape, widely illustrating political ideologies, social movements, and power dynamics. This research endeavors to examine how Indian films serve as political mirrors by evaluating their portrayal of political themes, their impact on public perception, and their role in influencing political discussions.*

## **Keywords**

*Economy, Indian society, Globalization, Politics, Public Perception.*

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## Introduction

The Indian cinema industry is fragmented by language. Bollywood or Hindi language films contribute the largest box office revenue at 43%. Tamil cinema and Telugu cinema films represent 36% of the revenue. The south Indian film industry defines the four film cultures of South India as a single entity. These are Kannada cinema, Malayalam cinema, Telugu cinema and Tamil cinema. Although they developed independently, the exchange of film artists and technicians and globalization helped in the birth of this new identity.

For the Indian diaspora living outside, numbering in the millions today, Indian films are released through DVDs or screenings in commercially viable venues. The foreign market can have a significant contribution of up to 12% in the income of Indian films. Apart from this, music is also a source of revenue in Indian cinema. Music rights of films can account for 4-5% of a film's net income.

Dadasaheb Phalke is known as the father of Indian cinema. As a symbol of Dadasaheb Phalke's lifelong contribution to Indian cinema and in the centenary of Dadasaheb's birth in 1969, the Government of India Dadasaheb Phalke Award was established in his honour. Today it has become the most prestigious and desired award of Indian cinema.

In the 20<sup>th</sup> century, Indian cinema became a global industry along with the cinema of the United States of America, Hollywood and the Chinese film industry. In 2013, India ranked first in annual film production, followed by the cinema of Nigeria, Hollywood and China. Comes in the year 2012, 1602 films were produced in India, in which Tamil cinema was leading, followed by Telugu and Bollywood. The total income of the Indian film industry in 2011 was \$ 1.86 billion ( Rs. 93 billion). Indian technology and global influence have changed the face of Indian cinema. Now not only films like Super Hero and Vigyanam Kalpa are being made but many such films like Enthiran, Ra.One, Eega and Krish 3 have become successful as blockbuster films. Indian cinema has found a market in more than 90 countries where Indian films are screened. Dangal become an international blockbuster, crossing over \$ 300 million worldwide.

The film and television industry has contributed approximately Rs. 28 thousand crores to the Indian economy. This report was presented at the Asia Society Conference held in New Delhi. Private housecoopers has prepared this report. According to the report, the Indian film and television industry is also providing employment to about 18 lakh people. The report also says that the contribution of the film and television industry to India's gross domestic product is more than of the advertising industry. On this occasion, Dan Glickman, head of the Motion Picture Association of America, said, "Indians should be proud of this success of the Indian film and television industry." Hugh Stephens, senior vice president, Time Warner, said, "The film and television industry in India is one of the largest markets in the world by number of subscribers."

The film industry in India was valued at approximately 183 Billion Indian rupees in fiscal year 2020. This was expected to more than halve next year due to the coronavirus (COVID-19) pandemic. However, financial forecast for the year 2022 shows an increase of 196 percent.

## Objectives

1. To comprehensively understand the multifaceted impact of movies on economy and society.
2. To investigate the impact of films on society with an emphasis on economic aspects.

## Films and Society

- Representation of Socio-Economic Problems

Indian films have also been a medium for reflecting prevailing socio-economic problems like poverty, gender inequality, caste discrimination, corruption, and religious conflicts. Movies such as "Mother India" (1957) shed light on the struggles of rural women, while "Lagaan" (2001) portrays the fight against colonial oppression, not just entertaining but also creating awareness and sparking discussions on these important topics.

- **Influence on Indian Society**

Movies wield immense power in shaping Indian society, influencing fashion trends, language, and social norms. For instance, films like “Dilwale Dulhania Le Jayenge” (1995) and “Kuch Kuch Hota Hai” (1998) popularized love marriages, challenging the prevailing system of arranged marriages. Similarly, films like “Rang De Basanti” (2006) and “3 Idiots” (2009) inspired a generation to question societal norms and pursue their passions.

- **Consequence of Globalization**

With globalization, Indian cinema has evolved in terms of themes, storytelling techniques, and production values. Bollywood films now cater to a global audience, embracing cross-culture influences and representing diverse identities. Films such as “Slumdog Millionaire” (2008) received international acclaim for portraying Indian society’s realities and debunking stereotypes associated with poverty.

## **Films and Politics**

- **Description of Political Leaders and Movements**

Indian films frequently feature political leaders and social movements, providing insights into their ideologies, struggles, and impact on society. Films like “Gandhi” (1982) and “The Legend of Bhagat Singh” (2002) depict iconic leaders and their contributions to the freedom struggle, educating audiences about historical events and shaping public perception.

- **Influence on Public Perception**

Indian films significantly influence public perception of politics and political leaders. The portrayal of political figures and their actions shapes how the public views and responds to political issues. Movies can either reinforce existing beliefs or challenge them, leading to changes in public opinion. For example, films like “Aarakshan” (2011) and “Newton” (2017) sparked debates on the reservation policy and the electoral process, respectively, influencing public discourse.

- **Political Campaigning and Propaganda**

In India, films have been utilized as tools for political campaigns and propaganda, leveraging their reach and influence to promote ideologies and gain public support. Films featuring political leaders or strategically released during election seasons seek to influence public opinion, exemplifying the interaction between films, politics and the electoral process in India.

## **Conclusion**

Indian films serve as a mirror of Indian society, reflecting cultural traditions, socio-economic issues and evolving values. They influence social norms and raise awareness about social and economic matters. As cinema evolves, it will maintain a pivotal role in shaping and reflecting India’s diverse society and economic landscape.

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# Sustainable Development through Traditional Knowledge

**Dr. Shaifali Agarwal**  
*Assistant Professor*  
*Department of Psychology*  
*G.D.H.G. College, Moradabad*  
*Email: akshat02agarwal@gmail.com*

## **Abstract**

*Traditional knowledge goal is to produce an active environmental oriented citizen, who is personally involved in decisions and practices regarding man's interaction with his environment. India has a rich tradition of intellectual inquiry and a textual heritage that goes back to several hundreds of years. India was magnificently advanced in knowledge, traditions and practices during the ancient time. The intellectual achievements of Indian thought are found across several fields of study in ancient Indian texts ranging from the Vedas and the Upanishads to a whole range of scriptural, philosophical, scientific, technical and artistic sources. Indian traditions, customs and religious beliefs enlighten us about the protection of the flora and fauna. They teach us one fundamental principles of ecology, especially that every living entity of the biosphere has its own important role in the flow of energy and cycle of nutrients which keep the world going. Environmentalists, therefore, have started realizing the significance of culture as a force for conservation and have focused on traditional knowledge systems.*

## **Keywords**

*Future Orientation, Protection, Sustainability, Traditional Knowledge.*

Reference to this paper should be made as follows:

**Dr. Shaifali Agarwal**

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## **Introduction**

Education is the process or development through knowledge, skills, values, and training. It is expected that education can change and improve the quality of man's environment and in turn can modify man's behaviour with his environment. People's injudicious utilization of physical and biological resources for their effective living and functioning in a society resulted into environmental degradation. Environmental degradation ultimately changed into a survival threat for mankind. This threat can be removed by the environmental education. The basic aim of environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments resulting from the interaction of their biological, physical, social, economic and cultural aspects and acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving social problems, and in the management of the quality of the environment. It may be possible by promoting our traditional knowledge.

## **Traditional Knowledge (TK)**

Traditional Knowledge is essentially culture based, and it is integral to the cultural identity of the social group in which it operates and is preserved. It is an open-ended way to refer to tradition-based literary, artistic or scientific works; performances; inventions; scientific discoveries; designs; marks, names and symbols; undisclosed information; and all other tradition-based innovations and creations resulting from intellectual activity. The definition of traditional knowledge used by the World Intellectual Property Office (WIPO) includes indigenous knowledge relating to categories such as agricultural knowledge, medicinal knowledge, biodiversity-related knowledge, and expressions of folklore in the form of music, dance, song, handicraft, designs, stories and artwork. "Tradition-based" refers to knowledge systems, creations, innovations and cultural expressions which have generally been transmitted from generation to generation; are generally regarded as pertaining to a particular people or its territory; and are constantly evolving in response to a changing environment. It tends to be developed in a way that is closely related to the immediate environment in which traditional communities dwell, and to respond to the changing situation of that community. Process leading to the creation of TK may not be formally documented in the way that much scientific and technological information is recorded. The apparent non-systematic manner of creation of traditional knowledge does not diminish its cultural value, or its value from the point of view of technical benefit. In recent years concern has been expressed in relation to the recognition of traditional knowledge as prior art. Patents have been granted for traditional knowledge-related inventions which did not fulfil the requirements of novelty and inventive step when compared with the relevant prior art. This prior art consisted of traditional knowledge that could not be identified by the patent-granting authority during the examination of the patent application. The term "prior art" generally refers to the entire body of knowledge which is available to the public before the filing date of an application for certain industrial property titles, principally patents, utility models and industrial designs. The identification of prior art constitutes a cornerstone for the substantive examination of applications for these titles, since requirements such as novelty and inventive step are established by comparing the claimed subject matter with the relevant prior art.

## **Traditional Knowledge for Nature in Ancient India**

There was no art without nature; no music without the live symbols seasons gave content to it. In the Vedic period before cutting a branch, an invocation was chanted, a prior forgiveness obtained-

‘Swadhite ma ma hinsa. Aushade trayasva enam’

(O knife, do not cause any harm, O Lord of the plant, protect him)

The culture of conservation of nature dates back to the ancient Vedic Period. Our Vedas are full of hymns dedicated to the supremacy of various natural entities. The Rig-Vedic hymns refer to many gods and goddesses identified with sun, moon, thunder, lightening, snow, rain, water, rivers, trees etc. They have been glorified and worshipped as givers of health, wealth and prosperity. The rain-god Indra has the largest number of hymns attached to him. Sun worship is of vital importance in Vedic worship; the sun was worshipped in the form of gods like Surya, Martanda, and Usa etc. Today it has been proved that solar energy is the ultimate

source of energy that regulates the energy flow through the food-chain, drives various nutrient cycles and thus controls the ecosystem all over the earth, but it was probably well understood and realized by the ancient people as well. The Gayatri mantra of the Rig-Veda, which is chanted on every auspicious occasion, is full of praise for the sun. Ancient texts make explicit references as to how forests and other natural resources are to be treated. Sustainability in different forms has been an issue of development of thought since ancient times. For example, robust principles were designed in order to comprehend whether or not the intricate web of nature is sustaining itself. These principles roughly correspond with modern understanding of conservation, utilization, and regeneration.

### **Conservation Principles**

- It must be ensured that earth remains forested.
- It must be understood that humans can sustain only if the earth is protected.
- Even if vaguely, it also makes reference to ecology, economy and society concurrently.

### **Utilization and Regeneration Principles**

- Human beings can use the resources from the earth for their sustenance,
- Resource use pattern must also help in resource regeneration,
- In the process of harvest no damage should be done to the earth,
- Humans are forewarned not against the use of nature for survival, but against the overuse and abuse.

Although not in modern terminology, the three segment of sustainability – ecology, economy and society seem to get addressed simultaneously.

### **Flora and Fauna in Traditional India**

Trees have also been given huge importance the ancient Indian tradition. The four Vedas are full of references to various herbs, trees and flowers and their significance. Trees and plants were considered as animate beings and to harm them was regarded as a sacrilege. The Atharva-Ved glorifies the medicinal value of various herbs. In the ancient texts we come across references to trees like Kalpavriksha and Parijat with mythical powers. Lotus and trees like Vatvriksh, or flame of the forest Palas were given special attention. The worship of the pipal tree became a folk ritual, and the pipal was called the king of trees in ancient literature. In the course of time, many such plants and trees came to be associated with various gods and goddesses and were worshipped accordingly. There are some scientific reasons underlying those beliefs. The pipal tree continuously releases oxygen in the atmosphere, and therefore, such knowledge must have been put into a spiritual form by our ancestors. Similarly, trees such as Bael, Ashoka, Sandalwood and Coconut hold special significance in various religious rituals; so do Durya grass, Tulsi, the Banana, Lotus, Marigold, China rose, and the flowers of Milkweed.

Three major factors were responsible for the origin of the tree-cult in India: their wood, leaves, fruits, etc. were useful to humans; it was believed that trees were possessed by spirits who guided humans in their distress; and humans developed respect for trees which often provided them with an alternative for medicinal plants. Flora and fauna and their associations with human beings were depicted in epics like the Mahabharata, the Ramayana, and in Kalidas's compositions such as Meghdut, Abhigyaya-shakuntalam, etc. They provide colourful portrayal of trees, creepers, animals and birds conversing with people and sharing their joys and sorrows, which shows that people believed in harmony between man and nature. It is also marked in the scriptures that a tree could be adopted as son; Puranas describe this ritual as taruptravidhi. The Upanayan ceremony performed for the Pipal tree and the marriage ritual performed between the banyan tree and neem tree are also noteworthy. Watering the plants is considered as greatly rewarding in the religious literature.

According to Kautilya (321-300 BC), cutting trees or its branches is an offence and he prescribed various punishments for it sacred groves. The tradition of sacred groves was also common in the ancient period and is still practised by folk and tribal communities. A sacred grove consists of a bunch of old trees, generally at the outskirts of a village, which were left, untouched when the original settlers cleared the forest to establish the village. Such groves were regarded as the abodes of gods and goddesses or spirits and hence protected with

utmost care. The cutting of trees was prohibited in these areas and nobody dared to disobey the injunction, partly because of religious faith and partly due to the fear of facing the wrath of the gods, goddesses and spirits. In many sacred groves, villagers perform sacrifices and offerings to the gods during festivals and other occasions. This tradition of sacred groves could be matched with the contemporary notion of biosphere reserves. The great emperor Ashoka also emphasised to grow more medical herbs, plants and trees not only in his empire but in other neighbouring states also. He ordered for free plantation, especially fruit-bearing and shadowy trees along the roadside for the comfort of travellers.

The Foundation for Revitalisation of Local Health Traditions (FRLHT) is a non-governmental organisation which was launched to save and build upon India's traditional medical legacy. One of the programmes that FRLHT has embarked on is that of conservation as well as sustainable use of medicinal plants especially in the area of primary health care. In the area of conservation, 30 medicinal plants conservation areas and 18 ethno botanical conservation parks are being set up in Karnataka, Kerala and Tamilnadu States of South India with the help of State forest departments, research institutes, universities non-governmental organisations and others. This is the first such conservation effort in the country that concentrates on plants rather than wild life and is perhaps the most comprehensive conservation effort in post-independent India. The foundation's thrust areas include establishing a computerised information network on medicinal plants and natural products; promoting the utilisation of traditional medicine in rural and urban areas; fostering understanding about the theoretical foundations and epistemology of traditional knowledge systems. The initiative in boosting the use of medicinal plants in primary health care involves promoting a nursery network to raise medicinal plants and encouraging the public to avail the economically and toxicity - free benefits of 'Green Health', or using plants that heal. This effort needs the commitment and support of the public as well as their willingness to turn to medicinal plants as the most practical primary health care self help system for a country like India (Manohar, 1995).

### **Respect for Wildlife in Traditional Knowledge**

Wild animals and even domesticated ones were also given pride of place and respect in the ancient tradition. Many Hindu gods and goddesses have some particular animal or bird as their vehicles. These include lion, tiger, elephant, bull, horse, peacock, swan, owl, vulture, ox, mouse, etc. The association of wild animals with peoples' religious beliefs played a significant role in their preservation for so very long in India, until the colonial rule indulged in intensive hunting. The feeling of sacredness attached to wildlife protected it and contributed to maintaining an ecological balance. For instance, the snake's association with god Shiva and snake worship was a conscious effort by our saints to preserve the animal, who otherwise incites fear and persecution because of its perceived venomous nature. In fact, snakes are an important link in the food cycle and play a significant role in maintaining the ecological balance. Many artefacts and seals of the ancient Indus valley civilization depict animals like the bull (with or without a hump), the tiger, the elephant, the rhinoceros, the buffalo, the Gharial (crocodile), but often too mythical animals such as the unicorn. Although the precise significance of this animal symbolism remains a matter of debate, Harappa's clearly attached great importance to it. They also appear to have worshipped trees, as evidenced by several tablets, such as this one in which a tree is depicted raised over a platform. During the Vedic period, the cow was considered a very valuable animal; Aditi, the mother of the gods in the Rig-Veda, was often called 'the divine Cow'. In the Mahabharata, the whole earth is compared to a cow which humans, gods and demons, trees and mountains all milked to get what they desire out of her. Many of the Shastra prescribed the unnecessary killing of animals.

Later, the Mauryan ruler Ashoka also prohibited in his edicts hunting and cruelty to animals; his edict at Girnar in Gujarat also ordered medical treatment to them when necessary. Kautilya's Arthshastra also mentioned forests and animal sanctuaries, where animals were protected from poaching. Buddhism and Jainism, the two most popular heterodox sects of ancient times also advocated nature conservation. Buddhism believes in tolerance, love, compassion, forgiveness and non-violence to all. Jainism advocates complete non-violence or Ahimsa; it treats every creature on earth including the smallest insects or microbes as of equal importance and

forbids their killing by all means. This perception went a long way towards preserving biodiversity. While Jainism preaches complete non-violence, Buddhism follows the middle path and states that killing of animals or felling of trees should not be done until absolutely necessary. The Wildlife (protection) Act, 1972 also provide protection to listed species of flora and fauna and establish a network of ecologically important protected areas. Nowadays, at the Nagpanchami festival, drinking milk to the snakes and worshiped them. It is useful in the way of farming because a snake saves crops from the danger of rats.

## Conclusion

Since ancient time, Indian culture has been very naturalistic. Considering the rivers as pious, worshipping trees, rocks, sun, moon, sky, respect for animals, singing praises of nature and deriving sustenance moral and material through interaction with nature has been our tradition. Thus human society, from the very ancient times has been aware of man-environment relationship. Environmentalists have started realizing the significance of traditional values as a force for conservation and have focused on traditional knowledge systems. Religious teachings and cultural traditions could be used in a positive sense for conservation of the environment and ecology. The growing impact of science, technology and industrialization on various aspects of environment has raised a new challenge for mankind. While making use of different resources one has to be oriented for tomorrow, failing that the co-existence of man and environment will be disturbed, leading to fatality. This calls for analysis of good virtues existed in our culture and way of life, which may be relevant to be synthesised with the modern way of life. Future is based on today, so today's life be governed by the judicious utilization of existing resources with emphasis on sustainability. Home, school and community together need to work on integrated manner to facilitate conducive environment to the growing child to develop value of co-existence.

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# **Job Satisfaction of Secondary School Teachers in Relation to Perceived Leadership Behaviour of Principals**

**Dr. Sadhana Mishra**

*Assistant Professor*

*Dayanand Women's Training College, Kanpur, U.P.*

*Email: sadhanamishradwtc@gmail.com*

## **Abstract**

*In the present paper the study for job satisfaction of secondary school teachers in relation to leadership behaviour of principal of Kanpur District of Uttar Pradesh. In the study Leadership Behaviour Descriptive Questionnaire (LBDQ), Form XII developed and revised by Ralph Stogdill has been used to assess the perceived leadership behavior of Principals and to assess job satisfaction, Job Satisfaction Scale developed by Saroj Pandey (2000) was used. The result of the study indicated statistically significant positive relationship between job satisfaction of secondary school teachers and perceived leadership behaviour for Principals.*

## **Keywords**

*Leadership Behaviour, Job Satisfaction, Principal, Secondary School Teachers, statistical analysis and significance.*

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## Introduction

It is the School which helps the students to be equipped with life skills, knowledge and social skills in class room which enables them to participate effectively in every aspect of life. The basic person in the institution that plays an important role to bring about this transformation is a teacher. As stated by NCTE (1988) in *Quality Concerns in Secondary Teacher Education*, “The Teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage”. It is obvious that entire process of education is worthless if the teacher is not able to perform his duties properly. The performance of the teacher depends on various factors like mental health, burnout, emotional intelligence, job satisfaction, leadership behaviour, institutional climate, working conditions etc. So it is clear that teachers can successfully perform their duties if they are satisfied both professionally and psychologically. The studies show that the factors like leadership behaviour of principals and job satisfaction affect job performance of teachers.

Now a days research has emphasized the importance of school leadership in improving outcomes for a school and its students by satisfying their teachers. Principals create conditions that encourage great teaching and so, their leadership qualities needed to be studied and developed.

Leithwood et al (2019) sets out seven strong claims about successful school leadership which are:

- (1) School leadership is second only to classroom teaching as an influence on pupil learning.
- (2) Almost all successful leaders draw on the same repertoire of basic leadership practices.
- (3) The ways in which leaders apply these basic practices not the practices themselves demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
- (4) School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
- (5) School leadership has a greater influence on schools and students when it is widely distributed.
- (6) Some patterns of distribution are more effective than others.
- (7) A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

In the present study the study has been done in the relation between perceived leadership behaviour and job satisfaction of teachers in secondary school of Kanpur Uttar Pradesh.

## Review of Related Literature

Nanda (1992) investigated into the leadership behaviour of primary school headmasters of Cuttack City and found that age and length of experience of principals were not contributing factors to their leadership behaviour but type of schools had significant difference in their leadership behaviour.

Taj (1992) studied administrative behavior of secondary schools' heads and found that administrative experience of heads had a significant effect on their administrative behavior. Further it was observed that type of school and management didn't seem to produce any difference in their administrative behavior.

Diwan (1993) conducted a study to investigate into the leadership behavior and value patterns among school principals of West District of Delhi and found that leadership behavior was not influenced either by age or experience of principals.

Lo Monaco (1996) explored relationship between leadership styles of elementary school principals and selected biographic and demographic variables and found that age and administrative experience of principals had affected leadership styles of principals.

D'Souza (2006) examined leadership behavior of school principals in relation to certain relevant variables and found that gender, age and length of administrative experience had no bearing on principals' leadership behavior.

Bakshi et al. (2008) studied job satisfaction and life satisfaction of government and private college lecturers and found a significant positive correlation between job satisfaction and life satisfaction of overall sample.

Day (2008) studied job satisfaction, mental health and teachers' attitude towards the children and found that these three variables are co-related with one another. The study concluded that if teachers are satisfied in their jobs, they are also mentally healthy and have favorable attitude towards the children.

Abgoli (2009) studied leadership styles of head teachers in relation to school effectiveness in India and Iran and observed significant difference in head teachers' style in case of age difference in Mysore city secondary schools.

Martin (2012) tried to find out the relationship between leadership behavior and experience of principals and found insignificant relationship between principals' leadership behavior and total principal experience.

Li (2014) examined how women school principals exert their leadership and their leadership styles in both public and private schools and found that women's leadership in China is a dynamic process that varies with social, institutional and cultural contexts.

D'Sa and Sheela (2015) studied leadership behavior of principals in different types of secondary schools in Bangalore and reported that there was a significant difference in the styles of Leadership Behaviour of heads of Government, Private Aided and Private Unaided Secondary Schools.

Sadique (2016) studied leadership behavior of heads of schools in Delhi and reported that the type of schools and length of experience of principal had no significant bearing on leadership behavior of heads.

### **Objectives of the Study**

1. To study job satisfaction of secondary school teachers.
2. To study the perceived leadership behaviour of secondary school teachers.
3. To study the relationship between leadership behaviour of principal and job satisfaction secondary school teachers.

### **Hypotheses of the Study**

There exists no significant relationship between leadership behaviour of principals as perceived by teachers and job satisfaction of secondary school teachers.

### **Delimitation of the Study**

1. The study was delimited to ten Government Senior Secondary School of Kanpur Uttar Pradesh..
2. The study was delimited to all the teachers of these schools teaching from eight to twelfth standard.

### **Methodology**

Descriptive Survey Method was used.

### **Sample**

In the present study ten Government Senior Secondary Schools were selected purposively from Kanpur Uttar Pradesh. The teachers teaching in these schools from eight to twelfth standard were chosen as a sample. This sample consisted of total 100 teachers.

### **Tools Used**

1. Job Satisfaction scale developed by Saroj Pandey (2000) to assess the job satisfaction of teachers.
2. Leadership Behaviour Descriptive Questionnaire (LBDQ), Form XII developed and revised by Ralph Stogdill was used to assess the perceived leadership behavior of Principals. The LBDQ consists of twelve dimensions of leadership behavior

### **Scoring Procedure**

Job Satisfaction scale contained 48 items (divided in main eight factors). It is a five point scale. It was administered and items were given score value of '1' to '5' from strongly disagree to 'strongly agree'. The marks obtained in all the items by a teacher were added to assess the job satisfaction scores of the teachers.

The LBDQ is a self-administering scale with hundred items. It is a five-point scale. It was administered and for positive items from Always (A) to Never (N) were scored 1 to 5 whereas scoring was reversed for

negative items. The marks assigned in all the items by a teacher were added to know the perceived leadership behavior score for principals in each dimension and composite overall scores in all twelve dimensions together.

### Statistical Techniques Used

Mean, S.D. t-test and Karl Pearson's Product moment correlation were used.

### Results

Results of the study are given in five tables according to objectives framed.

**Table-1**

#### Mean and S.D. of job satisfaction scores of secondary school teachers

N	Minimum Score	Maximum Score	Mean	S.D.
100	97	233	174.65	24.20

It is evident from the table-1 that mean job satisfaction score of secondary school teachers of Kanpur is 174.65. As per the norms given in the manual this mean score can be categorized as 'Good Degree'. It can be interpreted from the result that secondary school teachers have good degree of job satisfaction.

**Table-2**

#### Mean and S.D. of the leadership behaviour scores of secondary school principals as perceived by Teachers

N	Minimum Score	Maximum Score	Mean	S.D.
100	274	394	333	8.0

It is evident from the table-2 that mean leadership behaviour score of principals as perceived by teachers of secondary school teachers of Kanpur is 333. This mean score can be categorized as above average.

**Table -3**

#### Coefficient of correlation between leadership behaviour of principals as perceived by the teachers and job satisfaction of secondary school Teachers

Variables	No	df	'r'	Table Value	Result
Leadership Behaviour	100	98	0.94	0.184	Significant
Job Satisfaction				(at 0.05 level)	

It can be observed from table-3 that the coefficient of correlation between leadership behaviour of principals as perceived by teachers and job satisfaction of teachers is 0.184 which is much greater than the table value of 'r' at 0.05 level of significance. So, the hypothesis is not accepted. This indicates that there exists significant positive relationship between leadership behaviour as perceived by teachers and job satisfaction of secondary school teachers. It also indicates that better the leadership behaviour of principals, better is the of teachers' job satisfaction.

### Discussion of the Result

1. The level of job satisfaction of secondary School teacher is of good degree. It means that these teachers have good degree of job satisfaction.
2. The leadership behaviour of principals as perceived by teachers of secondary school is found to be above average.
3. There exists significant relationship between leadership behaviour of principals as perceived by teachers and job satisfaction of secondary school teachers. Since the calculated value of 'r' is greater than the table value and as it is positive, therefore, there is positive relationship between leadership behaviour of

principals and job satisfaction. It means that increase in leadership behaviour scores of principals leads to increase in job satisfaction scores.

### **Educational Implication**

The most powerful personal in the educational process is teacher. Teacher is the pivot of teaching learning process. It is his/her responsibility to look after overall development of students but performance is affected by many factors such as institutional climate, working conditions and job satisfaction. The finding of this study indicates that there is positive relationship between leadership behaviour and job satisfaction. It means if teachers get positive leadership, they will have high level of job satisfaction. This will in turn improve their ability to teach with his/her full capacity in the class. A happy, adjustable and satisfied teacher can understand the feeling of their colleagues as well as their students. Such teachers deliver the best performance in the form of good academic results of the students. Therefore, the teacher educators, school administrators and policy makers should take a cue from this study and try to implement such principal training programmes and courses which improve the leadership behaviour of principals. This would be a positive step in the field of teacher education.

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# Women Entrepreneurship in India: Importance and Challenges

**Dr. Seema Rani**

*Assistant Professor*

*Gokul Das Hindu Girls College, Moradabad*

*Email: seema33dagar@gmail.com*

## **Abstract**

*Entrepreneurship is necessary to initiate the process of economic development.*

*Entrepreneurship amongst women has been a recent concern. The educated women do not want their lives to stay in the four walls of the house. They demand equal respect from their partners. Women have become aware of their existence, their rights and their work situation. In modern days, women entrepreneurs are playing a very important role in business, trade or industry. Their entry into business is of recent origin. Women have been acting as true entrepreneurs, taking risks, managing resources and accepting challenges to gain economic independence and establish their strong position in the society. But they are facing several problems. This paper focuses on Importance and challenges of women entrepreneurship in India.*

## **Keywords**

*Women Entrepreneurship, Importance, Challenges..*

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## **Introduction**

Entrepreneurship is necessary to initiate the process of economic development of both developed and developing countries as it the back bone of economy of any country.<sup>1</sup>

Women entrepreneurs in India have been playing a very important role in business or industry since their entry into this section. The Government of India has been giving increasing attention to them to improve their performance and play a significant role in the economic development of the country through self-employment and industrial ventures.<sup>2</sup>

In this golden age of globalization, digitalization, and start-up booms, India is clearly seeing a revolution Vis-a-Vis women entrepreneurs. Today's women entrepreneurs do not come only from the established business families or from the higher-income sections of the population, they come from all walks of life and from all parts of the country.<sup>1</sup>

## **Objectives of the Study**

The main objectives of study of women entrepreneurship are as follows:-

1. To study the importance of women entrepreneurship.
2. To highlight the challenges faced by Indian women.

## **Methodology**

This study is based on the secondary data collection from different sources like Journals (National & International), publications and websites on women entrepreneurship.

## **Women's Entrepreneurship**

Women Entrepreneurs means the women or a group of women who initiate, organize and operate a business enterprise.

Women's entrepreneurship plays a critical part in a country's economic growth and contributes greatly to the country's prosperity. If women's entrepreneurship is ignored and they are not permitted to participate in economic activities, the country's growth would be extremely slow.<sup>3</sup> Women are generally perceived as home makers with little to do with economy or commerce. In modern India, more and more women are taking up entrepreneurial activity especially in medium and small scale enterprises. Even as women are receiving education, they face the prospect of unemployment. In this background, self employment is regarded as a cure to generate income. The planning commission as well as the Indian government recognizes the need for women to be part of the mainstream of economic development. Women entrepreneurship is seen as an effective strategy to solve the problems of rural and urban poverty.<sup>4</sup>

## **Importance of Women Entrepreneurship**

Women are successful not only in law, science, medical, aeronautics and space exploration and even in police and military services, but now they are showing their might even in business and industry. They have proved that they are no less than men in the efficiency, hard-work, or intelligence, provided they are given proper scope. Women entrepreneurs inspire other women to start businesses. This leads to more job creation for women which ultimately help in reducing the gender gap in the work force. When women become successful in a field, the next generation of women is more likely to emulate their success.<sup>1</sup>

Women entrepreneurs create new jobs for themselves and others and also provide society with different solutions to management, organization and business problems.<sup>5</sup>

## **Problems faced by Women Entrepreneurs**

In India women entrepreneurship is facing so many problems.

The major one are:-

- \* Family discouragement : As women in India have to work amidst social taboos and restrictions. They are not supported much to undertake entrepreneurship by their family members.

- \* Social barrier: Women entrepreneurs in India are always seen with suspicious eye particularly in rural areas. They face more social problems.
- \* Caste and religion: Though India is secular country in practice so many caste and religion dominate with one another and it hinder women entrepreneurs.
- \* Lack of self-confidence and risk bearing capacity: Women lack self-confidence and always feel that they may not be successful and hence hesitate to take risk. Their risk capacity is always less.
- \* Lack of practical knowledge: Though women may be educated and have qualified knowledge she lacks practical knowledge and hence hesitates her own venture.
- \* Problem of Finance: Women entrepreneur lack property in their own name and hence banks and financial institutions may hesitate to render finance.
- \* Problem of Marketing: As generally women entrepreneurs will have small scale business they have to strive hand to sell their products in the modern competitive world. Their marketing knowledge will be less and lack marketing skill as compared to men.<sup>6</sup>

### Suggestions

There should be a continuous attempt to inspire, encourage, motivate and operate women entrepreneurs. Government should encourage and support women by providing infrastructural facilities, finance, training programs, skill development etc. An awareness program should be conducted on a mass scale with the intention of creating awareness among women about the various areas to conduct business.

Vocational training to be extended to women community that enables them to understand the production process and production management. Women entrepreneur guidance cell may be set up to handle the various problems of women entrepreneurs.<sup>5</sup>

### Conclusion

Women entrepreneurship is an essential source not only for the economic growth of a country but can also act a powerful tool to break off the shackles that existed owing to the extremely pervasive gender inequalities, especially when it comes to their workforce participation.

In modern days, women entrepreneurs are playing a very important role in business, trade or industry. Their entry into business is of recent origin. Women have already shown their vital role in other spheres like politics, administration, medical and engineering, technical and technological, social and educational services. This is true in advanced countries and now recent years, they have been entering into these fields in our country. Women have the potential and determination to set up, uphold and supervise their own enterprises in a very systematic manner. Appropriate support and encouragement from the society in general and family members in particular is required to help them scale new heights in their business ventures.

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# Impact of the National Education Policy (NEP) 2020 on the Education Systems in India

**Shivangi Singh**

*Research Scholar*

*Email: thakurshivangi27@gmail.com*

**Dr. Ravindra Bhardwaj**

*Assistant Professor*

*Department of Business Management  
& Entrepreneurship*

*Dr. Rammanohar Lohia Avadh University Ayodhya*

*Email: mr.ravindra\_bhardwaj@rediffmail.com*

## **Abstract**

*The National Education Policy (NEP) 2020 stands as a transformative blueprint for the Indian education system, seeking to redefine the very essence of learning and pedagogy. In a nation where education has long been regarded as a cornerstone of societal progress, the NEP 2020 has emerged as a visionary document, promising to reshape the landscape of assessment and examination systems. With a profound commitment to nurturing holistic development, reducing the burden of high-stakes examinations, and fostering creativity and critical thinking, the policy envisions a paradigm shift in the way students are evaluated. This shift has far-reaching implications for students, educators, policymakers, and the nation as a whole.*

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The impact of the NEP 2020 on the assessment and examination systems in India is a topic of immense significance, resonating with the aspirations of millions of students and the aspirations of a nation striving for educational excellence. This policy's influence extends beyond the confines of the classroom, touching upon fundamental aspects of educational philosophy, pedagogical approaches, and the overarching goals of a rapidly evolving society.

This investigation delves into the core of this monumental transformation, exploring how traditional modes of assessment and examination are being redefined in light of the NEP 2020. It seeks to unravel the underlying principles, challenges, and benefits that accompany this ambitious endeavor. By delving into the intricacies of these changes, this research aims to shed light on the broader implications for the Indian education system and the students it serves and the potential consequences for India's future on the global stage. In doing so, it strives to contribute to the ongoing discourse surrounding educational reform in one of the world's most populous and diverse nations.

### **The National Education Policy 1986**

The National Education Policy (NEP) of 1986 was a significant education policy framework in India that aimed to bring about comprehensive reforms in the country's education system. It was adopted by the government of India to address various issues and challenges in the education sector. **Here are some key highlights and features of the National Education Policy 1986:**

**Universalization of Education:** The NEP 1986 aimed at achieving universalization of elementary education by providing access to quality education for all children between the ages of 6 and 14 years.

**Quality Improvement:** The policy emphasized improving the quality of education at all levels, from primary to higher education, by introducing better curriculum and teaching methods.

**Equal Access:** It focused on reducing disparities in education by ensuring that children from marginalized and disadvantaged sections of society have equal access to education.

**Science and Technology:** The NEP 1986 recognized the importance of science and technology in the development of the country and emphasized the promotion of scientific and technical education.

**Vocational Education:** It introduced vocational education programs to equip students with practical skills and make them more employable.

**Teacher Education:** The policy recognized the significance of teacher education and proposed measures to improve the quality of teacher training programs.

**Adult Education:** Adult education programs were promoted to address illiteracy among adults and empower them with functional literacy skills.

**Open and Distance Learning:** The policy acknowledged the potential of open and distance learning as a means to reach underserved populations and encouraged its expansion.

**Examination Reforms:** The NEP 1986 recommended changes in the examination system to reduce the pressure of high-stakes exams and promote a more comprehensive assessment of students' abilities.

**Languages:** It recognized the importance of regional languages and advocated for the use of the mother tongue or regional language as the medium of instruction at the primary level.

**Higher Education:** The policy addressed issues related to higher education, including the promotion of research and innovation, academic autonomy, and the establishment of new institutions.

**Cultural and Moral Values:** The NEP 1986 emphasized the importance of inculcating cultural and moral values in education to foster a sense of social responsibility among students.

**International Collaboration:** It encouraged international collaboration and exchange programs to enhance the quality of education in India.

The National Education Policy 1986 laid the foundation for several educational initiatives and reforms in India. It aimed to create a more inclusive, equitable, and quality education system, and many of its principles and objectives continue to influence education policies and practices in the country to this day.

## The National Education Policy (NEP) 2020

The National Education Policy (NEP) 2020 is a comprehensive policy framework for the education system in India. Approved by the Indian government in July 2020, the NEP 2020 represents a significant overhaul of the country's education system, aiming to address numerous challenges and align with the needs of the 21st century. Here are some key features and highlights of the National Education Policy 2020:

### Early Childhood Care and Education (ECCE)

The NEP 2020 recognizes the importance of early childhood education and introduces ECCE for children aged 3-6 years as part of formal schooling.

**School Education:** The policy introduces a new school education structure: 5+3+3+4, replacing the previous 10+2 system. It reduces the curriculum content, promotes experiential learning, and emphasizes critical thinking and problem-solving. Multidisciplinary and holistic education is encouraged, reducing the rigid separation between arts and sciences.

**Languages:** The NEP promotes multilingualism and encourages students to learn at least three languages. It suggests that the medium of instruction be the mother tongue or regional language at the primary level.

**Assessment and Examination:** The policy advocates for a shift from high-stakes exams to a more holistic, continuous assessment approach. It encourages formative and summative assessments to gauge students' overall development.

**Vocational Education and Skill Development:** Vocational education is integrated into mainstream education from the secondary level onwards. A National Skills Qualifications Framework (NSQF) is introduced to standardize vocational courses.

**Higher Education:** Higher education institutions are given more autonomy to design innovative courses. The Academic Bank of Credit (ABC) system allows students to accumulate credits from different institutions and complete degrees at their own pace.

**Research and Innovation:** Research is promoted at all levels, and a National Research Foundation (NRF) is established to fund and facilitate research. The policy encourages collaboration between universities and industry for research and innovation.

**Regulatory Changes:** The NEP 2020 replaces various education-related regulatory bodies with a single Higher Education Commission of India (HECI) to regulate higher education.

The National Testing Agency (NTA) conducts a common entrance exam for admission to universities.

### Global Perspective:

The policy aims to make Indian education globally competitive by aligning it with international standards. It encourages international collaborations, joint-degree programs, and student and faculty exchange programs.

**Gender and Inclusivity:** Gender inclusivity and the empowerment of girls are prioritized, with efforts to reduce gender gaps in education. Measures are introduced to address the needs of differently-abled students.

**Financial Allocation:** The policy recommends increasing the public expenditure on education to reach 6% of India's GDP.

**Cultural and Ethical Values:** The NEP 2020 emphasizes the importance of inculcating cultural and ethical values in education to nurture responsible citizens.

The National Education Policy 2020 represents a holistic and forward-looking approach to education in India. It aims to transform the education system to meet the demands of the 21st century, foster creativity, and prepare students for a rapidly changing world. Implementation of this policy will require concerted efforts at all levels of education and government, making it a critical and evolving aspect of India's education landscape.

### Research Objectives

- To study the impact of National Education Policy 2020 on the assessment and examination system in India

- To study the challenges and benefits of implementing National Education Policy 2020.
- Comparative study on national education policy 1986 and 2020.

## Research Methodology

Conducting research on the National Education Policy (NEP) using secondary data involves analyzing existing data sources, documents, and research studies. These sources can include government reports, policy documents, academic research, surveys, statistical databases, and educational publications. Ensure that the data sources are reliable, up-to-date, and pertinent to our research objectives.

## Assessment and Examination System in India

The assessment and examination system in India is a critical component of the education system and plays a pivotal role in determining students' academic progress and career opportunities. It has undergone various changes and reforms over the years. Here is an overview of the assessment and examination system in India:

### 1. Board Examinations:

**Central and State Boards:** India has multiple central and state education boards, with the Central Board of Secondary Education (CBSE) and various state boards being prominent.

**Class 10 (Secondary) and Class 12 (Higher Secondary) Exams:** The two most crucial board exams are typically held at the end of the 10th and 12th grades, respectively. These exams are considered high-stakes and have a significant impact on a student's future.

### 2. University Examinations:

**Undergraduate and Postgraduate Levels:** Universities and colleges across India conduct examinations for undergraduate and postgraduate programs. These exams vary in format and frequency depending on the institution and course.

### 3. Competitive Examinations:

**Entrance Exams:** India conducts numerous competitive entrance exams for admission to professional courses like engineering, medical, management, and law. Prominent exams include JEE (Joint Entrance Examination), NEET (National Eligibility-cum-Entrance Test), CAT (Common Admission Test), and CLAT (Common Law Admission Test).

**Civil Services:** The Union Public Service Commission (UPSC) conducts the Civil Services Examination, which is one of the most prestigious competitive exams in India, determining appointments to various civil services.

### 4. Assessment Methods:

**Written Exams:** Traditional written exams involving multiple-choice questions, short answers, and essays are still widely used.

**Continuous Assessment:** The National Education Policy (NEP) 2020 encourages continuous assessment, including quizzes, projects, assignments, and presentations, to evaluate a student's overall understanding and skills.

### 5. Challenges:

**Rote Learning:** The education system in India has been criticized for promoting rote memorization rather than fostering critical thinking and practical skills.

**Exam Stress:** High-stakes examinations and intense competition often lead to significant stress and mental health issues among students.

**Disparities:** There are disparities in the quality and difficulty of examinations conducted by different education boards and institutions.

**Cheating and Corruption:** Examination malpractice, cheating, and corruption can be significant issues in some regions.

## 6. Reforms:

**Assessment Reforms:** The NEP 2020 advocates for assessment reforms to reduce the emphasis on exams, promote holistic development, and foster creativity.

**Grading System:** Some education boards have adopted grading systems to replace traditional percentage-based marks.

**Digitalization:** Many exams are transitioning to online formats to enhance accessibility and reduce the risk of malpractice.

## 7. Language of Assessment:

Exams in India are often conducted in multiple languages, depending on the region and board. English is a common medium for many competitive exams and higher education programs.

The assessment and examination system in India is a dynamic and evolving aspect of the education landscape. The NEP 2020 represents a significant step towards reforming and modernizing this system to align it with global standards and cater to the diverse needs of students in the 21st century.

## Challenges

Implementing the National Education Policy (NEP) 2020 in India is a complex and ambitious endeavor that comes with a multitude of challenges and promises several potential benefits. This landmark policy represents a comprehensive reformation of the education system in India, encompassing various aspects from school to higher education. Here, we explore both the challenges and benefits associated with its implementation:

**Resource Allocation:** One of the foremost challenges is the allocation of adequate financial resources to effectively implement the NEP 2020. Overhauling the education system, introducing new infrastructure, and training educators will require substantial funding.

**Teacher Training and Capacity Building:** Preparing teachers to adopt new pedagogical approaches, assessment methods, and technology integration is a significant challenge. Ensuring a uniform and high-quality training program for educators across diverse regions is essential.

**Standardization:** Achieving uniformity and consistency in the implementation of the NEP across states and union territories is challenging due to variations in infrastructure, educational levels, and socioeconomic factors.

**Curriculum Reformation:** Designing and implementing a curriculum that aligns with the NEP's multidisciplinary approach and caters to the diverse needs of students can be challenging. Balancing traditional knowledge with modern skills is a complex task.

**Assessment and Examination Reforms:** Transforming the assessment and examination systems to reduce rote learning, promote critical thinking, and decrease stress on students requires careful planning and may face resistance from traditionalists.

**Language Policy:** Implementing the three-language formula and promoting multilingualism while respecting regional languages and cultures can be a sensitive and challenging endeavor.

**Infrastructure Development:** Building infrastructure to ensure access to quality education in remote and rural areas, especially in terms of digital access, remains a significant challenge.

**Inclusivity:** Ensuring equitable access to education for marginalized communities, including children with disabilities, is a critical challenge. Bridging the urban-rural divide and addressing gender disparities require focused efforts.

## Benefits

**Holistic Development:** The NEP 2020 aims to foster holistic development by focusing on cognitive, social, emotional, and physical development, which can result in well-rounded individuals.

**Flexible Learning Pathways:** The policy allows for flexible learning pathways, enabling students to choose from a diverse set of subjects and vocational courses, fostering individualized learning journeys.

**Reduced Exam Stress:** Shifting from high-stakes examinations to continuous assessment can reduce stress and promote a love for learning rather than rote memorization.

**Global Competitiveness:** The NEP seeks to make Indian education globally competitive by aligning it with international standards, which can prepare students for a competitive global job market.

**Innovation and Creativity:** The emphasis on critical thinking, problem-solving, and innovation can nurture a generation of creative thinkers who can contribute to research and innovation.

**Multilingual Proficiency:** Promoting multilingualism can enhance communication skills and open up opportunities for students in a diverse country like India.

**Skill Development:** The policy places significant emphasis on vocational education and skill development, aligning education with the needs of the job market and potentially reducing unemployment.

**Research and Development:** By encouraging research and collaboration between universities and industries, the NEP can drive innovation and contribute to economic growth.

The National Education Policy 2020, while facing several challenges in its implementation, has the potential to usher in a new era of education in India. Its benefits, if realized, can significantly enhance the quality of education and the prospects of future generations, making India's education system more inclusive, relevant, and competitive on the global stage.

### **Comparative Study of National Education Policy 1986 and 2020**

The National Education Policy (NEP) in India has undergone significant changes and revisions over the years, with two major revisions occurring in 1986 and 2020. Here is a comparison of the National Education Policy 1986 and the National Education Policy 2020:

#### **1. Focus on Access and Equity:**

**NEP 1986:** The NEP 1986 laid significant emphasis on access to education for marginalized and underprivileged sections of society. It aimed to reduce disparities and improve equity in education.

**NEP 2020:** The NEP 2020 also focuses on access and equity but places greater emphasis on ensuring universal access to quality education. It introduces measures to improve the quality of education in disadvantaged regions.

#### **2. Structural Changes:**

**NEP 1986:** The NEP 1986 did not propose major structural changes in the education system. It largely followed the 10+2 structure for school education.

**NEP 2020:** The NEP 2020 proposes significant structural changes, including a shift to a 5+3+3+4 school education structure, replacing the old 10+2 structure. It introduces the concept of early childhood care and education (ECCE).

#### **3. Medium of Instruction:**

**NEP 1986:** The policy suggested that the medium of instruction should be the child's mother tongue or the regional language up to Class V.

**NEP 2020:** The NEP 2020 continues this recommendation but also promotes multilingualism and encourages students to learn at least three languages.

#### **4. Assessment and Examination:**

**NEP 1986:** The NEP 1986 did not propose significant changes in the assessment and examination systems.

**NEP 2020:** The NEP 2020 advocates for a shift from rote learning and high-stakes exams to a more holistic and continuous assessment approach. It encourages formative and summative assessments.

#### **5. Vocational Education:**

**NEP 1986:** The NEP 1986 included vocational education but did not emphasize it as strongly as the NEP 2020.

**NEP 2020:** The NEP 2020 places a significant focus on vocational education and aims to integrate it into mainstream education, starting from the school level.

#### **6. Higher Education:**

**NEP 1986:** The NEP 1986 primarily focused on school education, with limited provisions for higher education.

**NEP 2020:** The NEP 2020 proposes several changes and reforms in higher education, including the introduction of the Academic Bank of Credit (ABC), autonomy for universities, and a focus on research and innovation.

#### **7. Technology Integration:**

**NEP 1986:** The NEP 1986 did not address the integration of technology in education significantly, as technology was not as prevalent as it is today.

**NEP 2020:** The NEP 2020 recognizes the importance of technology and digital learning and aims to leverage technology for education delivery and accessibility.

#### **8. Global Perspective:**

**NEP 1986:** The NEP 1986 did not emphasize India's global competitiveness in education.

**NEP 2020:** The NEP 2020 places a strong emphasis on making Indian education globally competitive by aligning it with international standards.

### **Conclusion**

The National Education Policy (NEP) 2020 heralds a pivotal shift in the assessment and examination systems in India, and it carries with it a host of challenges and benefits that are reshaping the educational landscape of the nation.

The challenges are substantial and multifaceted. Implementing the NEP 2020's vision requires substantial financial investments to bolster infrastructure and ensure the training of educators in innovative pedagogical methods. Standardizing educational practices across a diverse nation is no small feat, and achieving a balance between traditional knowledge and modern skills in the curriculum is a delicate task. Furthermore, transitioning from high-stakes, memorization-focused exams to continuous assessment methods demands a fundamental shift in both mindset and practice. Addressing disparities in access, teacher quality, and digital infrastructure also loom as significant hurdles.

However, the potential benefits of the NEP 2020 are equally monumental. By fostering holistic development, reducing the burden of exams, and nurturing critical thinking and creativity, the policy aspires to create a more inclusive, balanced, and competitive education system. The focus on flexibility in learning pathways and vocational education can better prepare students for real-world challenges and the job market. The policy's emphasis on multilingualism, research, and global competitiveness aligns Indian education with international standards, positioning Indian students to excel on the global stage.

The NEP 2020's impact on assessment and examination systems reflects a broader commitment to revitalize the education sector, making it more equitable, contemporary, and aligned with the evolving needs of society. However, the successful realization of these benefits hinges on overcoming the formidable challenges of implementation, resource allocation, teacher training, and standardization.

As the policy continues to be implemented and evolves over time, it will be essential for all stakeholders—educators, policymakers, students, and parents—to work collaboratively to address these challenges and leverage the transformative potential of the NEP 2020. Through research, ongoing evaluation, and a shared commitment to quality education, India can navigate these challenges and reap the long-term benefits of a reimagined education system that empowers its youth and strengthens the nation's future. The NEP 2020 is not just a policy; it's a roadmap toward a brighter and more inclusive educational future for India.

The National Education Policy 1986 and the National Education Policy 2020 represent different eras of education planning in India. While the NEP 1986 focused on access and equity, the NEP 2020 places a greater

emphasis on quality, structural reforms, multilingualism, vocational education, and global competitiveness. The two policies reflect the evolving educational needs and priorities of India over the decades.

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