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## FDI and Covid-19

Akshit Pandeya

1. PhD Candidate, Kadi Sarva Vishwavidyalaya, Gandhinagar, Gujarat.

### Abstract

Magnitude of economic disruption caused by COVID-19 pandemic is expected to cause drop of FDI inflows. Financial organisations such as UNCTAD and OECD predicted severe drop of FDI, for developing nations in particular. India also witnessed FDI drop of ~45% in the first-quarter (Q1) of financial year (FY) 2020-21 relative to Q1 FY 2019-20, which ignited predictions that FDI inflows during pandemic times could be low. Since FDI inflows are linked to India's economic growth, this article explores the impact of COVID-19 pandemic on India's FDI inflows during FYs 2020-2021 and 2021-22 by time-series analysis of the quarterly data of FY 2010-11 to FY 2019-20. Our model predictions agree within ~4% of the reported FDI for the FY 2020-21. Furthermore, our model predicts an estimated increase of ~14% (optimistic scenario), ~6% (middle-path) and ~1% (pessimistic scenario) during the 2<sup>nd</sup> pandemic year (FY 2021-22) relative to the first pandemic year (FY 2020-21); while the predicted increases respectively are ~23%, ~15% and ~9% relative to pre-pandemic level (FY 2019-20). Our predictive analyses therefore suggest that COVID-19 may not impact India's FDI inflows during the pandemic years.

**Keywords:** Foreign Direct Investment (FDI); Time-series analysis; ARIMA; Indian Economy; COVID-19; Forecasting.

### Introduction

COVID-19 pandemic possibly emerged as the biggest health crisis thus far reported. India registered its first COVID-19 case at the end of January 2020, and in providing a fast, strong and effective response to minimize the virus-spread and human loss, on 25<sup>th</sup> March 2020. Government of India imposed a nationwide lockdown which was expected to slow down Indian economy. Global financial crises (e.g., the great recession of 2008) are known to have adverse impact on most of the world economies; however, a health crisis becoming the deterministic cause of economic slowdown (fall of GDP) of such great magnitude was perhaps not envisaged.

Developing countries such as India's economic growth is linked to FDI (Nunnenkamp and Chakraborty, 2008; Ahmed, 2013). Since India's economic liberalisation in 1990-91 it had received \$ 697 billion until pre-pandemic financial year (FY) 2019-20. Empirical relationship between *logarithm-FDI* versus *time* suggested that India's FDI grew at ~20% per year during the last three decades. After the outbreak of the Virus, United Nations Conference on Trade and Development (UNCTAD) in one of its first reports (UNCTAD, 2020) predicted a fall of ~30-35% in global FDI. Similar concerns were echoed by Organisation for Economic Co-operation and Development (OECD) who predicted even more drop in inward inflows of developing countries (OECD, 2020). For India, FDI in Q1 (FY 2020-21) fell by ~45% relative to the corresponding Q1 of FY 2019-20, and thus ignited the initial speculation that inflows during the pandemic year could be abysmally low. However, the provisional FDI data of Q2 and Q3 showed a phase of recovery while Q4 data again exhibited a decrease, and thus the uncertain nature of FDI during pandemic times. Since FDI could play a major role in supporting economies during and after the pandemic years through financial support of their affiliates and through linkages with local firms (Desai et al., 2008; Alvaro and Chen, 2012), it is important to assess the FDI inflows during the pandemic times.

This study stems from the primarily objective whether pandemic has had impacted India's FDI inflow during FY 2020-21, and will it impact FY 2021-22. We performed a time-series analysis of quarterly FDI data of the pre-pandemic years (FY 2010-11 to FY 2019-20; 40 data points) and forecasted the annual FDI inflows of FYs 2020-21 and 2021-22. Additionally, another time-series analysis was performed taking the available quarterly data of 1<sup>st</sup> pandemic year into the training dataset so to include the investment-uncertainties in one pandemic year (FY 2020-21) to forecast the FDI in the next pandemic year (FY 2021-22).

## **2. Data source and methodology**

Two data resources are used in the study. First is openly accessible website of the directorate of industrial promotion policy (DIPP; <https://dipp.gov.in/>), Ministry of Finance, Government of India. The second one is the Centre of Monitoring of Indian Economy (CMIE) through digital access of their database (<https://www.cmie.com/>) in July 2018. Due to non-accessibility of CMIE data thereafter, annual FDI inflows for the FYs 2018-19 and 2019-20, and for Q1, Q2, Q3 and Q4 data were taken from the DIPP website, which are declared as provisional.

We used Auto Regressive Integrated Moving Average (ARIMA) method for time-series modeling and building the forecasting model—the mathematical-and-computational basis of which are discussed by Shah and Jhaveri (in press). MATLAB<sup>®</sup> is used for model development, training, testing and forecasting—the results obtained are reported through statistical tests, parameters and graphical illustrations. While using MATLAB<sup>®</sup>, the data are stored in a single Microsoft excel file along with time label (i.e., quarter no and last two digit of the financial year). These time-series data are imported into MATLAB<sup>®</sup> using import data utility, and stored as a table in MATLAB<sup>®</sup> workspace. The table is then stored as a .mat file in a working directory.

We performed the time-series analyses in three ways (Case-I, -II and -III) with a slightly varying number of quarterly data into the training dataset (Table 1A). For example, Case-I (Case-II) has training dataset which is subset of training dataset in Case-II (Case-III). In the discussion section we present Case-I in details while results from Cases-II and III are summarized in brief (Table 1B).

## **3. Results and discussion**

India's FDI inflows during Q1, Q2, Q3 and Q4 of FY 2020-21 were \$11.5, 28.1, 26.1 and 13.4 billion respectively with a 4Q-cumulative of \$79.2 billion, average of 19.8 billion per quarter, and a high standard deviation of 8.5 billion per quarter indicating large variability in the quarterly investments during the pandemic year. Incidentally, the reported gross FDI during the first-pandemic-financial-year (FY 2020-21) is ~10% lesser than what we forecasted (~\$87.5 billion) by time-series analysis of annual FDI data from FY 1991-92 to FY 2019-20, indicating that impact of COVID-19 on India's FDI inflows during FY 2020-21 may be nominal (under preparation).

**3.1. Time-series analysis and forecasting:** Here we present in details Case-I, wherein the 44-quarter dataset is divided into training dataset containing first 37 quarters (FY 2010-11 Q1 to 2019-20 Q1 and 84% of total data) and testing dataset containing last 7 quarters (FY 2019-20 Q2 to 2020-21 Q4 and 16% of total data). This follows the 80-20 rule approximately for apportioning total data among training and testing data. The objective to run the time-series of the pre-pandemic quarterly data was to recognize the trend in FDI, forecast the FDI in the pandemic FY 2020-21, and finally attribute any observable difference in FDI during FY 2020-21 to COVID-19. The mathematical equations used and the computational details (MATLAB) involved in the time-series model are explained in Shah and Jhaveri (2021)

Time-series for training data is plotted in Figure 1 (a). Visual inspection suggests that the time-series data is not stationary (fluctuating variance) with no proper seasonality (Fig. 1a). Such time-series data are very difficult to model and hence it is required to perform objective tests for stationarity. We have

used the Kwiatkowski–Phillips–Schmidt–Shin (KPSS) unit-root test and trend stationarity test following Frain (2010). The logarithm of time-series is taken to stabilize the variance to some extent (Fig. 1b). Also, the difference of resulting time-series is taken (one sample less than original series) and stationarity test is conducted again on resulted time-series (Fig. 1c). The differenced time-series data pass the stationarity test and suggest the need of ARIMA model with parameter  $d = 1$  to circumvent the non-stationarity in original time-series.

The next step is to obtain Auto Correlation Function (ACF) and Partial Auto-Correlation Function (PACF) of logarithm of original time-series, and to decide the parameters  $p$  and  $q$  of the ARIMA time-series model. The results in Fig. 2 suggest ACF decay slowly and the minimum value of  $q$  must be taken as 4, while inspection of PACF suggest that a value of  $p = 3$  is sufficient. Therefore, the time-series model for the given training data is ARIMA (3, 1, 4). Now, the coefficients and other model parameters can be estimated by fitting the model to the time-series data. The Akaike Information Criteria (AIC) value of the fitted model is computed to be very small (−58.0010), which indicates good model fitting to the given training data.

Check on the goodness-of-fit is carried out for our final fitted model. This can help in identifying areas of model inadequacy and also suggest ways to improve the model. Residual diagnostic (Fig. 3) plot is used to assess violation of model assumptions. Residuals are checked for normality and residual autocorrelation. If residual ACF and PACF give a significant result, there is a need to improve the model fit by adding AR or MA terms (<https://in.mathworks.com/help/econ/>) which is not required in our case. The quantile-quantile plot (QQ-plot) and kernel density estimate show no obvious violations of the normality assumption (Fig. 3). ACF and PACF plots of residuals in Fig. 4 confirm that the residuals are uncorrelated.

The predictive performance checks require dividing total available data into two parts: a training set and a validation set. The model is fitted only on the training data, and then the fitted model is used to forecast over the validation period using testing data. We assessed the predictive performance of the model by comparing model forecasts against the true observations using prediction mean square error (PMSE) as the numerical summary of it. Fig. 5 illustrates forecasting capability of the fitted model within 95% confidence interval. The forecasting is done for total of eleven quarters; out of which seven quarters (FY 2019-20 Q2 to FY 2020-21 Q4) is testing with available data and next four quarters (FY2021-22 Q1 to FY 2021-22 Q4) are future predicted values. We found low value of the PMSE (0.0196) indicating small prediction error for testing data and hence the predicted values are reliable with 95% confidence.

Results obtained from the ARIMA time-series analyses (Case-I, Case-II and Case-III) are summarized in Table 1B. We forecasted annual FDI values of \$ 78.4 billion (Case-I) and \$ 76.1 billion (Case-II) for the FY2020-21, which agrees within ~1% and ~4% respectively of the provisionally reported value of \$ 79.2 billion, indicating robustness of our predictions. Our model-predictions for the 2<sup>nd</sup> pandemic year (i.e., FY 2021-22) for the three different time-series runs are \$ 80.2 billion (Case-II), \$ 84.3 billion (Case-I) and \$ 90.1 billion (Case-III). These suggest that even under a pessimistic scenario (Case-II) FDI during the FY2021-22 may not observe a dip and may remain somewhat static relative to FY2020-21. Under the optimistic scenario (Case-III) and under the middle-path (Case-I) we predict an increase of ~14% and ~6% respectively during FY 2021-22 relative to FY 2020-21. Similarly, relative to the pre-pandemic levels (FY 2019-20) the predicted increase in FDI during FY 2021-22 varies from ~9% to ~23% so to suggest COVID-19 pandemic will have nominal impact on India's FDI inflows. It is to be noted that FDI data of Q4 FY 2021-22 is awaited while the gross provisional FDI its first 3 quarters (Q1, Q2 and Q3) is \$ 60.3 billion (<https://dipp.gov.in>; accessed May 2022).



#### **4. Conclusions**

Impact of COVID-19 pandemic on the India's FDI inflows has been assessed through ARIMA time-series modelling. Model predictions show very good agreement (with 95% confidence level) with the reported FDI of FY 2020-21. Furthermore, annual predictions for the 2<sup>nd</sup> pandemic year (FY 2021-22) show estimated increase between 1% to 14% and 9% to 23% relative to FY 2020-21 and FY 2019-20 respectively. Our model predictions thus suggest that COVID-19 may not have significant negative impact on India's FDI inflows during pandemic times.

#### **Acknowledgments**

We would like to thank the library section of The Maharaja Sayajirao University of Baroda (MSU, Baroda) for providing access to their CMIE data (in 2018).

We acknowledge Dr. Jigarkumar Shah for the computational support.

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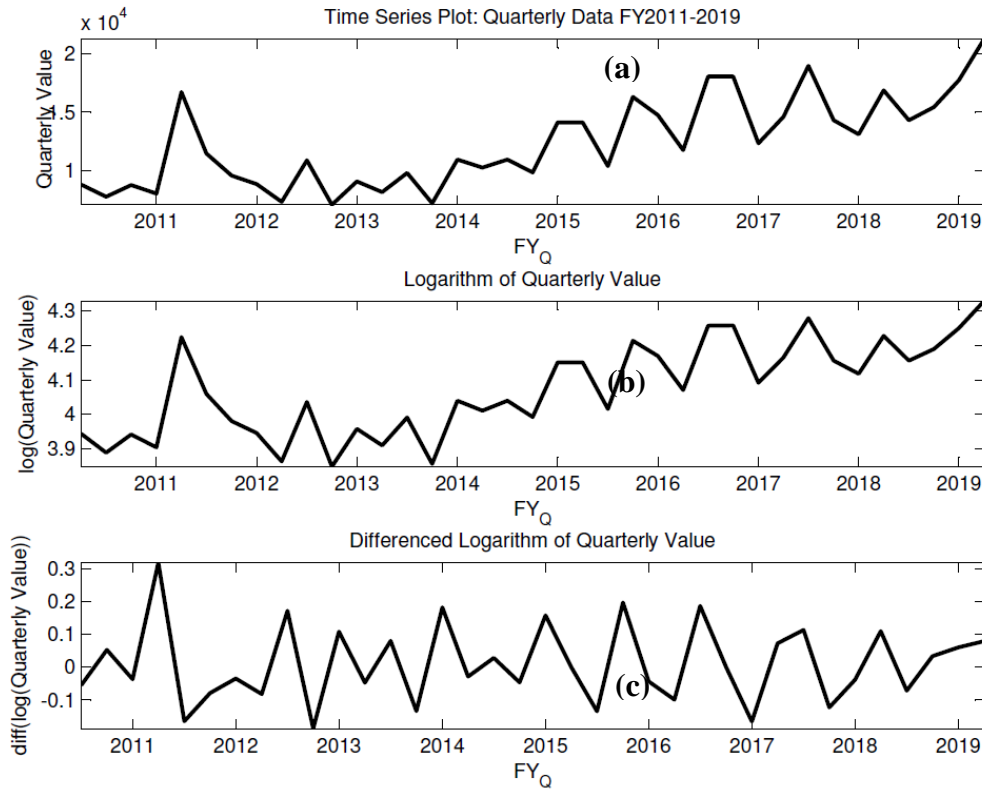


Figure 1: Plot of FDI data from FY 2010-11 Q1 to FY 2019-20 Q1 in different forms.

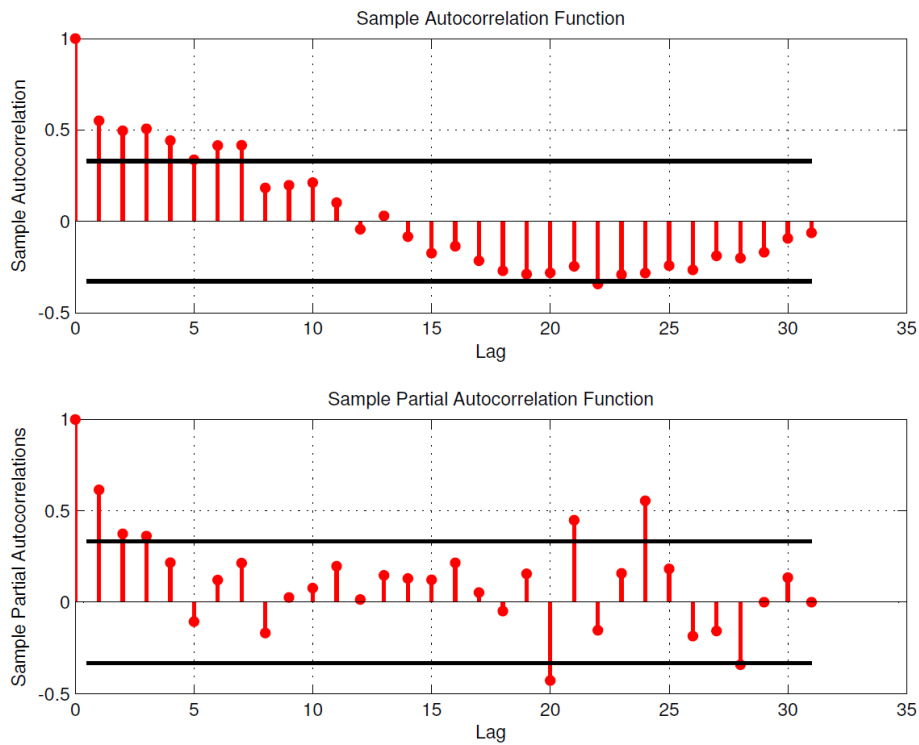


Figure 2: Plot of ACF and PACF of training data time-series

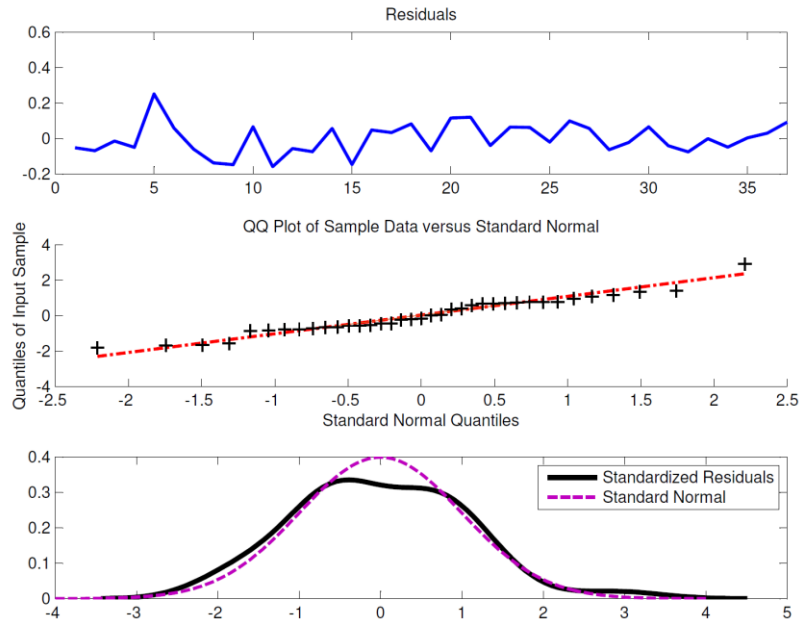


Figure 3: Plot of residual, quantiles and distribution function

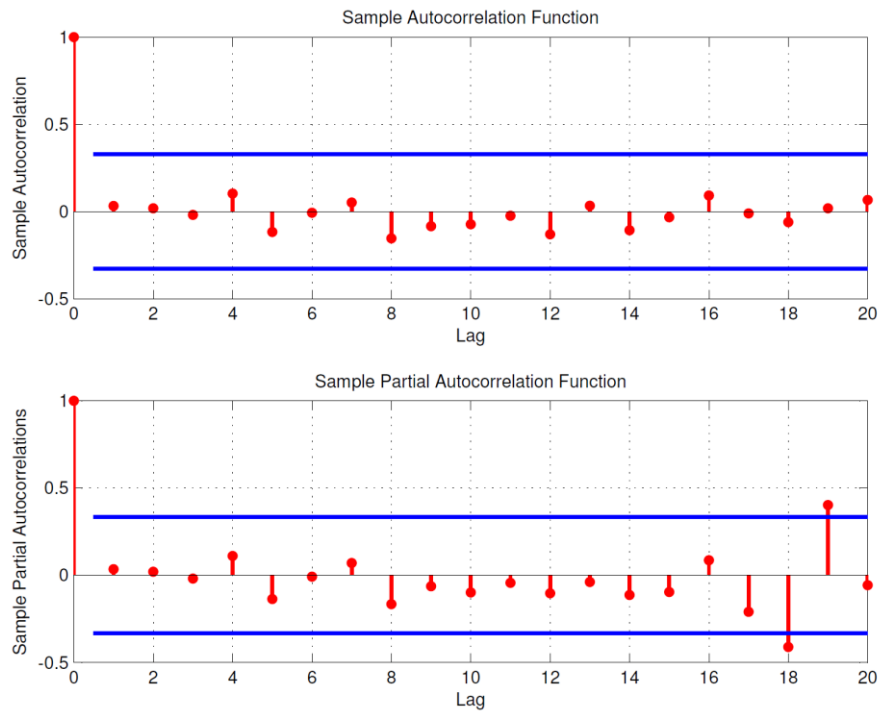


Figure 4: Plot of ACF and PACF for residuals

Case	Training Dataset (Quarters)	Testing Dataset (Quarters)	Prediction Dataset (Quarters)
	37 FY 2010-11 Q1 to 2019-20 Q1)	7 FY 2019-20 Q2 to 2020-21 Q4)	4 (FY2021-22)
I	40 FY 2010-11 Q1 to 2019-20 Q4)	4 FY2021-22)	4 (FY2021-22)
II	44 FY 2010-11 Q1 to 2020-21 Q4)	0	4 (FY2021-22)

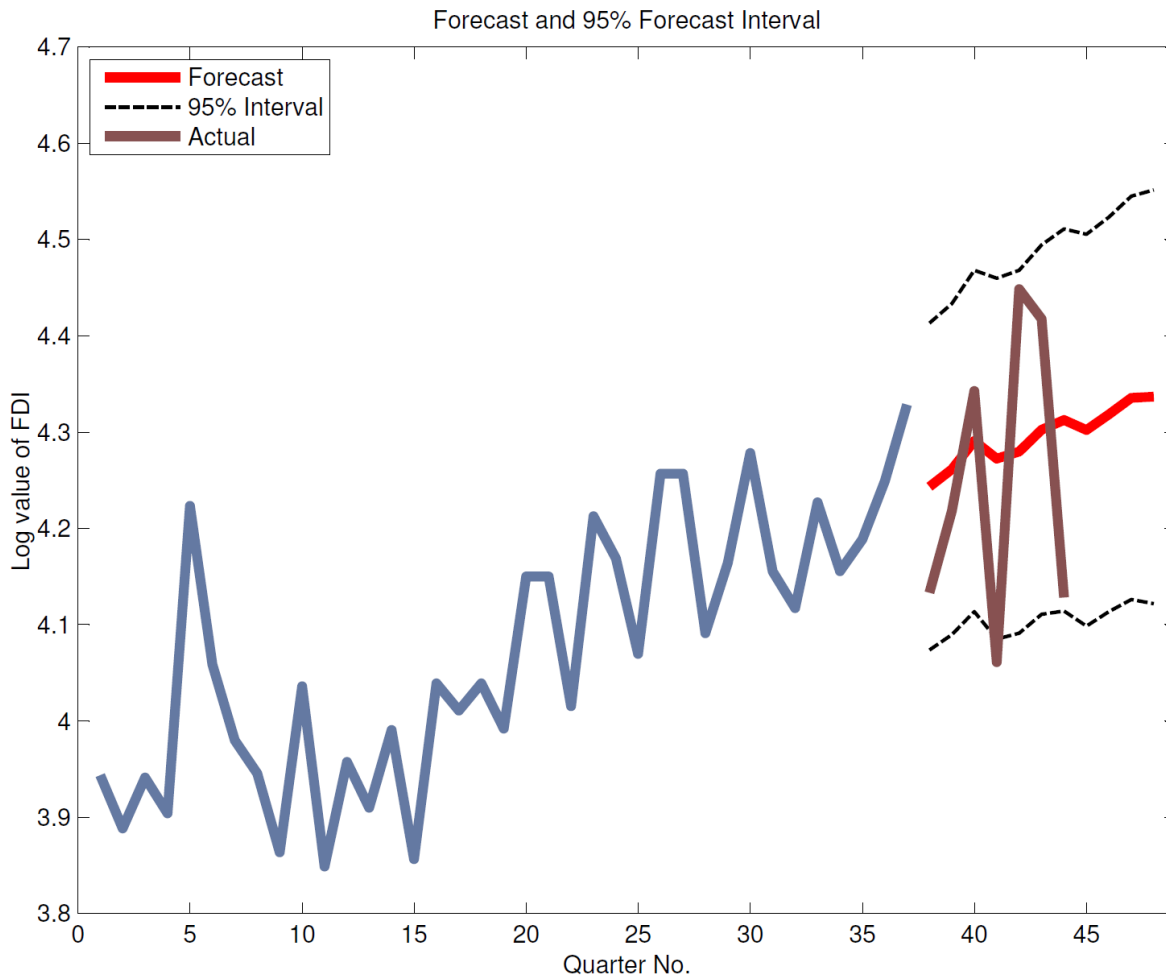


Figure 5: Plot of forecasting for 11 quarters (7 testing quarters and 4 upcoming quarters)

Table-1A. Time-series analysis with varying set of training, testing and prediction dataset (in quarters)



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Case	Predicted annual FDI (\$ billion) (FY 2020-21)	Predicted annual FDI (\$ billion) (FY 2021-22)
I	78.4	84.3
II	76.1	80.3
III	Not applicable	90.1

Table- 1B. Forecasted annual FDI values for the two pandemic financial years (actual value during FY2020-21 is \$ 79.2 billion).

## **SLEEP QUALITY PATTERNS AND THE QUALITY OF SLEEP**

**Mr. Samuel Jackson**

**Professor, Jaipur University**

### **ABSTRACT**

This study investigates sleep quality among young adults, focusing on gender differences and the influence of occupational roles. A sample of 110 participants, evenly split between males and females, including part-time workers and students, underwent assessments using the Pittsburgh Sleep Quality Index (PSQI). Descriptive statistics and independent samples tests were conducted to analyze the data. Results revealed no significant gender differences or differences between part-time workers and students in sleep quality. The findings suggest a need for tailored interventions to address sleep-related challenges in these demographic groups.

**Keywords:** Sleep quality, young adults, gender differences, occupational roles, part-time workers, students, Pittsburgh Sleep Quality Index (PSQI), intervention strategies.

### **INTRODUCTION**

Sleep quality is a critical component of overall health and well-being, particularly among young adults who are in a dynamic phase of life characterized by academic pursuits, career development, and social engagements. Adequate and restorative sleep is essential for cognitive functioning, emotional regulation, physical health, and overall quality of life.

However, this age group often faces challenges that can impact their sleep patterns and behaviors. Young adults often experience a myriad of challenges that can affect their sleep. The transition from adolescence to adulthood brings new responsibilities and stressors, including academic pressures, job responsibilities, financial concerns, and social obligations. These factors can lead to irregular sleep schedules, difficulty in falling or staying asleep, and disruptions in sleep continuity, ultimately contributing to poor sleep quality.

Moreover, societal shifts, such as the prevalence of digital devices and the 24/7 availability of information and entertainment, can interfere with sleep hygiene. Excessive screen time, especially close to bedtime, can disrupt circadian rhythms and hinder the ability to achieve restorative sleep. Additionally, the influence of social interactions, relationships, and environmental factors like noise and light pollution further impact sleep patterns among young adults. Research indicates that sleep disturbances and insufficient sleep are common among young adults, with implications for their mental and physical health. Poor sleep quality has been linked to increased stress levels, reduced academic and work performance, mood disturbances, and heightened risk for various health conditions. Understanding the factors influencing sleep quality in this demographic is crucial for developing targeted interventions and support strategies to improve sleep health.

### **NEED OF THE STUDY**

This study is motivated by the pressing need to delve into the intricacies of sleep quality among young adults, a demographic prone to various challenges in maintaining optimal sleep patterns. The paramount importance of adequate sleep for overall health and cognitive function underscores the urgency of understanding the factors influencing sleep quality.

Gender differences in sleep behaviors and the potential impact of occupational roles on sleep patterns add layers of complexity to this inquiry. Previous research has hinted at potential disparities in sleep quality based on gender, highlighting the necessity of a more comprehensive investigation. Moreover, the distinct experiences of part-time workers and students in managing their time and responsibilities may manifest in divergent sleep outcomes. This study seeks to bridge these gaps in

knowledge by conducting a rigorous examination of sleep quality across these demographic variables.

The relevance of this research extends beyond theoretical insights, as it holds practical implications for health promotion and intervention strategies. By identifying patterns and potential disparities in sleep quality, tailored interventions can be designed to address specific needs within these subgroups. Such evidence-based approaches are crucial for developing effective support systems and policies aimed at enhancing sleep hygiene and overall well-being among young adults, contributing to their long-term health outcomes and quality of life.

### **AIM OF THE STUDY**

This study explores the gender differences in sleep quality among young adults and to investigate the difference in sleep quality between individuals who are part-time workers and those who are students.

### **RESEARCH METHODOLOGY**

#### **Objective:**

To examine the gender difference in sleep quality.

To examine the difference in sleep quality between individuals who are part time workers and those who are students.

#### **Hypothesis:**

There is a significant mean difference in sleep quality among gender.

There is a significant difference in sleep quality between individuals who are part time workers and those who are students.

**Research Type:** It is a quantitative study. **Sample Technique:** The random sampling techniques is used to collect data in this study. **Sample Size:** This study includes 110 samples with equal ratio of males and females.

#### **Rationale:**

This research examines differences in sleep quality between students and part-time workers, as well as gender disparities in sleep quality among young adults. Because it affects mental clarity, emotional steadiness, and physical health, the quality of one's sleep is an important component of health and wellness in general. By delving into these patterns, we may find ways to improve sleep health for certain demographics via focused treatments and support techniques.

This research aims to compare the sleep quality of students and part-time workers to those of full-time employees in order to determine if there is a gender difference in this area and whether there is an effect of occupational status on this variable. Taking into account variables including hormonal effects, social roles, work responsibilities, and stress levels, the assumptions suggest that there are substantial gender and occupational status-based disparities in the average quality of sleep.

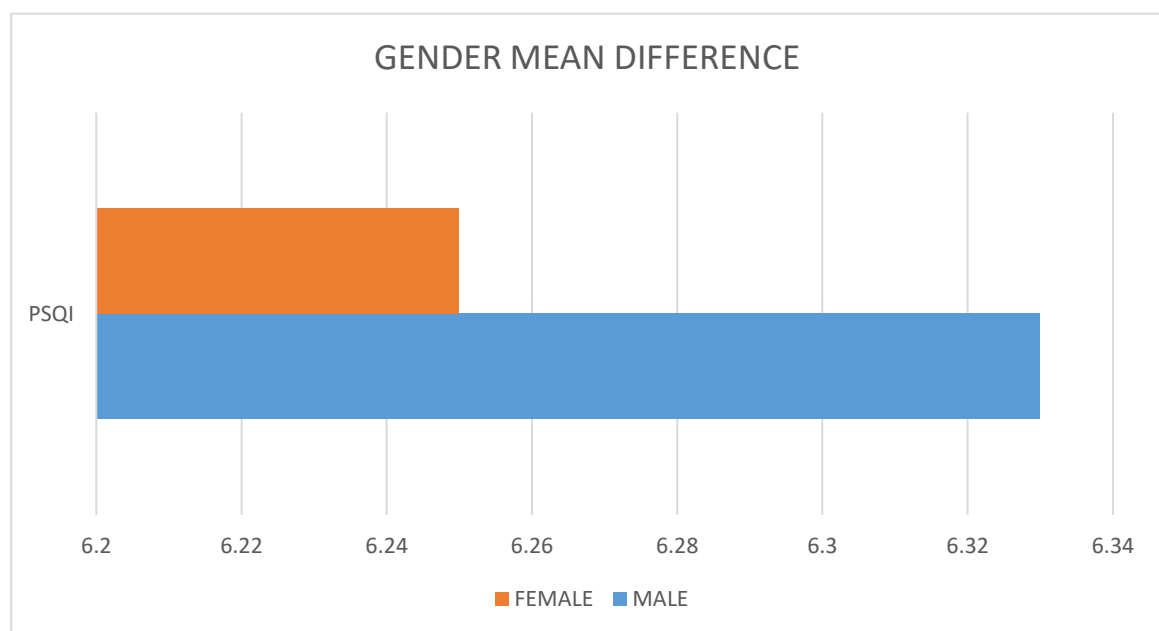
A total of 110 individuals, evenly split between men and females, will have their data gathered using a quantitative method and random sampling procedures. To measure sleep quality, we will use standardised instruments; to evaluate for differences, we will use statistical methods such independent t-tests and regression analyses. By considering gender and occupational settings, this study hopes to provide insights that help improve sleep hygiene and general well-being in young people via targeted treatments, policies, and educational programmes.

**Description of Tools Used:** PSQI (Pittsburgh Sleep Quality Index) created by Dr. Buysse questionnaire was used in the study. The PSQI has exhibited commendable levels of test- retest reliability and internal consistency. The PSQI has been validated. It has demonstrated strong concurrent validity with these objective measures, suggesting that it captures various facets of sleep quality accurately.

**Procedure:** The present generational gap and research gap between various groups were investigated by reviewing over a hundred research publications. There was an examination of validity, reliability, and standardised instruments. Offline forms were used to gather data after creating questionnaires. Permission was obtained from the participants. After the raw data was transformed into a Sten score in Excel, the data set was analysed using SPSS.

**Statistical Analysis:** An Independent T-test is performed to understand the gender difference between the variables.

## RESULT



**Figure 1** Gender Mean Difference

**Table-1. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PSQI SCORE	Equal variances assumed	.006	.938	-.144	108	.886	-.073	.507	-1.077	.932



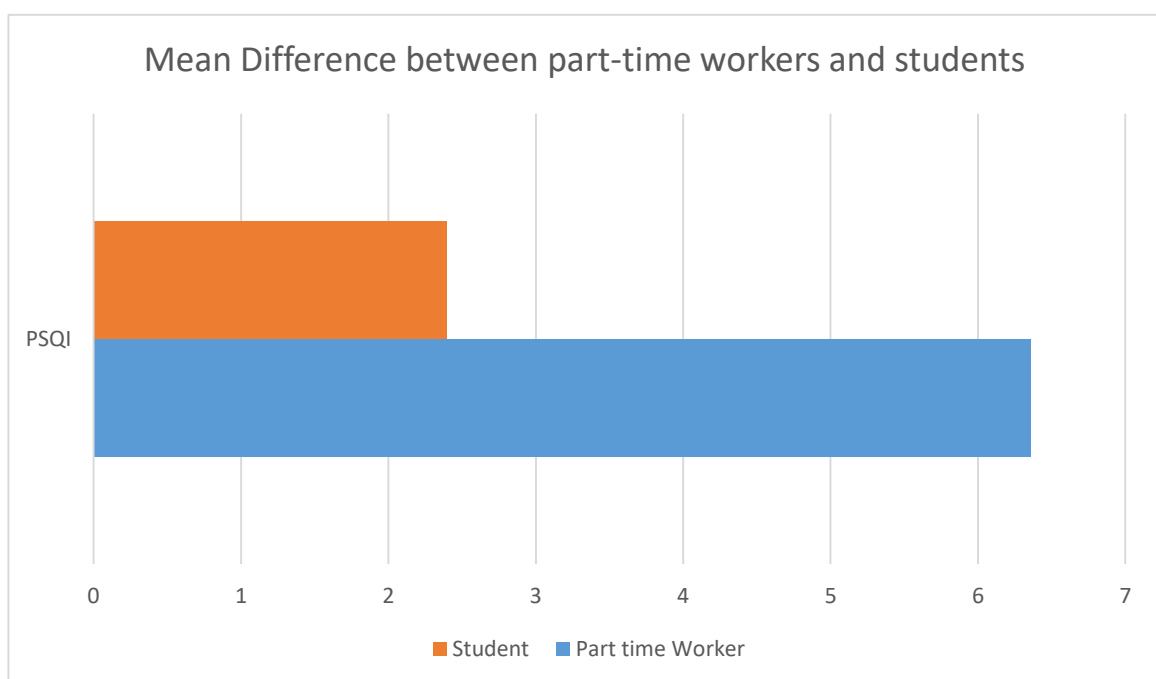
	Equal variances not assumed			- .144	107.938	.886	-.073	.507	-1.077	.932
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Table 1 presents the results of the Independent Samples t-test conducted to assess the equality of means for PSQI (Pittsburgh Sleep Quality Index) scores between two groups, categorized by gender.

**Table 2. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PSQI SCORE	Equal variances assumed	.332	.566	.287	108	.775	.145	.507	-.859	1.150
	Equal variances not assumed			.287	107.930	.775	.145	.507	-.859	1.150

Table 2 displays the results of the Independent Samples Test for PSQI (Pittsburgh Sleep Quality Index) scores, comparing part-time workers (group 3) and students (group 4).



**Figure 2.** Mean Difference between part-time workers and students

## DISCUSSION

The conducted independent samples t-tests and Levene's tests assessed the equality of variances and mean differences between groups in terms of their Pittsburgh Sleep Quality Index (PSQI) scores. In Table 1, which compared females (Group 1) and males (Group 2), Levene's test showed no significant difference in variances between the groups ( $F = 0.006$ ,  $p = 0.938$ ), meeting the assumption of equal variances. Subsequent t-tests assuming equal variances or not yielded similar results, with a non-significant difference in mean PSQI scores between females and males ( $t = -0.144$ ,  $df = 108$ ,  $p = 0.886$ ). The mean difference was negligible at  $-0.073$ , and the confidence interval ( $-1.077$  to  $0.932$ ) confirmed non-significance, leading to the rejection of hypothesis<sup>1</sup>.

In Table 2, comparing part-time workers and students, Levene's test also indicated no significant difference in variances ( $F = 0.332$ ,  $p = 0.566$ ), meeting the assumption of equal variances. The subsequent t-test assuming equal variances or not again yielded non-significant results, with a mean difference of  $0.775$  ( $t = 0.287$ ,  $df = 108$ ,  $p = 0.775$ ) and a confidence interval of  $-0.859$  to  $1.150$ . These findings showed no statistically significant difference in mean PSQI scores between part-time workers and students, leading to the rejection of hypothesis<sup>2</sup>.

In summary, both analyses demonstrated that there were no significant differences in PSQI scores between the specified groups (females vs. males, part-time workers vs. students), regardless of whether equal variances were assumed or not. These results suggest that gender and employment status as part-time workers or students did not significantly influence sleep quality as measured by the PSQI in this study.

## CONCLUSION

The findings of this study provide valuable insights into the sleep quality among young adults, considering gender differences and occupational status. The results indicate that there were no significant differences in sleep quality between males and females, as well as between part-time workers and students. The descriptive statistics for gender-based sleep quality revealed similar mean PSQI scores for females and males, with no statistically significant difference between them. This suggests that gender alone may not be a determining factor in sleep quality among young adults. Further analysis through Levene's test and t-test for equality of means reaffirmed the absence of significant differences in sleep quality between genders, regardless of assumptions about variances.

Comparing sleep quality between part-time workers and students also showed comparable mean PSQI scores, with no significant difference detected through statistical testing. These results lead to the rejection of both hypotheses, indicating that neither gender nor occupational status had a substantial impact on sleep quality in this study's sample. In conclusion, while this study did not find significant differences in sleep quality based on gender or occupational status, it underscores the complexity of factors influencing sleep patterns. Other factors, such as individual sleep habits, stress levels, and lifestyle choices, may play a more significant role in determining sleep quality among young adults. Future research could delve deeper into individual behaviors and environmental factors to develop targeted interventions aimed at improving sleep hygiene and overall well-being among young adults.

**Conflict of Interest:** The authors certify that they have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

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## The Study of Breathing Problems Viz-a-Asthma in Patients

Ms. Renuka

### Abstract

Effectiveness of RAM's cannula with NIPPV (Non Invasive Positive Pressure Ventilation) Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. Objectives: **1.** To assess effectiveness of RAM's cannula with NIPPV (Non Invasive Positive Pressure Ventilation) on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **2.** To assess effectiveness of Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **3.** To compare effectiveness of RAM'S cannula Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **4.** To associate study findings with selected demographic variables. A quantitative research approach was used for this study. The study was carried in NICU's of hospital at selected area. A quantitative research approach was used for this study. The research design was Non Experimental comparative Descriptive research design. The sample size was adopted for the study is 60 (30 sample in each group) Sampling technique used for study was Non probability Convenience sampling technique. Total 60 samples were taken (30 in each group). The data was collected from 12/12/2021 to 10/01/2022. The Fisher's exact test was used to find association of respiratory distress among neonates diagnosed with moderate respiratory distress with selected demographic variables. p-value corresponding to Period of gestation is small (less than 0.05) demographic variable Period of gestation was found to have significant association with the respiratory distress among neonates diagnosed with moderate respiratory distress. Since p-value corresponding to History of positive pressure ventilation for > 1 minute is small (less than 0.05) so it was found to have significant association with the respiratory distress among neonates diagnosed with moderate respiratory distress.

**Keywords** RAM's cannula, NIPPV (Non Invasive Positive Pressure Ventilation), Bubble CPAP, respiratory distress, NICU (Neonatal Intensive Care Unit)

### Introduction

Every newborn deserves a chance to live. Under Articles 6 and 24 of the Convention on the Rights of the Child (16), every newborn child has the inherent right to life survival and development. The highest attainable standard of health and access to health care services for treatment and rehabilitation of children is not easily accessible. Neonatal Infections (36%), which includes Sepsis Pneumonia, Tetanus and Diarrhoea, Pre-term (28%) and Birth Asphyxia (23%) are the three measure causes are neonatal death worldwide. Still there is some variation between countries depending on their care configurations.<sup>1</sup> Respiratory distress is a major contributor to neonatal mortality worldwide According to research study, the incidence rate of Respiratory Distress Syndrome is approximately 89% among which Respiratory distress is one of the most common causes of NICU admissions among new-borns. Early diagnosis and prompt management of the cause for respiratory distress is important in the management of neonatal distress for better outcome and thus to prevent neonatal morbidity and mortality rates. In spite of recent advances in clinical diagnosis and management there are very less clinical studies on the neonatal respiratory distress in India.<sup>2</sup> Non- invasive ventilation is defined as any technique that uses constant or variable pressure to provide ventilator support without tracheal intubation. NIV can vary from a simple high flow nasal cannula (NC) to nasal continuous positive airway pressure (NCPAP) to nasal intermittent positive airway pressure ventilation (NIPPV). NIV appears beneficial in the prevention of extubation failures for the initial management of respiratory distress and management of apnoea of prematurity.<sup>5</sup> Bubble CPAP are available to manage neonates with



moderate respiratory distress, such as blender bubble CPAP. The main function of Bubble continuous positive airway pressure(bCPAP), a non-invasive respiratory support modality used to manage new-borns with respiratory distress, provides continuous pressure that helps prevent de-recruitment of alveoli, increasing the lungs' functional residual capacity, and thus decreasing the work of breathing.<sup>3</sup>

#### **Need of study**

The foetus receives oxygen from the mother blood. The fetal lungs are non-functional during foetal life, the lungs start functioning spontaneously at birth in normal babies and respiration usually stabilizes within a day. Neonatal mortality and morbidity is higher among neonates because of preterm births and LBW. According to few studies out of 103 new born admitted in the NICU, a total of 66 were intubated for 48hrs or more and VAP occurred in 33.3% of the mechanically ventilated neonates. VAP (Ventilator-Associated Pneumonia) was common in mechanically ventilated infants in NICUs and was associated with increased mortality<sup>13</sup>. Premature or ill babies may not start breathing spontaneously or have troubled breathing. This neonate needs mechanical ventilation for oxygenation and stimulates the respiratory system until the baby can breathe adequately on their own. Assisted ventilation had greatly improved the survival rate of preterm babies. But there are more chance to develop Ventilator-Associated Pneumonia in neonates remained a serious and mainly unsolved problem among pediatric and neonatal intensive care units. VAP increases respiratory morbidity and overall mortality and prolongs the hospital length of stay. Invasive modes of respiratory assistance were popular amongst health care system, to prevent such complications there was a need to use other method such as RAM's cannula and Bubble CPAP. Bubble CPAP set is easy to put on CPAP machine, its save time of caregiver to provide ventilation in emergency. CPAP can also be used to deliver higher concentrations of oxygen to premature babies.

So, the researcher felt need to identify the effective management of moderate respiratory distress among neonates which can saves lives, can prevent the complications related to prolong mechanical ventilation, can wean off the neonate from ventilator support and will help the neonate to breathe without efforts with RAM's cannula or Bubble CPAP as an effective management modality of respiratory distress.

#### **Aim of the study**

To assess and compare the effectiveness of RAM's cannula Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.

#### **Research methodology**

The Objectives of study was **1.** To assess effectiveness of RAM's cannula with NIPPV (Non Invasive Positive Pressure Ventilation) on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **2.** To assess effectiveness of Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **3.** To compare effectiveness of RAM'S cannula Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. **4.** To associate study findings with selected demographic variables.

A quantitative research approach was used for this study. The study was carried in NICU's of hospital at selected area. A quantitative research approach was used for this study. The research design was Non-Experimental comparative Descriptive research design. Samples are the children aged between Birth to 28 days and admitted in NICU with Moderate respiratory distress at selected area. The sample size was adopted for the study is 60 (30 sample in each group) Sampling technique used for study was Non probability Convenience sampling technique. Tool prepared in three-part Consent form, Modify observation score technique, Assessment of respiratory status. The reliability was done in the selected hospitals of the city, before actual data collection reliability

on 6 samples was done as per set criteria. The Cohen's Kappa reliability test used that suggested result less than 0 shows near perfect agreement and score 1 indicates the tool is perfectly reliable. The calculated reliability by using inter-rater method for this section is 0.82 so the tool is reliable to assess the pain level of an infants.

Through Pilot study shown that the Bubble CPAP is significantly more effective as compared to RAM's cannula on respiratory status among neonates diagnosed with moderate respiratory distress.

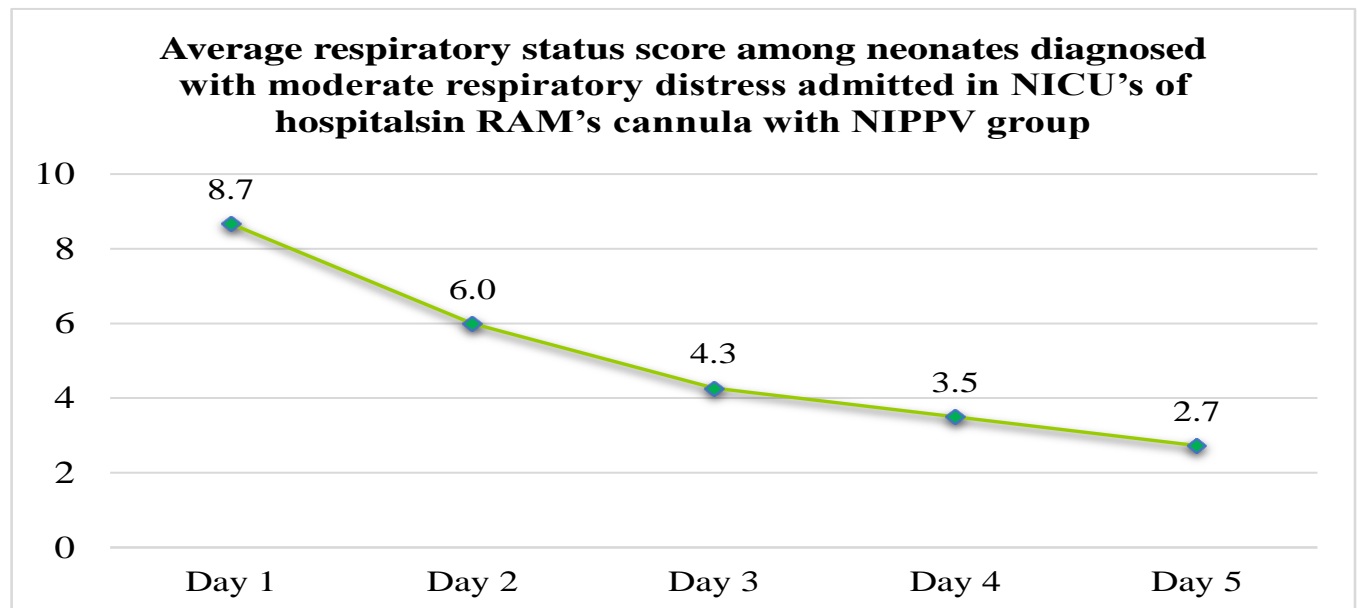
### Results

The data was analyzed by using inferential and descriptive statistics on the basis of objectives.

**Table 4.17: Paired t-test for the effectiveness of RAM's cannula with NIPPV (Non-Invasive Positive Pressure Ventilation) on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.**

**N=30**

Day	Mean	SD	T	df	p-value
Day 1	8.7	1.8	-	-	-
Day 2	6.0	2.5	6.5	29	0.000
Day 3	4.3	2.9	9.4	29	0.000
Day 4	3.5	3.1	9.9	29	0.000
Day 5	2.7	3.2	11.1	29	0.000



**Figure No. 4.17 Line plot showing Paired t-test for the effectiveness of RAM's cannula with NIPPV (Non-Invasive Positive Pressure Ventilation) on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.**

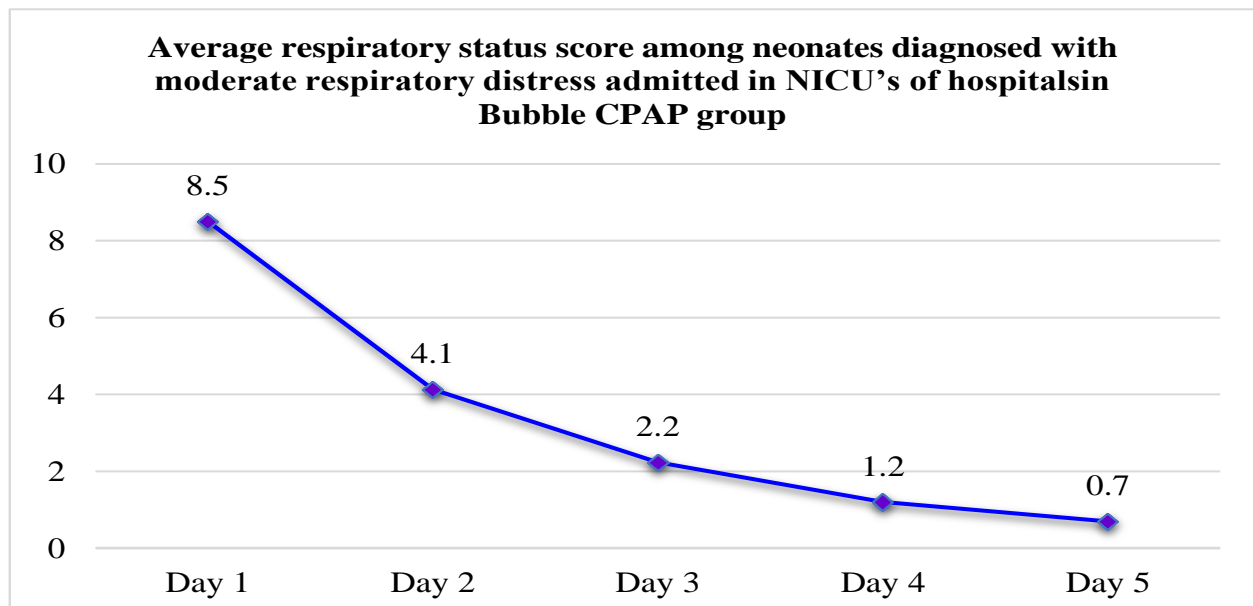
Above table and graph shows that Researcher applied paired t-test for the effectiveness of RAM's cannula with NIPPV on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. Average respiratory distress scores were 8.7, 6, 4.3, 3.5 and 2.7 on day 1, day 2, day 3, day 4 and day 5. T-value for this test were 6.5, 9.4, 9.9 and 11.1 with 29 degrees of freedom on day 2, day 3, day 4 and day 5. Corresponding p-values were small (less than 0.05) on day 2, day 3, day 4 and day 5. Since p-values on days 2, 3, 4 and 5 are small (less than 0.05), the null hypothesis was rejected. It is evident that the RAM's cannula

with NIPPV is significantly effective on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.

**Table 4.19: Paired t-test for the effectiveness of Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.**

N=30

Day	Mean	SD	T	df	p-value
Day 1	8.5	1.5	-	-	-
Day 2	4.1	2.5	12.0	29	0.000
Day 3	2.2	2.3	16.5	29	0.000
Day 4	1.2	2.0	19.5	29	0.000
Day 5	0.7	1.9	21.5	29	0.000



**Figure No. 4.19 Line plot showing Paired t-test for the effectiveness of Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.**

Above table and graph shows that Researcher applied paired t-test for the effectiveness of Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. Average respiratory distress scores were 8.5, 4.1, 2.2, 1.2 and 0.7 on day 1, day 2, day 3, day 4 and day 5. T-value for this test were 12, 16.5, 19.5 and 21.5 with 29 degrees of freedom on day 2, day 3, day 4 and day 5. Corresponding p-values were small on day 2, day 3, day 4 and day 5. Since p-values on days 2, 3, 4 and 5 are small (less than 0.05), the null hypothesis was rejected. It is evident that the Bubble CPAP is significantly effective on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.

### Discussion

RAM's cannula with NIPPV group, on day 1, 3.3% of the neonates had mild respiratory distress, 26.7% of them had moderate respiratory distress and 70% of them had severe respiratory

distress. On day 5, 83.3% of them had mild respiratory distress, 3.3% of them had moderate respiratory distress and 13.3% of them had severe respiratory distress. This indicates that the respiratory distress improved remarkably after RAM's 135 cannula with NIPPV among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. Bubble CPAP group, on day 1, 46.7% of the neonates had moderate respiratory distress and 53.3% of them had severe respiratory distress. On day 5, 96.7% of them had mild respiratory distress and 3.3% of them had moderate respiratory distress. This indicates that the respiratory distress improved remarkably after Bubble CPAP among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.

The comparison of effectiveness of RAM'S cannula Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress, Researcher applied two sample t-test for the comparison of effectiveness of RAMS cannula Vs Bubble CPAP on respiratory distress. In RAM's cannula group, average change in respiratory distress scores were 2.7, 4.4, 5.2 and 5.9 on day 2, day 3, day 4 and day 5. In Bubble CPAP group, average change in respiratory distress scores were 4.4, 6.3, 7.3 and 7.8 on day 2, day 3, day 4 and day 5. Since p-values on days 2, 3, 4 and 5 are small (less than 0.05), the null hypothesis was rejected. It is evident that the Bubble CPAP is significantly more effective as compared to RAM's cannula on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area.

### **Conclusion**

The aim of the study was to compare the effectiveness of RAM's cannula (Non Invasive Positive Pressure Ventilation) Vs Bubble CPAP on respiratory status among neonates 138 diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. The study was based on the general system model. It provides input, process and output. The study made use of Non-experimental descriptive research design. The study population consisted of neonates (birth to 28 days) with moderate respiratory distress, who were admitted in NICU's of hospital at selected area. Total 60 samples (30 in each group) were taken with Non-Probability convenience sampling technique. For generating necessary data, Content validation was done by 11 Experts from different field. The data was collected from 12/12/2021 to 10/01/2022. At the starting of the Study observation was done of the selected hospitals to assess Effectiveness of RAM's cannula with NIPPV (Non Invasive Positive Pressure Ventilation) Vs Bubble CPAP on respiratory status among neonates diagnosed with moderate respiratory distress admitted in NICU's of hospitals at selected area. Samples were selected according to the inclusion criteria and exclusion criteria thus parents were introduced by the investigator. Explained the purpose of the study and assured about confidentiality of the information between the investigator and the respondent. Before Data Collection the consent was taken from the parent. Data was collected from total 60 samples from selected hospitals. Findings were recorded according to the tool. The data was gathered using descriptive and inferential statistics. The Fisher's exact test was used to find association of respiratory distress among neonates diagnosed with moderate respiratory distress with selected demographic variables.

### **Conflict of Interest**

The authors certify that they have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

### **Funding Source**

Funded by ... (name of Organisation).. or if no write "There is no funding Source for this study"

### **Acknowledgment**



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## **Animals and the need for awareness regarding their conservation**

**Rohit Kumar**

### **Introduction**

Animal welfare is important because many animals around the world suffer because of entertainment, food, medicine, fashion, scientific advances, and being used as exotic pets. Every animal deserves to live a good life where they benefit from the five domains i.e. nutrition, environment, health, behaviour and mental state. A sub total of all the living and non living elements and their effects that influence human life is Environment. It is the ideology that evokes the necessity and responsibility of humans to respect, protect, and preserve the natural world from its anthropogenic (caused by humans) afflictions.

Secondary school students are future of Indian and guardians of our environment in future. It is necessary that students must be sensitive and aware about our environment and animal welfare. Here, the researcher developed a natural environment and animal welfare awareness programme for Grade-IX students. In present study, the researcher tried out this program on Grade-IX students and checked its effectiveness.

### **Objectives**

Objectives of present study are mentioned as below.

1. To construct natural environment and animal welfare awareness program for Grade-IX students.
2. To study the effectiveness of natural environment and animal welfare awareness program on Grade-IX students.
3. To study the effectiveness of natural environment and animal welfare awareness program on Grade-IX students in the context of their achievement.
4. To study the effectiveness of natural environment and animal welfare awareness program on Grade-IX students in the context of gender.
5. To study the effectiveness of natural environment and animal welfare awareness program on Grade-IX students in the context of their academic achievement in previous year.

### **Hypotheses**

Hypotheses of present study are as follow.

- H<sub>01</sub> There is no significant difference between mean scores of post-test obtained by students of experimental and controlled groups
- H<sub>02</sub> There is no significant difference between mean scores of post-test obtained by boys of experimental and controlled groups.
- H<sub>03</sub> There is no significant difference between mean scores of post-test obtained by girls of experimental and controlled groups.
- H<sub>04</sub> There is no significant difference between mean scores of post-test obtained by students having higher achievement of experimental and controlled groups.
- H<sub>05</sub> There is no significant difference between mean scores of post-test obtained by students having lower achievement of experimental and controlled groups.

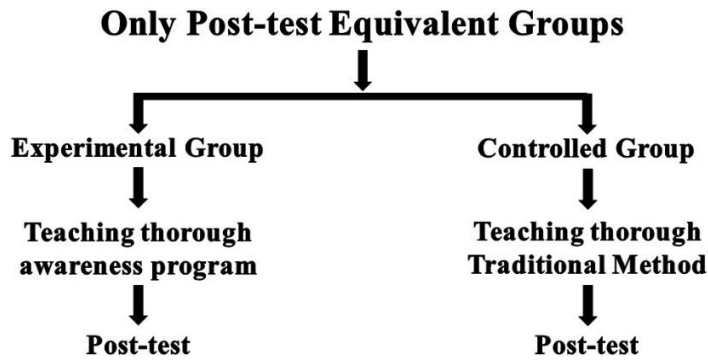
### **Limitations**

Limitations of present study are given as below.

1. Present study was conducted in a New Shayona School selected from Ahmedabad city.
2. The researcher constructed natural environment and animal welfare programme. Thus, all the limitations of this program were the limitations of this study.
3. The researcher constructed post-test. Thus, all the limitations of this post-test were the limitations of this study.

### **Research Method**

In present study, the researcher checked effectiveness of awareness program constructed by researcher. To fulfil this purpose, the researcher used experimental research method in which only post-test equivalent groups experimental research design was used.



**Figure 1: Experimental Design**

### **Research Tool**

The researcher used awareness programme and post-test as research tools:

#### **1. Natural Environment and Animal Welfare Program**

The researcher constructed an awareness program comprising different activities like group discussion, film video, lecture, nature walk, drawing, plantation, etc.

#### **2. Post-test**

Post-test consist of MCQ types 50 questions. Each question has four responses out of which only one response is correct, other three are incorrect. Each question is of 1 mark. Thus, total 50 marks are assigned for whole test.

### **Research Sample**

The researcher selected 80 students from New Shayona school. Out of these 40-40 students were divided in two different groups. The researcher used pair match method to divide them. The researcher divided students on basis of their previous year's (Grade-VIII) total marks of annual exam. The researcher calculated median of their previous year's total marks and again divided them in high and low level according to their achievement. The students having marks more than median were assigned as high achievement and students having marks less than median were assigned as low achievement.

**Table 1.0**

**Sample of the Study**

<b>Group</b>	<b>Experimental</b>		<b>Controlled</b>		<b>Total</b>
<b>Gender / Achievement</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	

<b>High</b>	8	13	8	11	40
<b>Low</b>	12	7	12	9	40
<b>Total</b>	20	20	20	20	<b>80</b>
	40		40		

### Data Collection

The researcher conducted a 15 days experimentation on students of both groups. Students of experimental group were treated with natural environment and animal welfare program and students of controlled group were treated with traditional teaching method. After experimentation students of both groups were given post-tests. Post-test was of 50 marks having 50 MCQ based questions. The students were given 50 minutes to complete this test. After test, all answer sheets were collected by the researcher.

### Data Analysis

The researcher carefully checked all answer sheets and gave each student a score of marks. Later these scores were used for data analysis. The researcher constructed five hypotheses. These hypotheses were tested using t-tests between mean scores of students of experimental group and controlled group. The results of t-tests are presented in below tables.

**H0<sub>1</sub> There is no significant difference between mean scores of post-test obtained by students of experimental and controlled groups**

**Table 2.0**

**Result of t-test between mean scores of posttests obtained by students of experimental and controlled groups**

Group	N	M	SD	SED	t	Significance
Experimental	40	40.98	4.29	1.19	8.58	0.01
Controlled	40	30.73	6.21			

df	0.05	0.01
78	1.99	2.64

According to table 4.10, calculated t-value is 8.58. For df=78, table t-values are 1.99 at 0.05 level and 2.64 at 0.01 level. Here, calculated t-value is more than table t-values at both levels. Thus, hypothesis H0<sub>1</sub> is rejected and there is a significant difference between mean scores of students of experimental and controlled groups.

Now, mean score of students of experimental group obtained in post test is 40.98 and mean score of students of controlled group obtained in posttest is 30.73. Therefore, mean score of students of experimental group is more than mean score of students of controlled group. This revealed that Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students of Grade- IX.

**H0<sub>2</sub> There is no significant difference between mean scores of post-test obtained by boys of experimental and controlled groups.**

**Table 3.0**

**Result of t-test between mean scores of posttests obtained by boys of experimental and controlled groups**

Boys	N	M	SD	SED	t	Significance
Experimental	20	40.50	4.31	1.79	5.63	0.01

Controlled	20	30.40	6.76			
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<b>df</b>	<b>0.05</b>	<b>0.01</b>
38	2.02	2.71

According to table 4.13, calculated t-value is 5.63. For df=38, table t-values are 2.02 at 0.05 level and 2.71 at 0.01 level. Here, calculated t-value is more than table t-values at both levels. Thus, hypothesis H0<sub>2</sub> is rejected and there is a significant difference between mean scores of boys of experimental and controlled groups.

Now, mean score of boys of experimental group obtained in posttest is 40.50 and mean score of boys of controlled group obtained in posttest is 30.40. Therefore, mean score of students of experimental group is more than mean score of boys of controlled group. This revealed that Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on boys of Grade- IX.

**H0<sub>3</sub> There is no significant difference between mean scores of post-test obtained by girls of experimental and controlled groups.**

**Table 4.0**

**Result of t-test between mean scores of posttests obtained by girls of experimental and controlled groups**

<b>Girls</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>SED</b>	<b>t</b>	<b>Significance</b>
Experimental	20	41.45	4.33	1.61	6.44	0.01
Controlled	20	31.05	5.77			

<b>df</b>	<b>0.05</b>	<b>0.01</b>
38	2.02	2.71

According to table 4.16, calculated t-value is 6.44. For df=38, table t-values are 2.02 at 0.05 level and 2.71 at 0.01 level. Here, calculated t-value is more than table t-values at both levels. Thus, hypothesis H0<sub>3</sub> is rejected and there is a significant difference between mean scores of girls of experimental and controlled groups.

Now, mean score of girls of experimental group obtained in posttest is 41.45 and mean score of girls of controlled group obtained in posttest is 31.05. Therefore, mean score of girls of experimental group is more than mean score of girls of controlled group. This revealed that Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on girls of Grade- IX.

**H0<sub>4</sub> There is no significant difference between mean scores of post-test obtained by students having higher achievement of experimental and controlled groups.**

**Table 5.0**

**Result of t-test between mean scores of posttests obtained by students having higher achievement of experimental and controlled groups**

<b>High</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>SED</b>	<b>t</b>	<b>Significance</b>
Experimental	21	43.81	2.65	0.89	8.66	0.01
Controlled	19	36.11	2.94			

<b>df</b>	<b>0.05</b>	<b>0.01</b>
38	2.02	2.71

According to table 4.19, calculated t-value is 8.66. For df=38, table t-values are 2.02 at 0.05 level and 2.71 at 0.01 level. Here, calculated t-value is more than table t-values at both levels. Thus, hypothesis H<sub>04</sub> is rejected and there is a significant difference between mean scores of students having higher achievement of experimental and controlled groups.

Now, mean score of students having higher achievement of experimental group obtained in posttest is 43.81 and mean score of students having higher achievement of controlled group obtained in posttest is 36.11. Therefore, mean score of students having higher achievement of experimental group is more than mean score of students of controlled group. This revealed that Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students having higher achievement of Grade- IX.

**H<sub>05</sub> There is no significant difference between mean scores of post-test obtained by students having lower achievement of experimental and controlled groups.**

**Table 6.0**

**Result of t-test between mean scores of posttests obtained by students having lower achievement of experimental and controlled groups**

Low	N	M	SD	SED	t	Significance
Experimental	19	37.84	2.87	1.07	11.15	0.01
Controlled	21	25.86	3.89			

df	0.05	0.01
38	2.02	2.71

According to table 4.22, calculated t-value is 11.15. For df=38, table t-values are 2.02 at 0.05 level and 2.71 at 0.01 level. Here, calculated t-value is more than table t-values at both levels. Thus, hypothesis H<sub>05</sub> is rejected and there is a significant difference between mean scores of students having lower achievement of experimental and controlled groups.

Now, mean score of students having lower achievement of experimental group obtained in posttest is 37.84 and mean score of students having lower achievement of controlled group obtained in posttest is 25.86. Therefore, mean score of students having lower achievement of experimental group is more than mean score of students having lower achievement of controlled group. This revealed that Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students having lower achievement of Grade- IX.

### **Major Findings**

On the basis of results of t-tests, following major finding could be derived:

1. Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students of Grade- IX.
2. Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on boys of Grade- IX.
3. Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on girls of Grade- IX.
4. Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students having higher achievement of Grade- IX.



5. Natural Environment and Animal Welfare Awareness programme constructed by the researcher is very effective on students having lower achievement of Grade-IX.

### Final Thoughts

A good climate, accessible clean water, fertile soil, etc. are aspects of the physical environment that enable people to live and thrive. However, harsh environments, such as very hot climates, limited water and infertile land, make it more difficult for people to survive. In present study, the researcher constructed and tryout Natural Environment and Animal Welfare program on students of Grade-IX. The researcher conducted an experiment in which one group of students was treated with awareness program and another group of students was treated with traditional teaching method. The results revealed that the Natural Environment and Animal Welfare program is very effective of students of Grade-IX.

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## **The Significance of Breast Feeding**

**Dr. Vijay Kumar**

Sri Sai Institute of Science Punjab

### **Abstract**

The breast crawl describes what occurs when a newborn baby is placed on their birth parent's chest or belly immediately after birth and given time to find the parent's nipple and begin to feed on their own. A study conducted to assess barriers of breast crawl for early initiation of breast feeding in newborn after delivery and to assess effect of breast crawl for early initiation of breast feeding in newborn after delivery. Posttest only control group Experimental research design was used. In this study sample size was 60 samples (30 Experimental & 30 Control group). Result shows that In experimental group 53.3% of them had age 19-24 and 46.7% of them had age 25-30, 63.3% of them had primigravida and 36.7% of them had multigravida, 100 % of them had institutional delivery, 93.3% of them had any other diseases and 3.3% of them PIH and asthma, 80% of them had normal vaginal delivery and 20% of them LSCS delivery. In control group 80 % of them had age 25-30. and 20% from age 9-24 , 56.7% of them had primigravida and 43.3% of them had multigravida, 93.3.% of them had institutional delivery and 6.7 % home delivery, 86.7% of them had any other diseases and 6.7% of them PIH and asthma, 83.3 % of them had normal vaginal and 16.7 % of them LSCS delivery. In Experimental group Positioning, Attachment, Sucking, Swallowing and Duration had 70% effect of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city. Baby achieving quick latch with good amount of breast tissue in mouth (40%), Able to establish sucking pattern on both breast (40%) and Audible sound (40%) had major effect in Experimental group for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals. Researcher applied 't' test for the significance of difference. The mean effect of breast crawl for early initiation of breast feeding is statistically significant at p-value 0.0001; therefore, Breast crawl helps for early initiation of breast feeding after delivery.

**Keywords** Breast crawl, Breastfeeding, Newborns, Barriers, Delivery

### **Introduction**

Every newborn, when placed on mother's abdomen soon after birth, has the ability to find its mother's breast all on its own and to decide when to take the first breast feed. This is called Breast Crawl. In India Breast Crawl was first experimented and continued as a method to initiate breast feeding in 'Grace Maternity Home', Mumbai. The Breast crawl is associated with a variety of sensory, central, motor and neuro-endocrine components, all directly or indirectly helping the baby to move and facilitate her survival in the new world. Everything in Breast Crawl is perfectly designed by nature. The skin-to-skin contact helps the baby to remain warm and initiates mother-baby bonding. The baby smells food close by, begins salivating, reaches areola and initiates breast feeding by it. Recent behavioral and physiological observations found that infant and mother are ready to begin interacting in the first few minutes of life and also observed infant's ability to crawl towards mother's breast to initiate breast feeding by itself.

The promotion of early initiation of breast feeding has great potential: 16% of neonatal deaths could be saved if all infants were breastfeed from day 1 and 22% if breastfeeding were started within the first hour after birth. All these advantages will obviously be maximally tapped with Breast crawl. Breast Crawl has tremendous potential to change initiation practices. Initiation of breastfeeding by the Breast Crawl is a critical component of the IYCF (Infant and Young Child

Feeding) initiative for the state of Maharashtra, India. Improved IYCF practices promote optimal growth and development, prevent malnutrition and improve child survival.

### **Need of The Study**

Breast feeding the 1st hour - saves one million babies. The first hour after birth has a major influence on the survival, future health, and wellbeing of a newly born infant. The basic needs of a baby at birth are warmth, normal breathing, mother's milk and protection from infection. Early initiation of breast feeding serves as the starting point for a continuum of care for mother and newborn that can have long lasting effects on health and development. Breast feeding is a natural human activity. Many health personnel in maternity services are unaware of implementing BFHI (Baby Friendly Hospital Initiative) recommendation of early initiation of breast feeding within one hour of birth. As a result, initiation of breast feeding is often delayed. Even in those places where health professionals are well informed and keen in early initiation of breast feeding programme, awareness of Breast Crawl is lacking. Breast Crawl was described 20 years ago. It is a simplest method that provides prolonged skin-to-skin contact and will culminate in first breast feed. It is easy, does not require elaborate preparations, can be done in any settings and is readily reproducible.

Recently a group of care givers and community workers in Nandurbar District of Maharashtra, witnessed a demonstration of newborn performing Breast crawl. After the demonstration, all were so impressed that they decided to make the method part of their routine. In order to advance this initiative, UNICEF has partnered with various state and public health institutions such as Breast Feeding Promotion Network of India (BPNI) and is distributing an instructional film on Breast Crawl with specifics on each step. WHO and UNICEF recommended early initiation of breast feeding which results in lower neonatal mortality.

### **Aim of The Study**

Aim of the study to assess barriers and effect of breast crawl for early initiation of breast feeding in newborn after delivery.

### **Materials & Methods**

A study conducted to assess barriers and effect of breast crawl for early initiation of breast feeding in newborn after delivery in the labor unit of the selected hospitals of Pune city. Objectives of the study were to assess barriers of breast crawl for early initiation of breast feeding in newborn and to assess effect of breast crawl for early initiation of breast feeding in newborn after delivery. Post only control group Experimental research design used as research design. Setting was Labour room of selected hospitals of city. Duration of the study was 30 Days. In this study sample size was 60 mothers and newborns (30 Experimental & 30 Control group). All Normal delivery PNC Mother & Newborn admitted at selected Maternity hospitals of city. Only Normal delivery PNC mother & New-born included in this study. Mother who was having any critical illnesses was excluded from study. 2 Hospitals were selected for Pilot and Final study separately. Tool was included with age, gravida, education, occupation, lace of delivery, medical diseases and mode of delivery as demographic variables. Content Validity of the tool was done by 9 experts. Reliability was conducted on 129 samples with reliability score was found 0.85 with r parsons correlation coefficient formula and test retest method. Pilot study was done in different setting from main study on same samples of reliability and test (First score of test retest method.) score was taken for same. Informed consent was taken from the participants. The Information given by the subjects is kept confidential. Data Generated during the research process, is used extensively for Benefits of the Profession.

### Result

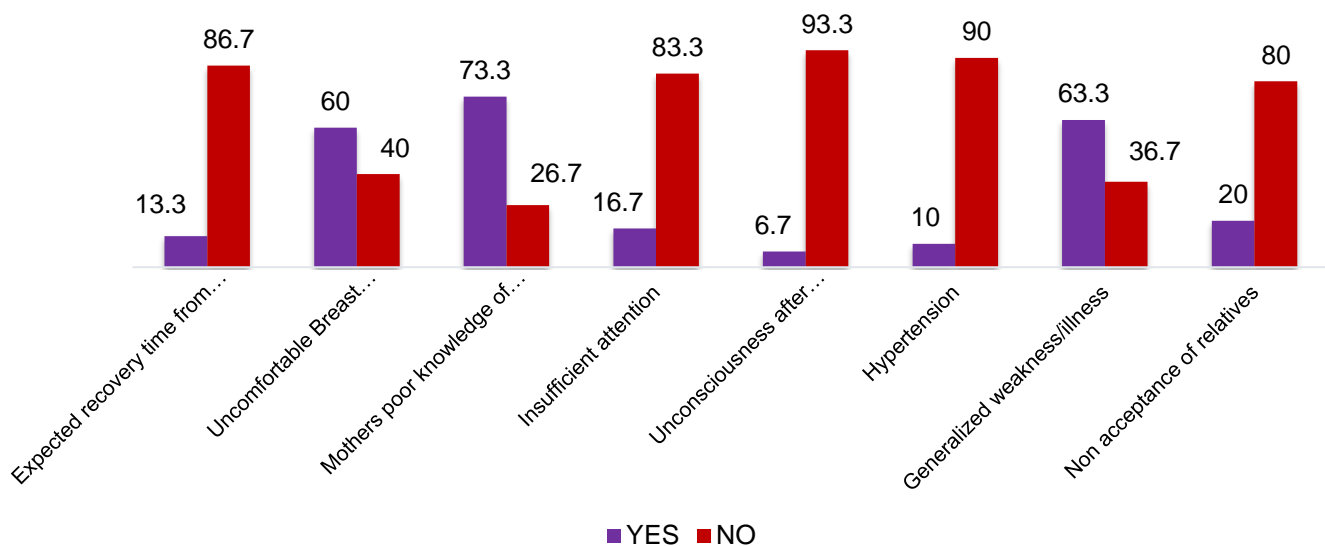
#### Section III: Checklist for assess the barriers of initiation of Breast Feeding in Baby Crawl

**Table No. :** Table showing barriers of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city. (EXPERIMENTAL GROUP)

N=30

SR. NO.	BARRIERS	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Expected recovery time from spinal anesthesia.	4	13.3	26	86.7
2	Uncomfortable Breast Feeding position due to pain.	18	60	12	40
3	Mothers poor knowledge of Breast Feeding	22	73.3	8	26.7
4	Insufficient attention	5	16.7	25	83.3
5	Unconsciousness after delivery	2	6.7	28	93.3
6	Hypertension	3	10	27	90
7	Generalized weakness/illness	19	63.3	11	36.7
8	Non acceptance of relatives	6	20	24	80

**Barriers of Breast Crawl for early initiation of breast feeding in newborns after delivery (Experimental Group)**



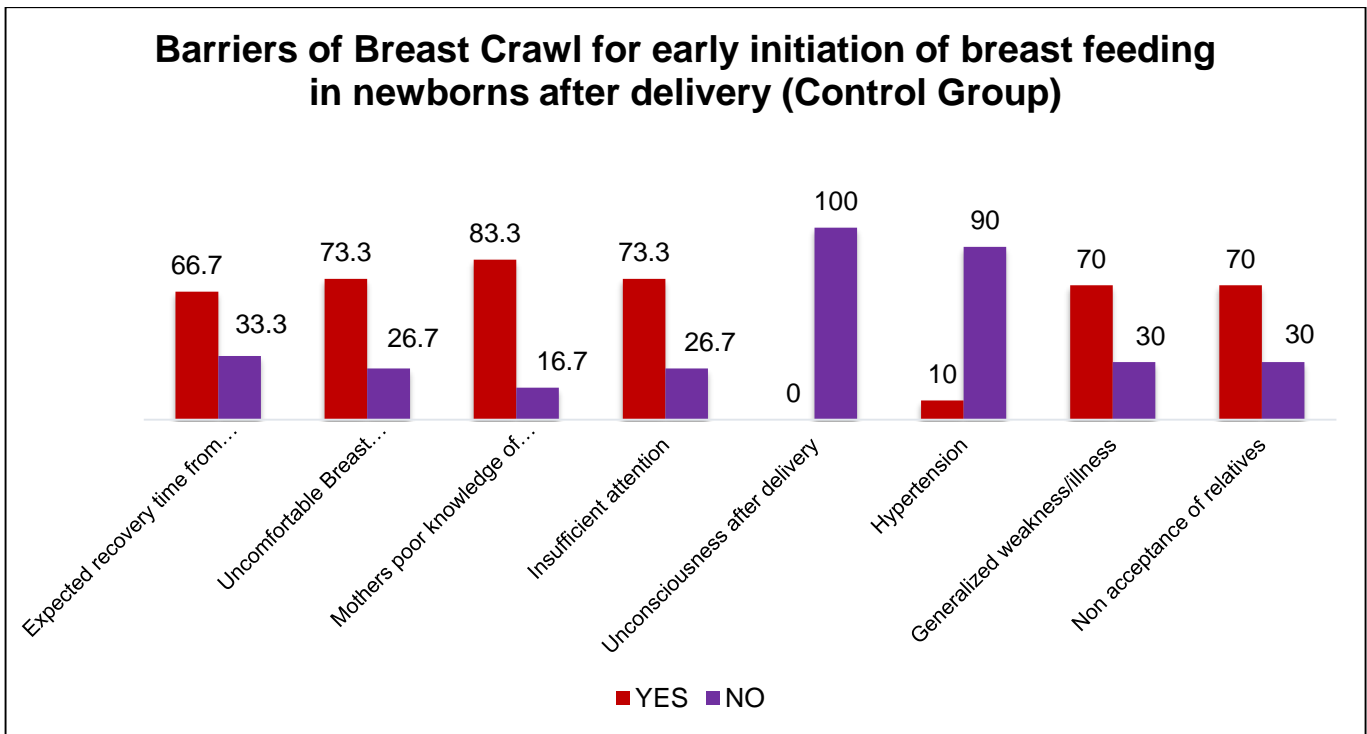
**Figure No.** Bar diagram showing barriers of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city.

Above table and figure shows that 73.3% mother had poor knowledge of breast feeding.

**Table No. :** Table showing barriers of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city. (CONTROL GROUP)

N=30

SR. NO.	BARRIERS	YES		NO	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Expected recovery time from spinal anesthesia.	20	66.7	10	33.3
2	Uncomfortable Breast Feeding position due to pain.	22	73.3	8	26.7
3	Mothers poor knowledge of Breast Feeding	25	83.3	5	16.7
4	Insufficient attention	22	73.3	8	26.7
5	Unconsciousness after delivery	0	0	30	100
6	Hypertension	3	10	27	90
7	Generalized weakness/illness	21	70	9	30
8	Non acceptance of relatives	21	70	9	30



**Figure No. Bar diagram showing barriers of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city.**

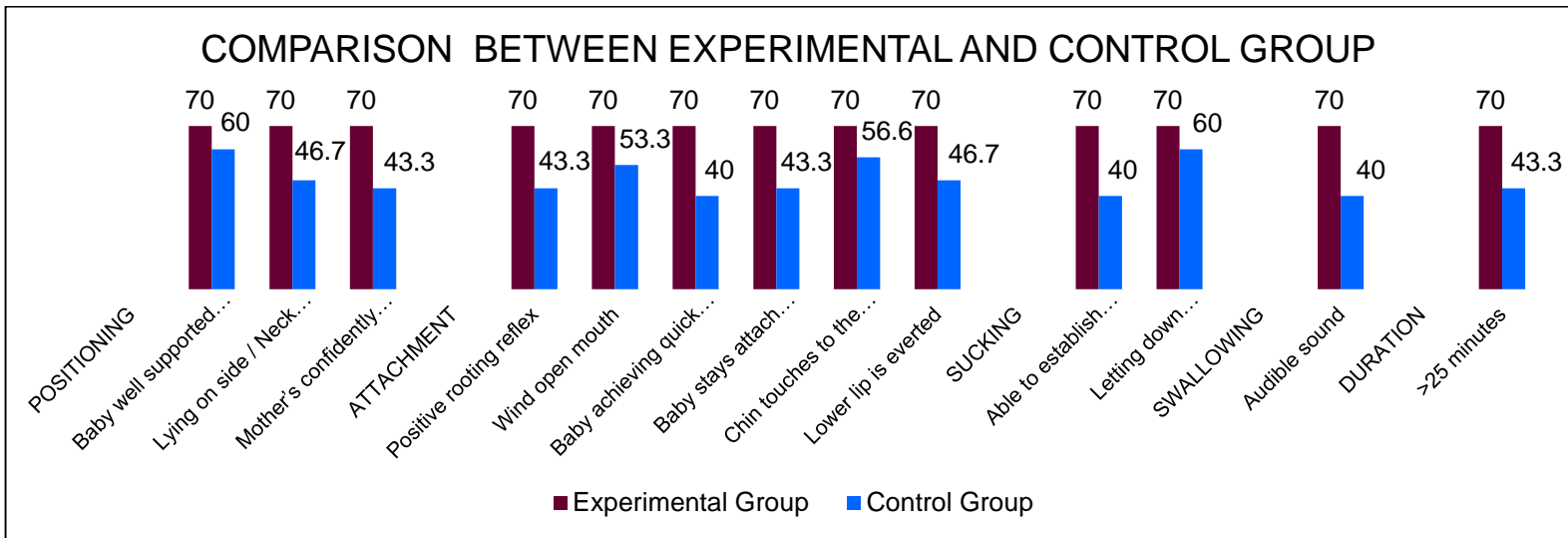
Above table and figure shows that 83.3% mother had poor knowledge of breast feeding.

**Table No. : Table showing comparison between experimental and control group.**

**N=30**

SR. NO.	EFFECT	EXPERIMENTAL GROUP		CONTROL GROUP	
		Frequency	Percentage (%)	Frequency	Percentage (%)
<b>1.</b>	<b>POSITIONING</b>				
i)	Baby well supported and placed on abdomen of mother near to breast	21	70	18	60
ii)	Lying on side / Neck not twisted	21	70	14	46.7
iii)	Mother's confidently handling baby	21	70	13	43.3
<b>2.</b>	<b>ATTACHMENT</b>				
i)	Positive rooting reflex	21	70	13	43.3
ii)	Wind open mouth	21	70	16	53.3
iii)	Baby achieving quick latch with good amount of breast tissue in mouth	21	70	12	40
iv)	Baby stays attach with a good latch throughout feed	21	70	13	43.3
v)	Chin touches to the breast	21	70	17	56.6
vi)	Lower lip is everted	21	70	14	46.7
<b>3.</b>	<b>SUCKING</b>				
i)	Able to establish sucking pattern on both breast	21	70	12	40
ii)	Letting down sensation to mother	21	70	18	60
<b>4.</b>	<b>SWALLOWING</b>				
i)	Audible sound	21	70	12	40
<b>5.</b>	<b>DURATION</b>				
i)	>25 minutes	21	70	13	43.3





**Figure No. Bar diagram showing comparison between Experimental group and Control group.**

Above table and figure shows Baby achieving quick latch with good amount of breast tissue in mouth (40%), Able to establish sucking pattern on both breast (40%) and Audible sound (40%) had major effect in control group for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city.

**Table No. : Table showing significance of difference with effect of breast crawl and without effect for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city. N=30**

Group	Mean	SD	p Value (Unpaired t test)
Experimental Group	21.00	0.00	0.0001
Control Group	14.23	2.24	

Researcher applied 't' test for the significance of difference with effect of breast crawl and without effect of breast crawl for early initiation of breast feeding in newborns after delivery in the labor unit of the selected hospitals of Pune city. The mean effect of breast crawl for early initiation of breast feeding is statistically significant at p-value 0.0001; therefore, Breast crawl helps for early initiation of breast feeding after delivery.

### Discussion

A study conducted to assess barriers of breast crawl for early initiation of breast feeding in newborn after delivery and to assess effect of breast crawl for early initiation of breast feeding in newborn after delivery. Posttest only control group Experimental research design was used. In this study sample size was 60 samples (30 Experimental & 30 Control group). Result shows that In experimental group 53.3% of them had age 19-24 and 46.7% of them had age 25-30, 63.3% of them had primigravida and 36.7% of them had multigravida, 100 % of them had institutional delivery, 93.3% of them had any other diseases and 3.3% of them PIH and asthma, 80% of them had normal vaginal delivery and 20% of them LSCS delivery. In control group 80 % of them had age 25-30. and 20% from age 9-24 , 56.7% of them had primigravida and 43.3% of them had multigravida, 93.3.% of them had institutional delivery and 6.7 % home delivery, 86.7% of them had any other diseases and 6.7% of them PIH and asthma, 83.3 % of them had normal vaginal

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### **Conclusion**

The breast crawl describes what occurs when a newborn baby is placed on their birth parent's chest or belly immediately after birth and given time to find the parent's nipple and begin to feed on their own. This phenomenon was first described in 1987 in Sweden at the Karolinska Institute. Birth practices can affect breastfeeding, particularly initiation. If the mother is not immediately able to begin SSC, her partner or other helper can assist or place the infant SSC on their chest or breast. It is recommended that SSC be facilitated immediately after birth, as this is the time when the newborn is most likely to follow its natural instincts to find and attach to the breast and then breastfeed. To find the nipple, the newborn uses a variety of sensory stimuli: visual (the sight of the mother's face and [areola](#)), auditory (the sound of its mother's voice), and olfactory (the scent of the areola, which resembles that of [amniotic fluid](#)).

Therefore, Breast Crawl is a beneficial practice that promotes immediate initiation of breastfeeding thereby it reduces the immediate new-born weight loss in initial days. Hence forth this can be made as a universal practice to protect the health of coming generations.

### **Conflict of Interest**

The authors certify that they have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

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## Women Empowerment in India

**Neha Sharma**  
Faculty, RIMT

### Abstract

In this research paper, we have to explore about the “Importance of Women Empowerment in India: A Study of Economic Perspective”. It all comes down to power, choice, and transformation. It is a process of transformation that gives weaker or powerless people and groups the opportunity to make decisions that have an impact on their life. Women empowerment is the process of giving women the authority they need to know their rights and carry out their obligations to others and themselves as effectively as possible. According to A.P.J. Abdul Kalam, women's empowerment is crucial to building a respectable nation because it ensures a stable society. It has been agreed that without women's empowerment, a decent country cannot improve due to the concerns and value systems of the women. The 73rd Amendment mentioned efforts to empower women.

**Keywords:** Empowerment, Panchayats, Participation, Economic development, Amendment.

### Introduction:

It all boils down to change, power, and choice. It is a process of change that offers less powerful individuals and groups the chance to make choices that will affect their lives. Giving women the authority they need to understand their rights and fulfill their responsibilities to others and to themselves as best they can is the process of empowering women. A.P.J. Abdul Kalam asserts that women's empowerment is essential to creating a respectable nation since it guarantees social stability. It is widely acknowledged that a civilized country cannot advance without the empowerment of women because of their concerns and value systems. Efforts to empower women were included in the 73rd Amendment.

Wives were held in high regard during the Vedic Era. She was seen as half of the man—his confidante, buddy in times of need, counselor in the woods, and the other half—as they navigated life's challenges together. The women were given the chance to achieve high standards in both intellect and spirituality. Throughout this time, there were a lot of female Rishis. Although polygamy was practiced by the wealthier classes of society, monogamy was still prevalent. Early marriage and the sati system did not exist. But after the Later-Vedic era, women began to face discrimination in education and other areas, while still maintaining free and prestigious roles in the Rig-Vedic society. The status of women was further deteriorated by child marriage, polygamy, widow burning, or sati, and the purdah. The customs of Indian culture.

### Women Empowerment:

It all comes down to power, choice, and transformation. It is a process of transformation that gives weaker or powerless people and groups the opportunity to make decisions that have an impact on their life. Women empowerment is the process of giving women the authority they need to know their rights and carry out their obligations to others and themselves as effectively as possible.

"Women empowerment is any process that provides greater autonomy to women through the sharing of relevant information and provision of control over factors affective to their performance," state K. Sayulu, G. Sardar, and B. Sridevi (2005).

### Objectives

The study has following objectives:

1. To study the necessity of women empowerment.
2. To study the status of women and efforts made in present
3. To study the importance of women empowerment in India.

### **Methodology**

The study mainly based on secondary data. The current scenario of rural education has been analyses on the basis of published works like Journals, Reports, Articles and research papers etc.

### **Literature Review**

**Ponraj and Gnanaguru (2016).** Women contribute significantly to the advancement of the economy and society. Women are the family's organizers, leaders, trainers, and labor providers. They also contribute significantly to the growth of the agricultural, industrial, and service sectors. However, women's status is extremely low, and women are more likely than males to be destitute. The only way to solve every issue is to empower women. A woman's potential power can be used for economic development if she is empowered and educated. The concept of empowerment envisions individuals fully engaged in the decision-making process that influences their life. Without the advancement and empowerment of women, inclusive growth and human development cannot be realized. This essay discusses the necessity, goals, and significance of women.

**Seema Singh and Antra Singh (2020).** Because this is a classic patriarchal society, women are viewed as second-class citizens in the political, social, and economic arenas. However, stakeholders have always given women's equality and empowerment first priority and have taken great care in this regard. The study looks closely at India's position in relation to other nations and aims to determine whether or not the nation is ready to meet UN Sustainable Development Goal No. 5. The study builds its case using secondary sources, including reviews of previously published works in journals, books, reports from different NGOs, government agencies, and websites that feature content from these and other international organizations. This study conducts a critical analysis of the models and dimensions of women's empowerment in India. Indicators of women's empowerment, government policies and programs, and constitutional safeguards were all covered in the study. Still, the nation comes in last when compared to other nations. Programs must be reevaluated and altered in order to meet SDG-5 by 2030.

**Sweety Jain (2022).** Sustainable development cannot be achieved without the empowerment of women. In order for a life to be productive and reproductive, both men and women must fully participate and partner. Due to their lack of authority and influence, combined with their heavy workloads, women over the world are facing dangers to their lives, health, and well-being. The current state of women's empowerment is incredibly uneven between the many societal segments. Promoting women's rights, attaining empowerment, improving women's general standard of living, and elevating their social standing all depend heavily on literacy. There is still a large vacuum that has to be addressed by establishing better laws and policies and raising awareness among the public. Many steps have been taken to empower women, including passing laws and implementing regulations.

### **Characteristics of Women Empowerment**

Women empowerment possesses certain characteristics. They are the following:

1. Women empowerment enables a greater degree of self-confidence and a sense

of independence among women.

2. Women empowerment is a process of acquiring power for women in order to understand her rights and to perform her responsibilities towards oneself and others in a most effective way.

3. Women empowerment enables women's to organize themselves to increase their self-reliance.

4. Women empowerment provides greater autonomy to women.

5. Women empowerment means women's control over material assets, intellectual resources and ideology.

6. Women empowerment abolishes and structures of society.

7. Women empowerment means participation of women in policy and decision making process at domestic and public levels.

8. Empowerment of women enables women to realize their full identity and powers in all spheres of life.

9. Empowerment also means equal status to women.

10. Women empowerment occurs within sociological, psychological, political, cultural, familial and economic spheres and at various levels such as individual, group and community.

11. Women empowerment is a process of creating awareness and capacity building.

### **Status of Women in India**

An Indian woman had four statuses traditionally. These were mother, homemaker, wife, and daughter. In society, women's status was set. However, women's standing is evolving in the current era. They are engaged in political, social, and economic activities. They obtained better training, jobs, pay, and prestige in addition to these benefits. The development of the health and education sectors can be attributed to women for a number of social, economic, and cultural reasons. Some of the main causes of women's achievement include historically favorable conditions, progressive social movements, and government policy. The factors that are directly related to women's empowerment, such as female literacy and labor force participation rates, are what cause the decrease in gender gaps throughout economic growth. Public action in the areas of education, women's ownership, and political involvement are necessary to support these. Having access to education was essential for giving women employment options or even for empowering unemployed housewives.

### **Importance of Women Empowerment**

Women's empowerment is an ongoing and dynamic process that enhances their ability to alter the systems and conditions that impede them and permits them to participate in decision-making related to all financial, political, and social processes in society. With the 73rd Amendment's implementation, the state backed an initiative for women's empowerment that reserved 33% of seats in panchayats and workplaces for women. During the period of women's empowerment in India, Panchayat reservation was considered a significant turning point. When women make up half of the population, it is imperative that they be empowered in order to sustain the nation's economic progress. Empowering women is crucial for creating a civilized country, as former President A.P.J. Abdul Kalam said, since it ensures a stable community. Since women's concerns and values contribute to the development of a decent nation, it is understood that women's empowerment is essential. Similar circumstances have arisen in India as a result of international initiatives supporting women's empowerment, where the advancement of women has been given top priority. 2001 was declared "Women's



Empowerment Year," notwithstanding earlier initiatives focusing on the welfare of women exclusively.

In India, a national policy for women's empowerment was unveiled in 2001. In 2003–04, a national plan of action for women's empowerment was put into place in order to properly actualize it. The Tenth Five Year Plan had a concerted approach for women's empowerment with clear goals, targets, and a timeline (2002-07). Given that social as well as economic elements influence women's empowerment, the government has implemented a number of initiatives, including programs and policies, to ensure the viability of the current system. The Prenatal Diagnostic Techniques Amendment Act, 2003, the Hindu Succession Act, the Sati Prevention Act, the National Rural Employment Guarantee Act, and the Protection of Women from Domestic Violence Act. The government has attempted to improve financial status and gender equality through a number of programs, some of which are actualized under the ministry of Support for Training and Employment Program (STEP), Kishori Shakti Yojana, the nutrition program for pre-adult young ladies, and Rashtriya Mahila Kosh, which provides small-scale credit.

### **Empowerment of Women through Education, Skilling & Micro-Financing**

#### **(1) Education:**

- To guarantee girls' rights to an education and their freedom from discrimination in educational institutions, the policy on education must be more comprehensive. Education policy should also focus on influencing young men's and boys' favorable views about women and girls.
- Relatively stronger financial incentives for girls' education up until Class XII are required in order to reduce the higher dropout rate among them.
- Families with two girls should be eligible for the Post Graduate Indira Gandhi Scholarship, which is now only available to single girl children.
- Villages and districts that are successful in achieving an equal child-to-sex ratio through initiatives for education, information, and communication should be rewarded.
- Strict adherence to laws that prioritize the empowerment of women via education is required.
- More focus needs to be placed on e-governance in order to provide prompt oversight of the money disbursed by the federal government and the various state governments for scholarships for female students.
- Hostels should have gender-neutral amenities for security reasons.

#### **(2) Skilling:**

- It is necessary to support the skill development of women working in non-traditional fields like plumbing and electrical in order to empower them to become self-sufficient.
- To increase their bargaining power, women can be arranged into various professional groups.
- Digital India and other platforms should be leveraged for branding and marketing, as well as for connecting with consumers, markets, and corporations.
- In addition to government initiatives, NGOs and other organizations should give women employable skills and training to enable them to pursue other respectable jobs where they may make a good living.

### **(3) Micro-Finance**

- Organizations that support women's empowerment must intervene in the market and value chain to offer livelihood possibilities.
- Regulations and policies ought to be designed in a way that facilitates credit facilities acquisition for female businesses.
- The government ought to encourage women to start self-help groups.
- Industry-specific goals for women's employment are required, and firms should be encouraged to execute them.
- Companies who hire thirty percent women workers ought to receive tax benefits.

### **Women Empowerment in India**

Women should be empowered if they are to be self-sufficient, independent economically, to have high self-esteem so they can handle any challenging circumstances, and to be allowed to take part in development initiatives. The government has implemented many programs and schemes for women's welfare, such as the Food and Nutrition Board (FND), National Credit Fund for Women (1993), Information and Mass Education (IMF), etc.

The increasing participation of women in the Panchayati Raj system over the past few years has been the most encouraging trend. At the village council level, there are numerous elected female representatives. In addition, women are involved in issues related to gender parity, education, health, and childrearing in human development. Political theorists and reformers place a high value on women's empowerment, and many of them have contributed to the creation and promotion of a variety of cottage industries.

### **Conclusion**

Without conclusion, the research cannot be completed. Increasing a woman's or a group of women's spiritual, political, social, educational, gender, or economic power is known as women empowerment. In India, a wide range of factors, such as age, social standing (caste and class), educational attainment, and geographic location (urban versus rural), significantly influence women's empowerment. Policies pertaining to women's empowerment are in place at the federal, state, and local (Panchayat) levels in a variety of areas, including as economic opportunity, health, education, and political engagement as well as gender-based violence. One of the most pressing issues of the twenty-first century, both domestically and globally, is the empowerment of women.

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## Teaching Pedagogy and Various Techniques to Enhance the Learning Skills

**Pradumen Sharma**  
VIIT, Velore

### Abstract

Self-directional teaching method and direct instructional teaching method are stimulus process of a life and development. Self-directional learning describes a process in which individual take initiate with or without the help of other in diagnosing the learning need and evaluated learning outcomes. Direct instructional teaching strategies are instructional approaches in which the teacher strict areas lesson in straight forward sequential manner. So, the study was done to compare the direct instructional teaching method with Self directional teaching method on knowledge domain among the nursing students. To assess direct instructional teaching method on knowledge domain among the nursing students. To assess self-directional teaching method on knowledge domain among the nursing students. To compare a study to assess to compare direct instructional teaching method VS Self directional teaching method on knowledge domain among the nursing students Analysis of data related to self-directional Teaching Method among the Nursing students of DR. D. Y. Patil college of nursing with their selected variables. Since all the p -values are large (greater than 0.05), none of the demographic variables was found to have significant association with knowledge domain among the nursing students. **Method** used was quantitative research approach and the design used for the study was cross sectional research design. 100 students of B.Sc. Nursing were selected by using probability simple random method technique. The data was collected by self-structured interview questionnaire. **Result** shows that Average score was 11.59 in direct instructional method and 11.45 in self-directional teaching method. Thus, it concludes that Students prefer the Direct instructional teaching method as compare to self-directional teaching method. **Conclusion** shows that at the end of the study, we conclude our Non-Experimental study, Comparative study to assess Direct instructional teaching method VS self-directional teaching method is completely based on teaching method and the knowledge domain. Students prefer the Direct instructional teaching method as compare to self-directional teaching method

**Keywords-** Direct Instructional Teaching Method, Self-Directional Teaching Method, Knowledge Domain, Nursing Students.

### Introduction

Self-directional teaching method and direct instructional teaching method are stimulus process of a life and development. There are ways means mechanism to do the same as per the age topic requirements and objectivity. Self-directional learning describes a process in which individual take initiate with or without the help of other in diagnosing the learning need and evaluated learning outcomes. Direct instructional teaching strategies are instructional approaches in which the teacher strict areas lesson in straight forward sequential manner. The current teaching methodology in medical education is mostly direct instructional teaching method. Many studies have mentioned that direct instructional teaching method alone are ineffective in bringing up student interaction and skills. Published literature report that students are willing to accept innovative and interaction teaching methodologies. Nowadays, Students are attracted towards the easy way of learning more than direct instructional teaching method (lecture method) because of pandemic condition but it gets affected on the knowledge of students.<sup>1</sup> Self-directional teaching method and direct instructional teaching method are stimulus process of a life and development.

There are ways means mechanism to do the same as per the age topic requirements and objectivity. The effective learning pattern is self-directional teaching method without any stress and anxiety. In Direct instructional teaching method students have anxiety related to teacher will ask some questions in class. In Nursing education, most preferred is lecture method for better understanding and knowledge. According to current study in 2020, MBBS student from Vellore government college out of 88 students from nursing college the 48 students preferred the direct instructional teaching method and 40 preferred self-directional teaching method. In India, direct instructional teaching method is outdated now it is traditional method of teaching and self-directional teaching method is now preferred by the students. But it is affected on knowledge domain. (Direct instructional teaching method 40% and self-directional teaching method 60%).<sup>1</sup>

### **Need of the Study**

The current teaching methodology in medical education is mostly lecture. Many studies have mentioned that lectures alone are ineffective in bringing up student interaction and skills. Published literature reports that students are willing to accept innovative and interactive teaching methodologies. A study was conducted to compare the seminar vs. lectures in medical teaching and to describe perception of medical students about seminar and lecture.<sup>4</sup> Lecture method is most convenient and inexpensive method of teaching any subject. It hardly requires the use of scientific apparatus, experiment, and aids materials except for the black board. Lecture method is teacher controlled and information centred approach in which teacher works as a role resource in classroom instruction. In this method, the only teacher does the talking and the student is passive listens. This creates dullness in the classrooms as the interaction between the pupil and teacher ceases to occur. Self-directed learning is a vital educational principle in higher education that has been promoted by various institutions due to its value in developing professionals to become lifelong learners. Deep learning approach leads to a real understanding of the subject, and deep and stable learning but surface approach focuses on memorizing information and results in incomplete understanding. Each approach has been formed of two elements: a motivation and strategy. The motive tells why the individual decides to learn; while the strategy is about how to improve the learning process in the field of education, lecture method is used very frequently. This method is used in order to acquire knowledge and concept. Lecture method mainly focuses on a cognitive objective. The main emphasis of this strategy is the presentation of the content. In this method teachers plans and controls the whole teaching – learning process. To make the lecture interesting, the teacher can take the help of audio -visual aids.<sup>5</sup>

**Aim of the Study:** Aim of the study was to assess and compare direct instructional teaching method vs Self directional teaching method on knowledge domain among the nursing students.

### **Research methodology**

The research method adopted for approach was Quantitative Research Approach. Research design is a plan of how, when and where data are to be collected and analysed. 14 In the present study, the investigation selected cross sectional research design. Setting refers to the area where the study is conducted. 15 In the study the research setting was Dr. D.Y. Patil

College Of Nursing, Pimpri, Pune. A population refers to a total category of person or object and measurements having observable characteristics in common. 16 In this study, population is Nursing students. Sample refers to the representative unit of population under study. 17 In this study sample are 2 nd year BSC nursing students and 4th year BSC nursing from Dr. D.Y. Patil College of Nursing. Sampling is the process of selecting representative unit of the population under study. 18 Simple Random Method Technique.

## Result

### Analysis of data related to the direct instructional teaching method on knowledge domain among the nursing students.

Table 1: Data related to the direct instructional teaching method on knowledge domain among the nursing students.

(2<sup>nd</sup> year B.Sc. Nursing)

N=50

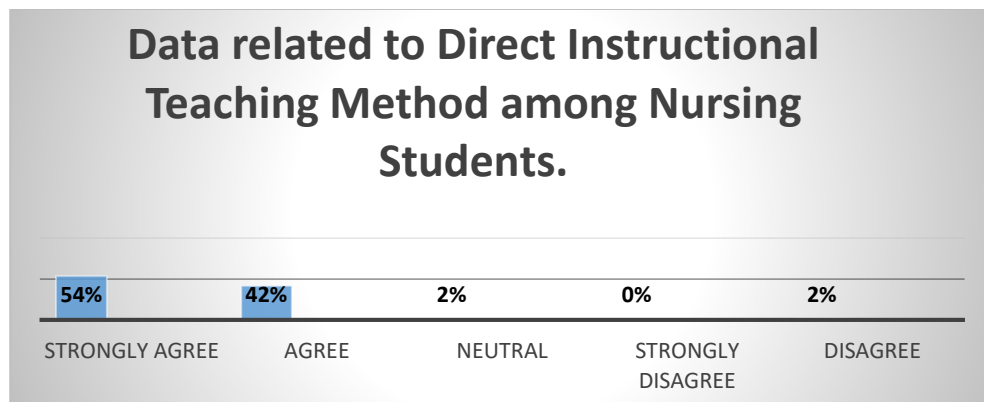
Knowledge Domain	Direct instructional Teaching method	
	Frequency	Percentage
Strongly agree	27	54%
Agree	21	42%
Neutral	1	2%
Strongly Disagree	0	0%
Disagree	1	2%

In Direct Instructional Teaching method 54% Students were Strongly agree, 42% were Agree, 2% were Neutral, 0% Strongly Disagree and 2% students were Disagree.

### Analysis of data related to the direct instructional teaching method on knowledge domain among the nursing students.

(2<sup>nd</sup> year Bsc Nursing)

N=50





**Fig-1: Data related to Direct Instructional Teaching Method among Nursing Students**

In Direct Instructional Teaching method 54% Students were Strongly agree, 42% were Agree, 2% were Neutral, 0% Strongly Disagree and 2% students were Disagree. (Fig-1)

**Analysis of data related to the self-directional teaching method on knowledge domain among the nursing students.**

Table 2: Data related to the self-directional teaching method on knowledge domain among the nursing students.

(4th year Bsc Nursing)

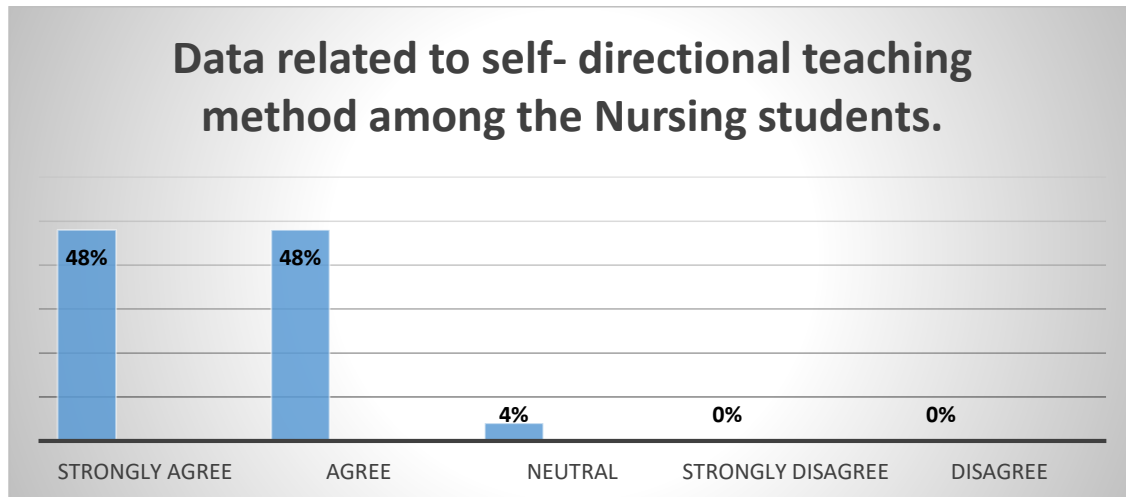
N=50

<b>Knowledge Domain</b>	<b>Self-directional teaching method</b>	
	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	24	48%
<b>Agree</b>	24	48%
<b>Neutral</b>	2	4%
<b>Strongly Disagree</b>	0	0%
<b>Disagree</b>	0	0%

In Self Directional Teaching method 48% Students were Strongly agree, 48% were Agree, 4% were Neutral, 0 %Strongly Disagree and 0% students were Disagree.

**Analysis of data related to the self-directional teaching method on knowledge domain among the nursing students. (4<sup>th</sup> year B.Sc. Nursing)**

N=50



**Fig- 2: Data related to self- directional teaching method among the Nursing students**

In Self Directional Teaching method 48% Students were Strongly agree, 48% were Agree, 4% were Neutral, 0 %Strongly Disagree and 0% students were Disagree.

Among both the teaching methods none of the demographic variables was found to have significant association with knowledge domain among the nursing students.

### Discussion

Arne Peine et al., was conducted a study on Self-directed learning can outperform direct instruction in the course of a modern German medical curriculum. The goal was to compare traditional teaching approaches to new instruction forms in terms of learning effect and student satisfaction. This chapter deals with a summary as well as it's implication for Comparative study to assess Direct instructional teaching method versus self-directional teaching method on knowledge domain among the nursing students. Pre- and post-test multiple-choice questionnaires were used to collect data. The results show that out of a total of 244 original participants, 223 completed the module and were included in the study. The groups had approximately similar scores in the pre-test. When compared to the pre-test results, all pupils exhibited significant gains. Participants in the non-self-instructed learning groups received 14.71 (seminar) and 14.37 (lecture) scores, whereas self-instructed learners received 17.23 (e-learning) and 15.81 (lecture) ratings (self-study). The self-assessment of all groups increased significantly (p.001) in the post-test, lead by the e-learning group, whose self-assessment improved by 2.36. Students in modern study curricula learn better using modern self-instructed ways than through traditional ones, according to the study. As it's known fact, the direct instructional teaching method is most effective other than self -directional teaching method related to knowledge domain among the nursing students. The range of the age of the student is 19-25 years result revealed.

Similarly, in this study on Comparative study to assess Direct instructional teaching method VS self-directional teaching method on knowledge domain among the nursing students of DR. D. Y. Patil College of Nursing out of 100 students from 2nd year and 4th year BSC nursing 46% were male and 56% were female. Maximum falls in 21-22 with 54% female in the study and 77% are localite can make direct instructed method effective as for self-direction self-perception more in concern.

### Conclusion

It is concluded that Non-Experimental study, Comparative study to assess Direct instructional teaching method VS self-directional teaching method is completely based on teaching method and

the knowledge domain. Students prefer the Direct instructional teaching method as compare to self-directional teaching method. The main aim of the study was a Comparative study to assess Direct instructional teaching method VS self-directional teaching method on knowledge domain among the nursing students of DR. D. Y. Patil College of Nursing. While Comparative study to assess Direct instructional teaching method VS self-directional teaching method on knowledge domain among the nursing students of DR. D. Y. Patil College of Nursing was done, tools / questionnaire were given. It was based on variables like Age, Gender, Educational Status, Location determined the range and the domain of the study. Conclusive evidence was inferred upon after reviewing the responses of students regarding to the content of study delivered, checklist.

### **Acknowledgment**

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## **Challenges in Right to Education**

**Shri Niharika Devi**

### **Abstract**

In 2002, through the 86th Amendment Act, Article 21(A) was incorporated. It made the right to primary education part of the right to freedom, stating that the State would provide free and compulsory education to children from six to fourteen years of age. Six years after an amendment was made in the Indian Constitution, the union cabinet cleared the Right to Education Bill in 2008. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 3 Sept 2009 as The Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010, the first time in the history of India a law was brought into force by a speech by the Prime Minister. In his speech, Manmohan Singh, Prime Minister of India stated that, "We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India." People are not aware even about their fundamental rights. Youth is the future of the Nation and their empowerment through RTE. In ancient times youth was not compelled to study but at present times he has to study to deal with the present world as illiterate person may be deceived or may not know his right and duties towards society and family.

**Key words:** Amendment Act, Indian Constitution, free, compulsory education, fundamental, gender, empowerment, RTE, society, family.

### **1.Introduction:**

***"Why does not the nation move? First educate the nation. Even for social reforms, the first duty is to educate the people." --- SWAMI VIVEKANANDA.***

Education is the most crucial investment for developing and economically prosperous society. Education is an instrument for ensuring social justice and equity. The Right to Education Act, which came into force on 1st April, 2010 after 62 years of independence, has made free and compulsory education a fundamental right of every child in the 6 to 14 age group. Now India has joined the group of those countries who provide for a constitutional guarantee to free and compulsory education. The enforcement of this Right has made it a joint responsibility of Central and State Governments to provide free and compulsory education to all children by all means.

The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India. This act came into effect on 1 April 2010 and made India one of the 135 countries to have made education a fundamental right for every child. It prescribes minimum norms for elementary schools, prohibits unrecognised schools from practice and advocates against donation fees and interviews of children at the time of admission. The Right to Education Act

keeps a check on all neighbourhoods through regular surveys and identifies children who are eligible for receiving an education but do not have the means to. Educational challenges have been prevalent at both the centre and states for many years in India. The Right to Education Act 2009 maps out roles and responsibilities for the centre, state and all local bodies to rectify gaps in their education system in order to enhance the quality of education in the country.

## **2. Defining Right to Education:**

The Right to Education can be defined as a fundamental right which can be claimed by a citizen and the government can be held accountable if access to education is denied. The Right to Education means that all those who do not have access to education have been violated and discriminated against. The Right to Education means that governments and international communities can be held accountable for not providing access to education.

According to the Amman Affirmation, 1996, the Right to Education is the right to participate in the life of the modern world through access to education. For education to be a meaningful right it must be available, accessible, acceptable and adaptable. The concept of these 4A's was developed by the former United Nations Special Reporters on the Right to Education, Katarina Tomasevski, and it is one of the best ways to assess education as a right and act whenever and wherever violations take place. By Availability it is meant that education is free and government-funded and that there is adequate infrastructure and trained teachers able to support education delivery. By Accessibility it is meant that the system is non-discriminatory and accessible to all and that positive steps are taken by the government to include the most marginalized. By Acceptability it is meant that the content of education is relevant, non-discriminatory and culturally appropriate, and of quality, that the school itself is safe and teachers are professional. By Adaptability it is meant that education can evolve with the changing needs of society and contribute to challenging inequalities, such as gender discrimination, caste discrimination and that it can be adapted locally to suit specific contexts. (Tomasevski, 2001)

## **3. Review of literature**

- 1. M.P. Jain (2010)**, has explained the various aspect of the various aspect of constitution. The constitutional has also led to increase textual comments. The various examples given here i.e., one of them is The Introduction of Article 21A as a fundamental Right needed a new chapter on education. Consequently, volume of the book has been increased Article 21 creatively improve quality of life of people. The court has implied a bundle of rights for people from article 21 such as RTE, right to privacy, right to clean environment etc.
- 2. Dr. Surjit Singh Paur (2012)** has analyzed that education is powerful tool that give shape to individual as well as nation. The 86<sup>th</sup> constitutional amendment 2002, by parliament. Right to education inserted in fundamental right under article 21A. Right to education is free & compulsory education to all children up to age of 6-14 years. In our Act are framed properly but not implemented with true spirit. Numerous issues & challenges which need to explore & discuss for the successful implementation of right to education Act.
- 3. Mona Kaushal (2012)**, has stated that in the modern era technological development, education plays vital role for overall growth of human beings. Government of India took initiative steps through enacting 86<sup>th</sup> constitutional Amendment Act 2002. The objective is free and compulsory education to children between the age of 6-14 years as a fundamental right. The article analyzes the initiatives of right to education in India with the compliance of 86<sup>th</sup> constitutional Amendment Act 2002. There is needed to prove



right to education in general grassroots level.

**4. Ashutosh Bairagi, Ashish Shrivastava (2013)** have laid down that evaluation of all existing policies, schemes & judicial decisions relating to right to education. There is a question on nature & scope of RTE. There is no proper implementation of right to education. This paper attempts to analyze the different threads of a rights-based model of school education, it Certainly, does not provide an exhaustive right frame work.

**5. Dr.S. K. Kapoor (2014)** has given that human rights are the rights which are possessed by every human being irrespective of his/her nationality, race, religion etc. simple because he or she is human being. In this book chapter 67 i.e. National protection of human rights -protection of human rights under Indian constitution. Economic social and cultural rights - Universal Declaration of Human Rights (UDHR) and Indian constitution there correlation of the Articles are properly mentioned here UDHR- Article 26(i) stated that right to education and free education in the elementary and fundamental stage. In the Indian constitution Article 41 and Article 45 has mentioned provisions for right to education below the age of six year. The above-mentioned Articles most of the social and cultural rights proclaimed in UDHR have been incorporated in part IV of the Indian constitution.

#### **4. Objectives of the study**

- To study the historical development of Right to Education in India.
- To critically analyse the provisions under the Right of Children to free and Compulsory Education Act 2009.
- To study the basic features of RTE Act.
- To study the responsibilities of Central, State & Local authorities about the implementation of RTE Act.
- To Understand Impact of Implementation of Right to Education
- To suggest the effective ways of implementing the provisions under the Act

#### **5. Significance of the study:**

Right to Education is a new right included in our fundamental rights, given by the Indian constitution 86<sup>th</sup> amendment & 21(A) Article. Already various researches have been conducted on the previously provided six Fundamental rights, but there were very less researches conducted on Right to education act 2009 to their gender and their residential area. The research is very significant, because in our country the people are not aware about education as a fundamental right which can be evident by few of the researches given above. Due to this the childhood of India does not get opportunity to get education and is engaged in many inhuman practices.

#### **6. Features of the study**

##### **6.1. Compulsory and free education for all**

It is obligatory for the Government to provide free and compulsory elementary education to each and every child, in a neighbourhood school within 1 km, up to class 8 in India. No child is liable to pay fees or any other charges that may prevent him or her from pursuing and completing elementary education. Free education also includes the provisions of textbooks, uniforms,

stationery items and special educational material for children with disabilities in order to reduce the burden of school expenses.

### **6.2. The benchmark mandate**

The Right to Education Act lays down norms and standards relating to Pupil-Teacher-Ratios (number of children per teacher), classrooms, separate toilets for girls and boys, drinking water facility, number of school-working days, working hours of teachers, etc. Each and every elementary school (Primary school + Middle School) in India has to comply with this set of norms to maintain a minimum standard set by the Right to Education Act.

### **6.3. Special provisions for special cases**

The Right to Education Act mandates that an out of school child should be admitted to an age-appropriate class and provided with special training to enable the child to come up to age-appropriate learning level.

### **6.4. Quantity and quality of teachers**

The Right to Education Act provides for rational deployment of teachers by ensuring that the specified Pupil-Teacher-Ratio is maintained in every school with no urban-rural imbalance whatsoever. It also mandates appointing appropriately trained teachers i.e. teachers with the requisite entry and academic qualifications.

### **6.5. Zero tolerance against discrimination and harassment**

The Right to Education Act 2009 prohibits all kinds of physical punishment and mental harassment, discrimination based on gender, caste, class and religion, screening procedures for admission of children capitation fee, private tuition centres, and functioning of unrecognised schools.

The Right to Education (RTE) Forum's Stocktaking Report 2014 suggested that across the country, less than 10 per cent of schools comply with all of the Right to Education Act norms and standards. While the enactment of the Right to Education Act 2009 triggered significant improvements, concerns regarding the privatisation of education remain. Educational inequalities have held a strong ground in India for many years. While the Right to Education Act offers the first step towards an inclusive education system in India, effective implementation of the same still remains to be a challenge.

### **6.6. Ensuring all-round development of children**

The Right to Education Act 2009 provides for the development of a curriculum, which would ensure the all-around development of every child. Build a child's knowledge, human potential and talent.

### **6.7. Improving learning outcomes to minimise detention**

The Right to Education Act mandates that no child can be held back or expelled from school till Class 8. To improve the performances of children in schools, the Right to Education Act introduced the Continuous Comprehensive Evaluation (CCE) system in 2009 to ensure grade-appropriate learning outcomes in schools. Another reason why this system was initiated was to evaluate every aspect of the child during their time in school so that gaps could be identified and worked on well in time.

#### **6.8. Monitoring compliance of RTE norms**

School Management Committees (SMCs) play a crucial role in strengthening participatory democracy and governance in elementary education. All schools covered under the Right to Education Act 2009 are obligated to constitute a School Management Committee comprising of a headteacher, local elected representative, parents, community members etc. The committees have been empowered to monitor the functioning of schools and to prepare a school development plan

#### **6.9. Right to Education Act is justiciable**

The Right to Education Act is justiciable and is backed by a Grievance Redressal (GR) mechanism that allows people to take action against non-compliance of provisions of the Right to Education Act 2009. To ensure all schools follow this mandate, Oxfam India in collaboration with JOSH filed a complaint at the Central Information Commission (CIC) in 2011 evoking Section 4 of the Right to Information Act (RTI Act) 2005.

Section 4 of the RTI Act is a proactive disclosure section mandating all public authorities to share information with citizens about their functioning. Since schools are public authorities, compliance to Section 4 was demanded.

#### **6.10. Creating inclusive spaces for all**

The Right to Education Act 2009 mandates for all private schools to reserve 25 per cent of their seats for children belonging to socially disadvantaged and economically weaker sections. This provision of the Act is aimed at boosting social inclusion to provide for a more just and equal nation.

### **7. Methodology:**

It is a documentary study. It is based on official documents. The conclusion made in the study was based on Primary and Secondary sources. The Secondary sources were different books and Journal published by different writers and scholars. The Primary sources are Government Report and Books.

### **8. Historical Perspective of RTE-2009 Act.:**

Article 21A of the Constitution (Eighty - Sixth Amendment) Act, 2002.

#### **December 2002**

86th Amendment Act (2002) via Article 21A (Part III) seeks to make free and compulsory education a Fundamental Right for all children in the age group 6-14 years.

### **October 2003**

A first draft of the legislation envisaged in the above Article, viz., Free and Compulsory Education for Children Bill, 2003, was prepared and posted on this website in October, 2003, inviting comments and suggestions from the public at large.

### **2004**

Subsequently, taking into account the suggestions received on this draft, a revised draft of the Bill entitled Free and Compulsory Education Bill, 2004

### **June 2005**

The CABE (Central Advisory Board of Education) committee drafted the 'Right to Education' Bill and submitted to the Ministry of HRD. MHRD sent it to NAC where Mrs. Sonia Gandhi is the Chairperson. NAC sent the Bill to PM for his observation.

### **14th July 2006**

The finance committee and planning commission rejected the Bill citing the lack of funds and a Model bill was sent to states for making the necessary arrangements. (Post-86th amendment, States had already cited lack of funds at State level

### **2009**

Right of Children to Free and Compulsory Education Bill, 2008, passed in both Houses of Parliament in 2009. The law received President's assent in August 2009.

### **1 April 2010**

Articles 21-A, the RTE Act come into effect.

## **9. Duties of Appropriate Government and Local Authority to implements RTE-act.**

The RTE Act defines appropriate government as -

- ✓ The Central government, for schools owned or controlled by the Central government or a Union Territory (UT) Administration without legislature; and
- ✓ The State and UT government with legislature, for schools established in the territory of that State/UT.

The appropriate govt. or the local authority (meaning a municipal corporation or municipal council or equivalent body in urban areas or a Panchayati Raj Institution – PRI – in rural areas) has to provide-

- A school within 1 km walking distance for children in classes I to V and
- Within 3 kms for those in classes VI to VIII.
- In densely populated areas, depending on the number of children between the ages of 6 to 12, more than one school may be necessary.
- For remote areas, where distances are more than the prescribed kms, facility should be provided for free transportation or residence as required.
- Such a school is termed a 'neighbourhood school'.
- The location of each school has to be made known to the community it is meant to serve.
- All private schools (those that do not seek any govt. grants to impart education) in a neighbourhood are required to enrol 25% students from the weaker and disadvantaged sections of society and provide free education to them. These schools can then claim reimbursement from the govt. for the expenditure incurred, provided that, per child expenditure does not exceed the amount a govt. school spends to educate a child.

- The Central and State govt.'s have concurrent responsibility to provide funds for execution of the RTE Act.

**The Central govt., apart from carrying out the mandated functions of the appropriate govt. in respect of schools owned/controlled by it, is also responsible for-**

- Preparation of the National Academic Curriculum.
- Developing and enforcing standards for teachers' training, and
- Providing technical support to the State govt.'s for promoting innovations, research, planning and capacity building.

**The State govt. or local authority has to-**

- Prescribe curriculum and courses for study for elementary education,
- Ensure admission, attendance and completion of elementary education of the children and maintain records of children up to the age of 14 years,
- Provide infrastructure including school buildings, teaching staff and learning equipment,
- See that children from the weaker and marginalized sections of the society are not discriminated against in school,
- Provide special training facility for children not admitted to any school or those who have not completed elementary education,
- Provide training to teachers and ensure each school follows the academic calendar,
- Ensure good quality elementary education according the specified standards and norms.
- It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.
- The appropriate govt. has to make necessary arrangements to provide one year of free pre-school training for children.

#### **10. A critical review of the Issues & Challenges by highlighting the provision of Act-2009**

“The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens”- **Dr. Sarvapalli Radhakrishnan**

On the general concept of the Act-2009, the issues and challenges are very wide enough to analyse the matter which are laid in the provision of this Act. Here an under some of the major issues are to be dealt. These are, Viz-

- **Why Government took many years to pass RTE?**

From RTE movement started in 1988 to Supreme Court judgment in 1993, our politicians took twenty one long years to give education as a fundamental right to the children of India. Even though nearly all educationally developed countries attained their current educational status by legislating free and compulsory education – Britain did so in 1870.

India has dithered and lagged behind in introducing such legislation, with grave consequences. Of the nearly 200 million children in the 6 to 14 age group, more than half do not complete eight years of elementary education, as never enrolled or dropouts. Of those who do complete eight years of schooling, the achievement levels of a large percentage, in language and mathematics, is unacceptably low. It is no wonder that a majority

of the excluded and non-achievers come from the most deprived sections of society – dalits, OBCs, adivasis, girls, Muslims and poor – precisely the people who are supposed to be empowered through education. Thus, it has taken 55 years from Independence to make education a fundamental right of children and a further 6 years for the Right to Education Bill to be introduced in Parliament.

- **Does RTE follow UN's Child Rights Convention?**

“The Bill needs to bring into its ambit all children in the age group of 3-16 years. It ignores children who are below 6 yrs. of age”. With heightened political consciousness amongst the deprived and marginalized, never in the history of India has the demand for inclusive education been as fervent as today. Yet even a cursory examination of the proposed Act shows some glaring shortcomings. Like the age of the child. As a signatory to the UN Child Rights Convention, India has accepted the international definition of a child, which is up to age 18. The Act proposes to cover only children from age 6 to 14, clearly excluding and violating the rights of the 0-6 and 14 to 18 year olds. This problem can be traced to the 86th Amendment Act<sup>18</sup> and its article 21A, which defines the age from 6 to 14. As a Act flowing out of the amendment, it is clear that the Act cannot go beyond Article 21A, which makes it imperative that the 86th Amendment must be re-amended to correct this anomaly, and once that happens, the change needs to be reflected in the corresponding act at that point of time. Many argue that the Act should be put on hold till such a re-amendment is passed, but that would be playing into hands of elements who neither want the amendment nor the Act. Such elements do not want the state to invest in education and instead prefer to leave it to the markets, and persuading the Parliament to re-amend at this stage with the kind of majority required seems remote, given the fractured polity post the nuclear deal and the Mumbai terrorism episodes.

Having made education a fundamental right, the question that needs serious debate is whether the bill introduced in Parliament will help improve the situation in a substantial manner or not. To address that question, it needs to be recognized that the challenge of elementary education is to somehow find a way to deal with the elusive triangle of access, equity and quality. The Act needs to be critically evaluated from the viewpoint of this triangular challenge.

- **Elementary education—What?**

Here the contradiction lies between the two section of the said Act, Section- 2(f) & Section

11. By describing the word elementary education of a child means the education from first class to eight classes; [under sec- 2(f)]<sup>20</sup>.

Section 11 of the RTE Act, 2009 makes provision for being engaged with pre-school education. It states: “With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children”. In a case, Shikshan prasarak Mandal, the Bombay High Court Give a decision that within the radius of 5 km there is no school. By this the existence of the school was very strong for the vouch of the elementary education of the children.



- **Is education really free under RTE?**

The basic aspect of access is the provision of a school in the proximity of a child, since there are still areas in the country where such access is lacking. The Act envisages that each child must have access to a neighborhood school within three years from the time the Act is notified as an act. The presence of a nearby school is, however, no guarantee that a child can indeed access it. One of the key barriers, particularly for the poor and the deprived, is the issue of cost. That is where one of the critical aspects of Article 21A comes into play, namely, the state shall provide 'free' education. Normally, 'free' is interpreted as non-payment of fees by the parents of the child. But numerous studies have concluded that the fee constitutes only one of the components of educational expenditure. And since the landless, poor and socially deprived cannot meet the other expenses, this results in the non-participation of their children in education.

These other expenses differ from place to place, though uniforms, copies and books and so on are perhaps common. The Act defines free education to mean any fee, expense or expenditure that keeps a child from participating in education, and obliges the state to provide all these. This broader definition, with implications for higher expenditure by the state, appears to be a better way to meet the challenge of access in terms of costs, rather than providing a list of items that will be covered, which are difficult to anticipate in different locations and in the future and hence cannot be exhaustive.

- **Is quality education available to all under RTE?**

Sustained participation in schooling is, however, equally influenced by the quality of access. The high non-retention rates in spite of higher enrolments in recent years are a clear indication that concerns of quality cannot be postponed till access is guaranteed, as also by the increasing tendency to seek out questionable private schools perceiving their quality to be 'better'. The approach of providing schooling through education guarantee centers and untrained para teachers has also greatly exacerbated the problem of quality of government schools ever since the District Primary Education Programme pioneered this cost-cutting strategy, further expanded through the Sarva Shiksha Abhiyan (SSA) in many states of the country. This approach has resulted in making education more iniquitous, since the government system itself now has a variety of streams – the EGS Centre, the rundown rural or *Basti* school, the alternative school, the Kendriya, Sarvodaya, Navodaya and other kinds of schools and so on<sup>22</sup>.

Clearly, access to each is determined according to the social and class background of children, thus segregating them further. Consequently, the social integration that education was expected to assist, by bringing children from diverse backgrounds together in the same classrooms, has been allowed instead, one may say deliberately, to experience higher degrees of fragmentation. No wonder then that an increasing number of parents, both urban and rural, despite great financial difficulties, are attracted to the option of purchasing education from private profit-making schools that seem to have external frills of quality and regular presence of teachers.

While ensuring that every child who traverses through the elementary education system acquires a certificate of completion, the Act fails to guarantee that a child has acquired

competencies deriving from said education process. No standards are set for learning outcomes. A case of guaranteeing graduation but not education.

Failure of the child to attest to acquisition of competencies is also not flagged for remedial action and systemic enhancements. The Act should also define a framework to measure the quality of education imparted, without creative and regular assessments, quality of education cannot be guaranteed.

- **Reservation @ 25% in private Schools- Why?**

Regarding equality, **Dr. Ambedkar** stated in the Constituent Assembly “ We must begin by acknowledging the fact that there is complete absence of two things in Indian Society. One of these is equality.

On the social plane, we have in India a society based on the principle of graded inequality which means elevation for some and degradation for others. On the economic plane, we have a society in which there are some who have immense wealth as against many who live in abject poverty.”

The proponents of the Act, especially the internationally funded NGOs, make much out of the provision of 25% reservation in the private schools for the disadvantaged children. Closer examination reveals a different story. As per the Seventh Educational Survey, about four crore children out of 19 crore in the 6-14 age group are currently studying in private schools at the elementary stage (class I-VIII). The above provision will create space for one crore for which the private schools will be reimbursed for the tuition fees. Assuming that these schools are providing quality education, the provision helps only a minority of the underprivileged. What is then the Act vision of quality education for the remaining 15 crores? They will continue to receive education through a multi-layered school system with each social segment in a separate layer, the much-acclaimed norms and standards in the Bill's Schedule notwithstanding.

Back to the 25% provision, everybody knows that, apart from the tuition fees, the private school child has to shell out money for a range of items throughout the year expensive uniform and shoes, extra textbooks, picnic and extra-curricular charges, computer fees etc. Who will pay for that? Why has the Act not thought of changing the elitist character of these schools that violate the educational principles enunciated by Phule, Tagore and Gandhi? Clearly, the Act lacks the vision of what constitutes quality in relation to India's needs. That, however, is another debate.

- **Availability of Teachers and Required Pupil-Teacher Ratio:**

Five lacs new teachers are to be recruited and 5 lacs new classrooms are to be constructed to meet the required 30 : 1 pupil teacher ratio. There are seven lacs teachers in the recognized 13 lacs primary schools. Out of these, three lacs teachers are either untrained or under-training. In many states large numbers of teachers are para-teachers and many of them are untrained. As per a recent report by NUEPA,

Bihar tops amongst the states having poor pupil-teacher ratio and Uttar Pradesh comes at second place. In about 35 percent primary schools in Uttar Pradesh, pupil teacher ratio is 60:1. Fifty one percent primary schools in Uttar Pradesh are having three or less number of teachers. Out of these, 38 percent are para-teachers. In the present circumstances, to maintain pupil-teacher ratios as per the Act, appears a distant dream.

- **Who will implement and monitor the child rights?**

The Act is silent on the aspect of actual competence of and quality of monitoring by the national and state commissions for protection of child rights. While the provisions provide that an aggrieved person may lodge a complaint with the local authority, there is an obvious problem in this clause, since the very same body that is responsible for ensuring protection of the rights of the child is also made responsible for deciding upon a complaint against it. The Act is silent on the state parties that will be held responsible if its implementation is found lackadaisical.

Can there be a Fundamental Right to unequal and inferior education? The central government's audible answer: Yes, indeed! Professor Amartya Sen told the Confederation of Indian Industries in December 2007 that school education can be funded only by the state. No advanced country in the world has ever been able to provide universal quality education by negating or undervaluing its public-funded education system. This is true for all the G-8 countries, including the USA. Defying this universal experience, the Right to Education Act is daring to undo the history.

**11. Suggestions:** The Right of Children to free and Compulsory Education Act, 2009 is a landmark development in area of providing the basic human right to the children. The children in absence of ample opportunity become victim of social evils.

Child labour is so rampant in the country. If children are engaged in studies at the tender age there will be proper development of their personality. Therefore, it is essential to effectively implement the Act. Following are the suggestions for the effective implementation of the Act-2009,

- The privatization of education should be regulated. The private schools should strictly instruct to reserve 25 % seats for the weaker and disadvantaged group of students.
- There is a need to bring more awareness amongst the parents, teachers and students regarding the Act. In absence of information amongst the people the Act cannot be implemented effectively.
- There must be more allocation of funds to the state governments for implementing the Act. The government schools in absence of sufficient funds are not able to abide by the norms laid down under the Act.
- There must be proper incentives for the parents and the students who are abiding by their fundamental duty as laid down under Article 51-A of the Constitution.
- There must be ban on the private tuitions and referrals. Although the RTE Act provides that the teachers should not engage themselves in the private tuitions, there must also be prohibition on teachers referring students for private tuitions.
- More scholarships must be introduced to encourage the students belonging to the weaker section of the society to pursue their studies.

- There must be proper monitoring agencies to monitor the effective implementation of the Act.
- The Act also lacks effective auditing. An Auditing mechanism like that of MANREGA is required to monitor the status of implementation of the Act.

**Conclusion:** For the effective implementation of the RTE Act the courts in India have also shown a very activist approach. The Supreme Court decisions in Mohini Jain Case and Unnikrishnan Case have given the momentum to enforce this Constitutional Right of education for all the children. With the enactment of the RTE Act India has moved forward to a right- based framework that casts a legal obligation on the Centre and the state to implement this fundamental right guaranteed under Article 21-A of the Constitutions. The Act is also aligned to the international norms on the right to education. The Act ensures the education rights which are available, accessible, acceptable and adaptable to all. In order to meet the challenges and surmount the hurdles that come in the way of the implementation of the Act it is needed to concentrate all efforts with full dedication and commitment.

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## Spiritual Intelligence and Cancer Patients

**Dr. Ranju Sethi**

**Assistant Professor, Department of Psychology, S.P. Jain College Sasaram, Bihar**

### ABSTRACT

The main aim of the study is to status of Cancer and its associated problems in India and relationship between Spiritual intelligence and coping strategies of cancer patients receiving palliative care and study coping strategies of cancer patients receiving palliative care and study Spiritual intelligence of cancer patients receiving palliative care

It is concluded that the Spirituality represents a unique and desirable attribute of human beings which adds meaningfulness and liveliness to the physical, emotional, cognitive and social facets of human life. It has been found equally relevant to understand and unearth the intrapersonal, interpersonal, social community and group relationships and their dynamics. Spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment to self, to others, to nature and to the significant or sacred. The spiritual dimension acts in harmony with the universe and strives for answers about the infinite, and comes into the fore as the person faces emotional stress, physical illness, or death. Spirituality displays its close links with emotional well-being and it is about seeking a meaningful connection with something bigger than yourself that can result in positive emotions, such as peace, contentment, gratitude and acceptance.

**Keywords:** spiritual, intelligence, coping strategies, cancer patients

### INTRODUCTION

Cancer, a complex and multifaceted disease, has a profound impact on individuals, families, and societies worldwide. Its diagnosis and treatment often evoke a wide range of emotional, psychological, and spiritual challenges for patients. In recent years, there has been a growing recognition of the importance of addressing not only the physical aspects of cancer but also the emotional and spiritual dimensions of coping with the disease.

Spiritual intelligence (SI) is a concept that has gained attention in the field of psychology and healthcare as a crucial factor in resilience, coping, and overall well-being. It encompasses a person's ability to transcend material concerns and connect with deeper existential and spiritual realities. SI involves aspects such as self-awareness, transcendence, compassion, and a sense of meaning and purpose in life, all of which can play a significant role in how individuals navigate the experience of cancer.

Understanding the role of SI in the context of cancer requires a comprehensive exploration of coping strategies employed by patients facing this life-altering illness. Coping strategies refer to the cognitive, emotional, and behavioral efforts individuals use to manage stress, uncertainty, and adversity. Cancer patients often employ a range of coping mechanisms, including problem-focused coping (e.g., seeking information, making treatment decisions) and emotion-focused coping (e.g., seeking social support, engaging in relaxation techniques).

This research paper aims to delve into the intricate interplay between spiritual intelligence and coping strategies among cancer patients. By examining the literature, empirical studies, and theoretical frameworks, this study seeks to shed light on how SI influences coping processes and outcomes in the context of cancer care.

The importance of this research lies in its potential to inform healthcare professionals, caregivers, and policymakers about the holistic needs of cancer patients. By recognizing the significance of spiritual intelligence and effective coping strategies, interventions and support systems can be tailored to address not only the physical symptoms but also the psychological, emotional, and spiritual well-being of individuals facing cancer.

The structure of this paper will involve a thorough review of relevant literature on spiritual



intelligence, coping strategies, and their intersections with cancer care. Additionally, empirical studies and case examples will be examined to provide insights into real-world applications and implications for clinical practice.

In summary, this research aims to contribute to the growing body of knowledge on the role of spiritual intelligence in the coping process of cancer patients. By bridging theoretical concepts with practical implications, this study seeks to enhance the quality of care and support provided to individuals navigating the challenging journey of cancer diagnosis, treatment, and survivorship.

### **Spiritual intelligence**

It is not any less difficult to express and measure the sense of spiritual anguish or distress, just as it might be challenging to describe and quantify physical pain at times. There is a high probability that those who are undergoing life-threatening disease may also be experiencing spiritual intelligence. This is not an unknown phenomenon. "Spiritual intelligence" is defined by the Hospice and Palliative Nurses Association as "a disruption in one's beliefs of value system, a shaking of one's basic beliefs." This definition describes the phenomenon of spiritual intelligence. According to Anandarajah and Hight, "spiritual intelligence and spiritual crisis" occur when a person is "unable to find sources of meaning, hope, love, peace, comfort, strength, and connection in life or when conflict occurs between their beliefs and what is happening in their life." In other words, when a person is unable to find these things in their life, they are experiencing a spiritual crisis.

Identifying problems, symptoms, or attitudes that a patient may be expressing that may indicate spiritual intelligence is an essential step in the treatment process. Those who express anger at God or a higher authority, question the meaning of existence, and wonder where God is during their suffering are examples of people who may be experiencing spiritual intelligence. They may also understand that their disease is a punishment for the decisions they have made throughout their lives. The individual may also experience the sensation that they have lost their sense of direction and purpose, that they are questioning their belief systems, or that they are directly seeking spiritual assistance.

The lady It is generally agreed that Cicely Saunders, who is often regarded as the person who established the contemporary hospice, was the one who first proposed the idea of total agony. In this concept, the physical, social, emotional, and spiritual aspects of distress were all taken into consideration. Pain is generally considered to be one of the most painful symptoms that patients may encounter when they are receiving palliative care. There are situations that each of us has encountered in which the management of an individual's pain appears to be more challenging than one would predict given the circumstances. The question of whether there is something else that is contributing to the experience of bodily symptoms of distress is an important one to consider in situations like these examples. Individuals who do not address their spiritual concerns may find that their efforts to alleviate other symptoms are unsuccessful, which can have a negative impact on their quality of life. There is a possibility that uncomfortable symptoms will be alleviated if each dimension is handled in turn.

### **Coping strategies**

A study was conducted by Balboni and colleagues to investigate the relationship between religious and spiritual support among cancer patients and their preferences for end-of-life treatment and their quality of life. Religion and spirituality were cited as variables that were of the utmost importance in assisting respondents in adjusting to their sickness by 88 percent of those who participated in this study. Additionally, the importance of prayer, meditation, and religious studies was emphasised as additional aspects that have a role in the process of coping with disease. There is a plethora of theory that seems to show that religious coping can provide both purpose and comfort to the individual.

Within the context of spirituality and religion, religious coping is a separate entity that exists within the framework. This idea refers to the manner in which patients make use of their

religious beliefs in order to comprehend and adjust to the many stressors that they face in their lives. The use of constructive reliance on faith to make sense of and find meaning in disease is an example of positive religious coping, which is frequently connected with higher psychosocial adaption to stressors. Individuals who engage in negative religious coping strategies, on the other hand, may be more inclined to regard disease as a form of divine vengeance or punishment. Despite the fact that it is less common, negative religious coping techniques should nevertheless be taken into consideration as part of a comprehensive spiritual evaluation because they may indicate an existential crisis.

### **Coping strategies in cancer patients**

Cancer is a disease that worsens over time and has a negative impact on the mental health of those who are afflicted with it. Because their odds of leading "a normal life" are reduced, patients who have been diagnosed with cancer encounter changes in their day-to-day lives. Emotional instability is produced in humans when they are confronted with potentially dangerous circumstances, such as receiving a diagnosis of cancer. This is because the individual is vulnerable because of the changes that will take place during the course of the disease. Most of the time, this renders it impossible to cope in an acceptable manner. It was Lazarus and Folkman (1984) that came up with the concept of coping. These authors characterised coping as being "Those constantly changing cognitive and behavioural efforts developed to handle specific external and internal demands that are evaluated as exceeding or overflowing the individual's resources." "Coping is a cognitive and behavioural effort to manage, reduce, minimise, dominate or tolerate the external and internal demands that appear and generate alterations". During the past two decades, this particular field of study has emerged around the concept of coping methods. The purpose of this study is to investigate the ways in which individuals cope with stressors, such as chronic illnesses, daily stressors like a fast-paced work environment, or stressful life events like the loss of a job or a diagnosis of infertility.

In general, coping refers to the series of "thoughts and actions that enable people to handle difficult situations", "refers to coping as a stage of recurrent change through which the individual faces the demands of the sociocultural context that determine the reciprocal relationship in their way of acting internally and externally." It is also possible to say that it is described as the "cognitive and behavioural" "effort" that an individual is required to undertake to deal with these external (environmental, stressors) or internal (emotional state) demands, which are regarded as something that is beyond the resources that the individual possesses. Are the things that have been decided upon to be referred to as coping techniques. Because of the expansive nature of this concept, it is possible to consider that emotional responses, such as rage or depression, are also a component of the overall coping process that an organism engages in when confronted with a demanding environment. For instance, a patient who is experiencing feelings of depression may choose to remain in bed. It is a form of coping strategy, in the same way that a more active strategy can be (e.g., going to the doctor); although the nature of these techniques is not always aware, empirical study has focused on those that individuals can consciously recognise". "Both a collection of cultural assumptions about how we believe individuals generally behave or should behave in the face of a specific painful experience and hypotheses supported by limited evidence or inaccurate assessments have been conceptually driving research on coping methods. This research has been conceptually driven by both factors. The study has focused on the negative reactions of sadness, hopelessness, and depression since it is expected that there will be a reaction of deep despair when confronted with a chronic illness or the death of a child, for example. As a result, the focus of the study has been on these unfavorable reactions. Recent study on coping with irreparable unpleasant events, on the other hand, suggests that these characteristic images may respond more significantly to a stereotype than to the actual events that take place. The purpose of this study was to determine the coping mechanisms utilized by a group of cancer patients who were being

treated at a national reference hospital.

### **BRIEF HISTORY OF CANCER EPIDEMIOLOGY**

The concept that environmental influences might influence the development of illness is where the field of epidemiology got its start. This concept was prevalent in many ancient cultures from the beginning. Hippocrates, who lived around 2400 years ago, articulated this concept in a clear and concise manner: "Whoever wishes to pursue the science of medicine in an appropriate manner must proceed thus." The first thing that he should do is think about the consequences that each season of the year may have. This is because the seasons are not all the same, but they vary greatly in both their characteristics and the ways in which they change. The next topic to be discussed is the hot winds and the cold winds, particularly those that are general, but also those that are specific to each individual place. It is also necessary for him to take into account the characteristics of the waters (...) and the manner in which the indigenous people get water, whether they utilise water that is soft and marshy, or waters that are hard and originate from rocky heights, or waters that are brackish and harsh. In addition, the soil, regardless of whether it is vacant and dry, forested and irrigated, hollow and hot, or elevated and cold. The manner of life of the people is also something that they find to be appealing, regardless of whether they are big drinkers, take lunch, and are sedentary, or if they are sporty, hardworking, consume a lot of food, and drink very little.[[...]] In light of this information, he is required to investigate the many issues that take place. Because if a physician is well-versed in these things, preferably all of them, but at the very least most of them, he will not, upon arriving in a town with which he is not familiar, be ignorant of the local diseases, or of the nature of those that commonly prevail; with this knowledge, he will not be at a loss in the treatment of diseases, nor will he make mistakes, as is likely to be the case if he does not have this knowledge before he considers his various issues.

Hippocrates thought that cancer was a sickness caused by an excess of "black bile," which was produced by both the spleen and the stomach, but not by the liver. This belief remained prevalent even though Hippocrates placed a strong focus on the role that environmental influences played in the development of human illness. However, it wasn't until the Renaissance that his theories started to be contested by a number of doctors. During the Middle Ages, his ideas were the most widely used in the field of medicine. These individuals included Ramazzini. In his work titled "De Morbis Artificum" (1713), which Wright translated into English in 1964, he saw that the high incidence of breast cancer among nuns was related to the fact that they followed a celibate lifestyle. This finding has survived the test of time. A study written by Rigoni-Stern and published in 1842 (which was later translated into English by De Stavola in 1987) provided confirmation of this discovery. Within the pages of his Chirurgical Observations, which was published in 1775, Percival Pott detailed the connection between soot and the development of scrotal cancer among chimney sweeps. In the field of epidemiology, his work is today regarded as a crucial milestone. Pott was the first person to find a connection between this illness and occupational exposure, which opened the door to the potential of prevention.

They are forced to climb chimneys that are narrow and sometimes hot, where they are buried, burned, and almost suffocated; and when they reach puberty, they become susceptible to a disease that is extremely loud, painful, and fatal. "The fate of these people appears to be particularly difficult; in their early infancy, they are most frequently subjected to a great deal of brutality, and they are almost starved with cold and hunger."

### **DISCUSSION**

The findings of the study evinced that spiritual beliefs, religious practices and social support significantly shaped the perceived health and quality of life of both the clinical and non-clinical male and female participants. The male participants of clinical and non-clinical groups achieved significantly higher mean scores of spiritual beliefs, perceived health and quality of life as compared to their female counterparts. Conversely, the females of both clinical and non-

clinical categories evinced higher mean scores on religious practices and social support as compared their male counterparts. The significant positive correlations were observed among the scores of spirituals, religious practices and social support, and the scores of perceived health and quality of life of the male and female participants of both the categories. Spiritual beliefs and religious practices and social support contributed significantly to the perceived health and quality of life of the participants suffering from cancer and normal healthy participants. In essence, the results showed that the male cancer participants of clinical and nonclinical categories achieved higher mean score on spiritual beliefs as compared to their female counterparts.

Contrarily, the cancer and normal health female participants achieved significantly higher mean score on the measure of religious practices as compared to the respective categories of the male participants. The female cancer and normal healthy participants achieved higher mean scores on the measure of social support as compared to the male participants of their respective categories. On the measure of perceived health, the male cancer and normal healthy participants achieved higher mean score as compared to the female participants of respective groups.

The result evinced that the male participants of clinical and non-clinical categories evoked higher mean scores on the measure of quality of life as to the female participants of their respective categories. The results showed that the clinical participants achieved higher mean scores on spiritual beliefs, religious practices and social support as compared to their non-clinical counterparts. The non-clinical participants scored higher mean scores on the measures of perceived health and quality of life as compared to the clinical. The non-clinical participants showed higher mean scores on the measures of quality of life as compared to the cancer patients.

The results indicated that there were significant correlations among the scores of the spiritual belief and perceived health, the scores of spiritual beliefs and quality of life, and the scores of religious practices and perceived health of the male and female participants suffering from cancer. The results exhibited that there were positive non-significant correlations between these scores for male and significant positive correlations between these scores for female participants with normal health. The results exhibited that there was a positive significant correlation between the scores of social support and perceived health of the male and female participants.

The results demonstrated that the scores of spiritual beliefs accounted for significant variance in of the scores of perceived health and quality of life of the male, female and all the participants with cancer, respectively. The scores of religious practices contributed significantly to the scores of perceived health of the female and all the participants with cancer. The results further exhibited that the scores of religious practices and social support contributed significantly to the scores of quality of life of the male, female and all the participants with the cancer. The results exhibited that the scores of spiritual beliefs contributed significantly to the scores of perceived health of the female and all the participants with normal health. The results exhibited that the scores of spiritual beliefs contributed significantly to the scores of quality of life of all the participants with normal health. The results also exhibited that the scores of religious practices contributed significantly to the scores of perceived health and quality of life of the male and all the participants with normal health.

## **CONCLUSIONS**

Spirituality represents a unique and desirable attribute of human beings which adds meaningfulness and liveliness to the physical, emotional, cognitive and social facets of human life. It has been found equally relevant to understand and unearth the intrapersonal, interpersonal, social community and group relationships and their dynamics. Spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment to self, to others, to nature and to the significant or sacred. The spiritual dimension acts in harmony with the universe and

strives for answers about the infinite, and comes into the fore as the person faces emotional stress, physical illness, or death.

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## **How Covid has Impacted Agriculture in India**

**Srinivas Iyer**  
**Research Scholar, Anna University, India**

### **ABSTRACT**

The COVID-19 crisis has posed significant challenges, particularly in developing countries. Agriculture is critical to economic development in developing economies. Agriculture cannot be avoided in order to ensure national food and nutritional security. Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka make up approximately 25% of the world's population. Agriculture provides a living for more than 70% of the people in India. Agriculture employs approximately 60 percent of the total labour force and contributes 22 percent of regional GDP. According to various reports, prior to the pandemic, approximately 649 million people were moderately or severely food insecure, with 271 million severely food insecure. Researchers are concerned that COVID-19 will worsen the food insecurity situation. The impact of COVID 19 was investigated in lieu of agricultural exports in this study. It is surprising to report that during the fiscal year 2020-21, India's exports to other countries increased due to favourable weather and the Monsoon. During the April-February fiscal year 2021, India's agricultural exports increased by nearly 18%. (FY21). Given the negative impact of the COVID-19 pandemic on several sectors of the Indian economy, the growth is unusual. It shows that pandemic-induced curbs and lockdowns had no negative impact on agricultural product production and export.

**Keywords:** economic development, COVID-19 pandemic, food insecurity, India's agriculture exports.

### **INTRODUCTION**

COVID-19, which originated in Wuhan, China – the epicentre – eventually spread throughout the world and became a pandemic. India has already become a hotspot for the virus, infecting 9.6 million (14.6 percent of global infection) as of December 6th, 2020, resulting in a 23.9 percent drop in GDP in quarter 1, FY 2020–21.2. A pandemic shock can have a greater economic impact due to lost human lives than a weather shock such as a drought or flood, or a trade embargo. Undoubtedly, all of these shocks have an impact on agricultural systems; however, pandemic shocks have an impact on all sectors of an economy. A pandemic disrupts food demand and supply, affecting the global supply chain, whereas droughts are typically localised, affecting only the associated sector or stakeholders (Mishra et al., 2021). Similarly, trade embargo shocks affect a specific sector and can be corrected in the short term with appropriate policy measures. For example, in the event of a supply shortage due to a drought, globally connected wholesalers and retailers source from alternative sources to avoid negative consequences (Mishra et al., 2021). On the contrary, the impact of a pandemic may be far-reaching and harsher, even causing a country to enter a recession.

A close examination of the export performances of various agricultural commodities in FY21 reveals the spectacular growth of a few products that have led the overall increase in exports. Wheat, vegetable oils, other cereals, molasses, and non-basmati rice are the five products in this category. The growth rates of these five products are notable given that, with the exception of wheat and vegetable oil exports, which increased by 19% and 61%, respectively, the rest experienced negative growth rates in FY20. Because of their exceptionally strong growth in exports, these products now account for 140% of total agricultural exports in FY21.



Good monsoon and weather conditions in FY21 contributed to a bumper harvest in India, which boosted agricultural exports. Interestingly, while industrial production and services sectors were severely impacted by labour scarcity caused by the lockdown, agricultural production was unaffected because migrant labourers returned to the rural economy, significantly contributing to crop production. Unlike India, however, dry weather conditions impacted farm outputs in several of India's competitors, including Vietnam, Thailand, Argentina, and Brazil, allowing Indian agricultural exports to capture larger market shares. India did not suffer from any food shortages during its period of lockdown, avoiding the possibility of restricting food product exports while also facilitating exports at globally competitive prices. In addition, to ensure domestic food security in the midst of the pandemic, other major agricultural exporting countries implemented export restrictions. Another important factor driving India's increased agricultural exports was this. For example, India's phenomenal growth in wheat exports is linked to export curbs imposed by Russia, the world's largest wheat exporter. Domestic food security concerns have also prompted countries to stockpile, including major economies such as China. Under current conditions, countries have a greater proclivity to import and stockpile, which accounts for India's large exports to the United Arab Emirates (UAE), Malaysia, the Netherlands, and the United Kingdom (UK). The pandemic has also aided India's exports to neighbouring South Asian countries via government-to-government contracts, such as those to Afghanistan. While unrelated to COVID-19, ongoing political unrest in Myanmar has shifted grain demand in Southeast Asia towards India, as evidenced by high exports of other cereals and molasses to Vietnam, Thailand, Malaysia, and the Philippines.

## **REVIEW OF LITERATURE**

A limited researches have been conducted on the exports of agriculture of India but some relevant findings of studies are hereby support the present research. The crisis' uncertainty, restrictions on inter-state movement, and lack of transportation disrupted food supply chains, causing food prices to spike (Kalsi et al., 2020) and affecting farm operations. An analysis of major food commodities using official time series price data from 01.11.2019 to 10.08.2020 revealed that wholesale and retail prices of pulses, wheat flour, and milk were 1–5% higher a month after the lockdown; prices of edible oils and staple cereals (rice and wheat) were 4–9% lower due to the removal of import restrictions and government interventions such as free distribution of food grains. Tomato prices increased by 77–78 percent in a week and 114–117 percent in a month following the lockdown (for more details see Cariappa et al., 2020a). Market arrivals increased in May as a result of distressed sales, and market reforms protected farmers from lower prices (Varshney et al., 2020). Smaller cities and rural areas experienced higher price increases than urban areas (Cariappa et al., 2020a; Narayanan and Saha, 2020). According to survey results, three-fourths of consumers reported a price increase in food commodities during the lockdown (Cariappa et al., 2020a). The fear is that rising prices will cause social unrest (Bellemare, 2015); however, the Indian government has handled the situation deftly, with timely market reforms and social safety nets for the poor, migrants, and farmers. Given the magnitude of the COVID-19 outbreak and the ensuing panic, food prices were quite resilient (except for vegetables). The sector's resilience may be due in part to timely short-term policy support (Varshney et al., 2020), and thus we are not yet on the verge of a price spike (Barrett, 2020)

The COVID-19-induced lockdown in India disrupted food markets, forcing consumers to change their consumption habits. Consumers prioritised what they desired and what they truly required. According to various surveys, people lost their jobs or had their income reduced during the lockdown (Arun, 2020; Cariappa et al., 2020a; Imbert, 2020; Ray, 2020). The lockdown, combined with a sudden drop in income, raised serious concerns about India's food and nutrition security. According to a survey of 2259 migrant youth, 32% reduced their daily food intake (Imbert, 2020). Consumers

altered their behaviour patterns by reducing non-essential consumption, reducing market visits, stocking, and consumption behaviour changed equally across intensity of incidence, viz., green, orange, and red (Cariappa et al., 2020a). Indian agricultural exports have benefited from favourable prices as global food prices rise in the latter months of 2020, as countries emerge from trade embargoes and lift trade restrictions. Going forward, the trend's continuation will be determined by India's internal situation as well as global demand conditions. The recent increase in COVID-19 cases in India poses significant risks in this regard. Export prospects are also dependent on whether countries maintain export restrictions and trade restrictions.

### **Objective of the Study**

*To analyse the trends of India's Agriculture Exports during the period 2019-2022.*

### **RESEARCH METHODOLOGY**

This research is descriptive in nature. Secondary sources of data have been used for this study. A number of reports from news agencies, national and international sites, web blogs, web newsletters, different agriculture research organizations' reports, articles, and journals have been used to write this paper. The period of the study started from 2019-20 to 2021-22 for the three years. In these three years the statistics of India's Agriculture Exports have been depicted and through trend analysis, the growth has been shown. The source of statistics are from DGCIS (The *Directorate General of Commercial Intelligence and Statistics*).

### **Statistical Analysis**

To meet the objectives of the study, tabular analysis technique was applied by using, averages, percentages, coefficient of variation, standard deviation, and trend line.

### **RESULTS**

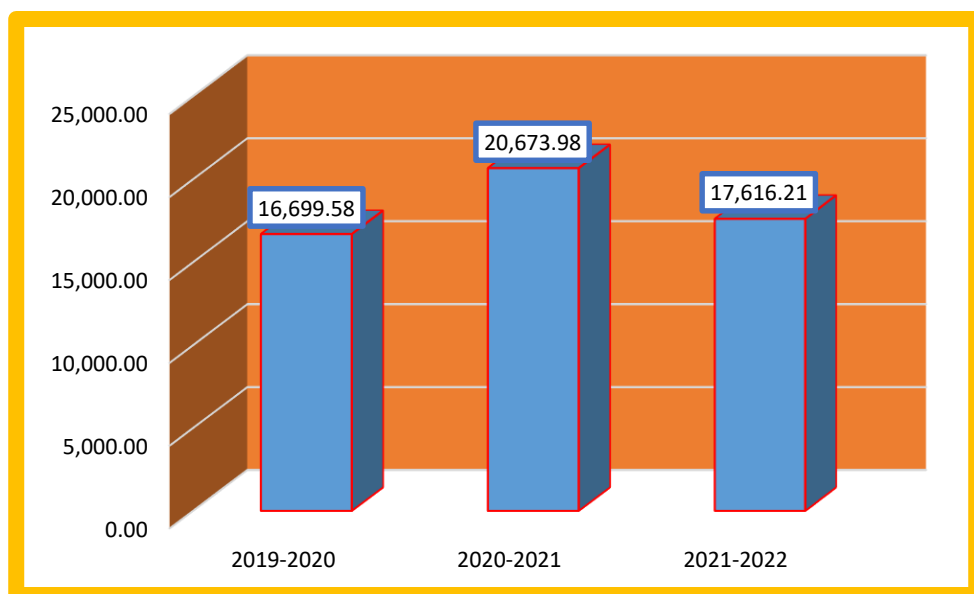
**H<sub>01</sub>:** There will be no significant increase in India's Agriculture Exports during the period 2019-2022.

#### **India's Agriculture Exports**

<b>FY</b>	<b>US\$ Million</b>	<b>Index</b>
2019-2020	16,699.58	100
2020-2021	20,673.98	23.80
2021-2022	17,616.21	5.49
Total	<b>54,989.77</b>	
Mean	<b>18329.92</b>	
SD	<b>2081.12</b>	
Coefficient of Variation	<b>11.35</b>	

**Significant at 0.004**

#### **India's Agriculture Exports**



DGCIS (The Directorate General of Commercial Intelligence and Statistics).

The figure reflects the trend analysis of India's agriculture exports during the period of 2019-2022 for three years and found that in 2020-21, its growth rate is increased 23.80 and in 2022, it declined to 5.49 so during the period of 2020-21, the impact of COVID-19 is measured. The coefficient of variation is also positive for these studied period and significant at  $0.000 < 0.004$  so the null hypothesis stated 'There will be no significant increase in India's Agriculture Exports during the period 2019-2022' is rejected and concluded that increase in India's agriculture exports was noted.

## CONCLUSIONS

The pandemic-caused crisis has devastated both the Indian and global agricultural systems. A global food security crisis is potentially looming, which cannot be avoided unless the effects of COVID-19 on the agricultural system, particularly in developing countries, are understood. A number of food exporting countries, including Kazakhstan, Myanmar, Russia, and Vietnam, have imposed cereal trade restrictions such as bans, quotas, and licencing, distorting global food supply (GTA, 2020). Disruptions in supply and/or value chains result in food waste, which causes price volatility and has implications for food and nutritional security. For example, due to misinformation about the spread of COVID-19, Bangladesh experienced significant food waste in perishables such as milk and vegetables, as well as decreased consumption of non-vegetarian items such as poultry products and fish – a major source of protein (Termeer et al., 2020a). For some time, India has seen a steep reduction in consumption of poultry meat due to the same reason, causing enormous income loss to poultry farmers.

Because the COVID19 pandemic is a health crisis of unprecedented proportions, the health sector would obviously (and logically) receive the lion's share of future Budget allocations. To avoid irreversible damage to the farm economy, investments should not be crowded out of the primary sector. Manufacturing and service sectors may take a hit in the short term as the economy recovers. It will thus be very appropriate to focus attention on agriculture as a growth engine as well as to bring resilience in food (and nutrition) security. At this critical juncture, when climate change is already having a negative impact on agriculture, productive investments, including research and innovation, would be extremely beneficial.

Land leasing, contract farming, and private agricultural markets, among other structural reforms, have long been advocated to boost agricultural investment and growth. However, because state governments have not implemented these laws consistently, the sector's full potential remains unrealized. These reforms will necessitate significant political will. Concerns about a slowdown in state zeal in the post-COVID scenario could be addressed by the Federal Government through appropriate incentive mechanisms to the states.

With a growing population comes an increase in food demand in India. However, the Green Revolution's negative externalities, particularly environmental trade-offs and staple cereal fundamentalism, have since been realised. As a result, where diets are more diverse, it is preferable to switch to a suitable model with a far stronger nutrition focus. A post-COVID scenario provides a once-in-a-lifetime opportunity to repurpose existing food and agriculture policies for a healthier population.

There have been global concerns, or rather speculations, about a few global players restricting agricultural commodity exports. With a stable agri-exports policy, India, which has a trade surplus on commodities such as rice, meat, milk products, tea, honey, horticultural products, and so on, may seize the opportunities by exporting such products. In 2018-19, India's agricultural exports were valued at 38 billion US dollars, and is expected to rise further if favourable policies are implemented. Development of export-supportive infrastructure and logistics would necessitate private-sector investments and support, which would benefit farmers in the long run by increasing their income.

Many climate models predict a favourable monsoon season in 2020 (which the India Meteorological Department has since officially announced) because the El-Nino weather phenomenon, which disrupts rainfall in India, is not present. This is indeed good news in the COVID scenario, assuming agriculture can continue to operate relatively unaffected.

The good news is that the Indian government has increased its focus on nutrition (aside from food) security and increasing farmer income (rather than enhancing farm productivity). Changing consumer behaviour through appropriate programmes and incentives is already on the agenda. All of this requires a shift in the current landscape of policy incentives that favour the two major staples, wheat and rice. Post-COVID19 agricultural policies must include these imperatives for a food systems transformation in India.

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## **Organisational Behaviour**

**Ms. Monika**

### **Abstract**

Positive organizational behavior is a vast topic and has become a means for improving performance in an organization. Although there is a strong need of understanding positive organizational behavior, there has been a lack of empirical research on this topic. This study aims to fill this gap by conducting a systematic review of the existing literature on positive organizational behavior from the period of 2002 to 2022. The study analyzed and categorized existing literature according to Callahan's 4W (2014) review and Rosado-Serrano's (2019) TCCM framework. This study used only 'What' and 'Theory' format from the 4W and TCCM framework.

**Keywords:** *Positive Organization Behaviour, POB, Organization Behaviour, Psychological Capital*

### **Introduction**

In today's modern world, organizations become successful when they recognize that the unwillingness of employees to work forces them to perform less in their job or ultimately leave the organization. This affected the overall performance of the organization due to the low performance of unwilling employees and the loss of precious skills and knowledge incurred due to the turnover of such employees. Stress, conflict with management, work overload, depression, and failure to provide the required support are some causes that would lead to poor organizational outcomes, such as low performance, high turnover, low productivity, reduced product quality, low profitability, etc. Thus, organizations need to create a positive work environment where employees will love to come and work.

### **Objectives**

- To analyze existing studies in positive organizational behavior fragmented across various disciplines;
- To understand the meaning of positive organizational behavior and how it is evolving

### **Methodology**

The study employs a systematic literature review to analyze and synthesize relevant studies to identify gaps and recommend the interconnections within them. This paper examines the scholarly literature from 2002 to 2022 relating to positive organizational behavior, highlighted the current progress in the field, and then identified the research gaps mentioned in the existing literature. After careful evaluation of the articles through the stated criteria, the selected 31 articles included in this review can be considered representative of the knowledge accumulated about positive organizational behavior and psychological capital.

The study consists of the systematic review using Callahan's (2014) review format of 4W (What, Where, HoW, and Why) and Rosado-Serrano, et al. 's (2018) TCCM framework (Theory, Context, Characteristics, and Methodology). In this paper, only 'What' format and 'Theory' format from the 4W and TCCM framework are adopted. Combining these two frameworks provides the basis for *What* and Theory development.

### **What – Theory Development and Characteristics**

This section explains the development of the theory and characteristics of positive organizational behavior developed so far. The study covers the research papers published in the period from 2002-2022. Table 1 presents the list of scientific papers and their journals from which articles have been



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taken from. The selected research papers pertained to the following disciplines or research fields: organizational behavior (5), psychology (13), management (7), hospitality management (2), business management (3), human resources (3), and leadership (2).

**Table 1**

*List of scientific papers on positive organizational behaviour used in the literature review (2002–2022)*

N o.	Journals	Title	References	Citations
1	Journal of Management	Emerging positive organizational behaviour	Luthans & Youssef (2007)	2669
2	Journal of Organizational Behavior	Positive organizational behavior: An idea whose time has truly come	Wright (2003)	798
3	Academy of Management Perspectives	Positive organizational behavior: Developing and managing psychological strengths	Luthans & Church (2002)	3307
4	Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior	Work-life benefits and positive organizational behavior: is there a connection?	Muse, et al. (2008)	346
5	Journal of Applied Social Psychology	Enhancing employee performance through positive organizational behavior	Ramlall (2008)	345
6	Frontiers in Psychology	The effects of organizational justice on positive organizational behavior: Evidence from a large-sample survey and a situational experiment	Pan, et al. (2018)	142
7	The Leadership Quarterly	Authentic leadership and positive organizational behavior: A meso, multi-level perspective	Yammarino, et al. (2008)	479
8	The Journal of Positive Psychology	Positive organizational behavior and safety in the offshore oil industry: Exploring the determinants of positive safety climate	Hystad, Bartone, & Eid (2014)	100
9	Journal of Knowledge Management	Empowering group leaders encourages knowledge sharing: integrating the social exchange theory and positive organizational behavior perspective	Wu & Lee (2017)	187
10	Sport Management Review	The antecedents and consequences of positive organizational behavior: The role of psychological capital for promoting employee well-being in sport organizations	Kim, et. al. (2019)	185

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11	Anxiety, Stress & Coping	Psychosocial safety climate buffers effects of job demands on depression and positive organizational behaviors	Hall, et al. (2013)	125
12	The Journal of Applied Behavioral Science	Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors	Avey, Wernsing, & Luthans (2008)	2045
13	On The Horizon	Employee engagement, positive organizational culture and individual adaptability	Parent & Lovelace (2018)	87
14	International Review of Sport and Exercise Psychology	Positive organizational psychology in sport	Wagstaff, Fletcher, & Hanton (2012)	71
15	Sustainability	People make the difference: An explorative study on the relationship between organizational practices, employees' resources, and organizational behavior enhancing the psychology of sustainability and sustainable development	Manuti & Giancaspro (2019)	57
16	The Journal of Applied Behavioral Science	Effects of positive practices on organizational effectiveness	Cameron, et al. (2011)	459
17	Health And Quality of Life Outcomes	The association between organizational behavior factors and health-related quality of life among college teachers: a cross-sectional study	Liu, et al. (2015)	31
18	Journal of Organizational Behavior	Thriving at work: Impact of psychological capital and supervisor support	Paterson, Luthans, & Jeung (2014)	466
19	Human Resource Management	Psychological capital: A positive resource for combating employee stress and turnover	Avey, Luthans, & Jensen (2009)	1895
20	Journal of Organizational Behavior	Too much of a good thing: Curvilinear effect of positive affect on proactive behaviors	Lam, Spreitzer, & Fritz (2014)	114
21	Journal of Business Research	How happiness mediates the organizational virtuousness and affective commitment relationship	Rego, et al. (2011)	268
22	Journal of Leadership & Organizational Studies	The implications of positive psychological capital on employee absenteeism	Avey, Patera & West (2006)	749
23	Journal of Leadership & Organizational Studies	In the eyes of the beholder: Transformational leadership, positive	Gooty, et al. (2009)	658

		psychological capital, and performance		
24	Journal of Leadership & Organizational Studies	Servant leadership, hope, and organizational virtuousness: A framework exploring positive micro and macro behaviors and performance impact	Searle & Barbuto Jr (2011)	234
25	Journal of Organizational Behavior: The International Journal of Industrial, Occupational And Organizational Psychology And Behavior	Psychological capital development: toward a micro-intervention	Luthans, et al. (2006)	2224
26	Journal of Organizational Behavior: The International Journal of Industrial, Occupational And Organizational Psychology And Behavior	Linking service employees' emotional competence to customer satisfaction: A multilevel approach	Giardini & Frese (2008)	170
27	The Leadership Quarterly	Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors	Avolio, et al. (2004)	3928
28	On The Horizon	Servant leadership and positive organizational behaviour: The road ahead to reduce employees' turnover intentions	Dutta & Khatri (2017)	81
29	Journal of Organizational Behavior: The International Journal of Industrial, Occupational And Organizational Psychology and Behavior	Team level positivity: Investigating positive psychological capacities and team level outcomes	West, Patera, & Carsten (2009)	410
30	African Journal of Business Management	The relationship between psychological capital and organizational commitment	Akbar, Samira, & Mehdi (2012)	69
31	American Behavioral Scientist	Knowledge nomads: Organizational commitment and worker mobility in positive perspective	Pittinsky & Shih (2004)	93

## Discussion

### Aspects of What – Theory Development and Characteristics

Luthans (2002) introduced the concept of positive organizational behavior as a technique for developing human strengths and positive psychological resource capacities. Wright (2003) added

the concept of happiness and well-being being the ultimate goals of positive organizational behavior. Over the years, various scholars, especially Luthans and Avey, published various conceptual papers and books on positive organizational behavior. Other scholars mainly tested the relationship of positive organizational behavior with different organizational variables and outcomes. Primarily, positive organizational behavior is linked with organizational leadership and human resource management, which affect the performance of the organization and its employees (Luthans & Youssef, 2007). Authentic leadership promotes positive organizational behaviors, which in turn promotes performance (Yammarino, et al., 2008). Authentic leaders have a contagion effect on hope and residency in positive organizational behavior (Norman, Luthans, & Luthans, 2005). Hope, self-efficacy, resilience, and optimism provides an orientation to servant leadership that reduces turnover intentions (Dutta & Khatri, 2017).

The literature on positive organizational behavior further extended to workplace hazards and environments where workplace hazards and environments can affect positive organizational behavior with the moderating effect of psychological safety climate (Hall, et al, 2013). Furthermore, organizational justice affected positive organizational behavior and negative organizational behavior in opposite directions (Pan, et al., 2018). Furthermore, positive organizational behavior is the key to reducing occupational stress, intentions to quits, and job search behaviors (Avey, Luthans, & Jensen, 2009).

Positive organizational behavior (POB) is sometimes deconceptualized with organizational variables. For instance, emotional competence is based on the notion of POB, which was related to a positive affective state and hence improved customer evaluations of services (Giardini & Frese, 2008). Similarly, another concept in the field of positive organizational behavior is organizational virtuousness, which predicts the affective commitment of the employees and hence improves performance (Rego, et al., 2011).

Based on the existing literature review, psychological capital was related to various individual and organizational variables. At the individual level, psychological capital can improve employees' attitudes (Avey, Wernsing, & Luthans, 2008), knowledge sharing (Wu & Lee, 2017), job satisfaction (Kim, et al, 2019), motivation (Gooty, et al., 2009), the overall performance (Avey, Nimicht, & Pigeon, 2010; Avey, et al., 2011) and involuntary and voluntary absenteeism (Avey, Patera, & West, 2006). At the organizational level, psychological capital can improve organizational commitment (Akbar, Samira, & Mehdi, 2012), organizational citizenship behaviors (Jung & Yoon, 2015), and thriving at work (Paterson, Luthans, & Jeung, 2014).

### **Limitations**

The study has several limitations. Firstly, the study focuses only a few articles on psychological capital due to the extensive literature available on the topic and positive organizational behavior as the main topic of discussion. Secondly, the study found that the articles written on positive organizational behavior were mostly conceptual papers, while the articles written on psychological capital were mostly empirical studies.

### **Conclusion**

Over the years, the topic of positive organizational behavior is gaining a lot of attention with an increasing number of scientific and non-scientific publications. However, this topic is still under development and literature is built on conceptual papers and few empirical papers. Although various literature reviews and meta-analyses have been published on the topic of positive organizational behavior and psychological capital separately, this paper conducted a systematic literature review on positive organizational behavior and its measure – psychological capital.

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**Exploitation of Men through the laws favouring men**

**Rajani**

**Abstract:**

Our history provides the faintest hint that men formerly viewed women to be sexual objects. Women, according to Indian tradition, represent spiritual and physical submission to nature. Poverty, illiteracy, and sexual assault against women have all been seen in many regions of the world. Every woman has been sexually assaulted at least once whether in school, at work, or while living with friends or family. As a result, the Indian government enacted legislation to safeguard women. However, women are now abusing these laws to boost their self-esteem and obtain money from their husbands, in-laws, or both. This essay aims to better understand a part of the primary factors of increasing depiction of sexual savagery in India and how the public perceives them. The government of India is protecting its daughters from sexual violence and also attempting to understand why women are abusing the laws that were designed to protect them. For a long time, India was a male-dominated country, which drove the creation of new female-driven rules. The new rules, for example, The Abusive Behaviour at Home Demonstration, 2005 ("DV Act"), were enacted to protect women who have been intellectually and physically harassed and tortured in Indian society for a long time. The Hindu Reception and Support Act, 1956 ("Upkeep Act") is another such demonstration that has helped women make a decent living after a divorce. The Indian Punitive Code, 1860 ("IPC"), Section 498-A was first shown in 1983. This section protects married women against violence and settlement provocation from their significant other or any family members of the spouse. Sections 354, 354-A, and 354-B of the IPC also protect women from assault, criminal power, and improper behaviour. The aforementioned rules aided several women by providing them with equity and harmony. Ladies-driven rules in India: In nations such as India, the issues and arrangements, as well as the activities made up to date to regulate these concerns, revolve. 1860 Indian Reformatory Code: Segment 498-A debuted in 1983. This agreement protects married women from abuse and share badgering by their spouses or any of the husband's family members. Segment 498-A definition of 'savagery' recalls a path towards a lady who may drive her to self-destruction

**Key Words:** Ladies, Brutality, Assault, Wellbeing, Wrongdoings

## **I Introduction:**

Ladies driven regulations are made to help ladies who are considered as an abused segment of the general communal. In any case, there is a need to understand these regulations according to with a better point of view. These regulations are influencing the privileges of the guys who are being badgering by a fraudulent allegation against them. The job of the legal executive is to give equity to each person and there can be no separation among people by means of regards to equity. Regardless of whether one honest is attempted or loses his life, it is a major shame on the ladies driven laws. A long time back one news was especially being discussed by individuals where a established fellow ended it all. This episode happened seven days after he was demonstrated blameless responsible for abusive behavior at home. At the point when he was captured there were insufficient verifications however to get a ladies equity and to lay out that the ladies driven regulations are for the security of the ladies and to demonstrate that men are the ones who are culprits in such wrongdoings, he was captured. Later on, he was demonstrated honest. Yet, subsequent to getting back to his ordinary daily schedule, things were not the most ideal same for him. He lost his employment, individuals around him were all the while commerce with him like a crook and offering snide comments against him. He couldn't bear this and abandoned his life. The basic inquiry is whether the regulations made to safeguard ladies have the option to kill a guiltless individual in the event that not executed as expected. In India, Individuals love ladies as goddesses but eat them for settlement and Use them as Sexual items. Ladies in Indian culture have been described as tokens of the psychological and actual penance of nature's backbone. It is the 21st hundred years, and India is making as a worldwide power, however ladies in Indian Culture are as yet viewed as more fragile than men. Subjects like destitution, ignorance, and sexual viciousness have been seen in different regions of the planet, particularly on account of ladies. While having some tea toward the beginning of the day, we see instances of sexual brutality and sexual maltreatment in papers day to day. Regulations are made to keep everything underneath control, lay out principles, safeguard freedoms, and resolve debates. India has been male devastating society for a really long time, and ladies are supposed to be less serious contrasted with men and persecuted segments of society. To beat these essential and blatant issues, the public authority of India created different regulations to safeguard ladies against sexual offenses<sup>2</sup>. They are remembering that in this male overwhelming society, ladies will confront what is going on prompting the production of ladies driven rules to shield them from sexual maltreatment, Torment by the local area, and Torment by spouses and parents in law. "Article 15(3) of the Constitution of India makes it feasible for the state to make unique arrangements for safeguarding the interests of ladies and youngsters. The Regulations, for example, The Aggressive behavior at home Demonstration, 2005, safeguard against Mental and actual badgering of ladies from their spouses and in-laws"<sup>3</sup>. The Hindu Variation and Upkeep Demonstration of 1956 aided the respectable living of ladies in the wake of getting Separated from their spouses. Ladies use previously mentioned regulations to protect themselves. The presentation of these regulations has the basic goal of shielding ladies in the Indian male overwhelming society and carrying them to an equivalent balance as men by keeping up with equity and halting the psychological and actual torment they face. However, when these regulations are being abused, it turns out to be exceptionally perilous to the ety, as individuals from these social orders begin losing trust in the guidelines made to safeguard them from Injury. It is very much said that when something is finished in overabundance, it becomes dangerous, and the equivalent is looked by Indian social orders nowadays. The Driven regulations made for ladies to protect them are being abused for the most part by them, As overabundance opportunity has been given to ladies

from the adaptable idea of ladies driven regulation. In this Exploration Paper, The Creator will discuss The ladies Driven regulations, which help in shielding ladies from driven regulations, and furthermore the creator will discuss regulations that are particularly unbending formen and significantly more adaptable in nature for ladies and because of which ladies nowadays abuse their privileges against men by putting them on fraudulent allegations ?

### **Right to Reasonableness in the Constitution**

The Constitution under <sup>1</sup>denies any isolation considering sex and under the same; gives that the state can make uncommon game plans for women. But this remarkable plan was made to protect women as they are seen as being in a challenging situation against men yet it is in sure conditions harming the honors of men. There is no misguided in making such guidelines except for the circumstance where women are including these guidelines for their advantage in a negative manner and bugging their male accomplices.

### **A couple of guidelines leaning toward women**

The guidelines are made to shield every individual.<sup>2</sup> Notwithstanding, from the past, women were introduced to monsters committed by men. They were considered as a fragile and mistreated piece of the overall population so various guidelines were delivered utilizing time to time to defend them. Notwithstanding, as we see it today, various guidelines which were made to help the females are normally used by them for their expected advantage in a wrong way by dialing back the right of the folks. There are various guidelines illustrated after independence to defend the women like Hindu Marriage Act 1955, Hindu Marriage and Gathering Act 1956, Uncommon Marriage Act 1954, Offer Protection Act 1961, Forceful way of behaving at home Showing 2005, Countering of Adolescent Marriage Act 2006, and certain various game plans of IPC associating with harmful way of behaving at home.

### **Critical Analysis of Women-Centric Laws in India**

While understanding papers, we perceived how ladies were tormenting men by abusing the regulations to protect them. There are more than adequate cases in India where ladies have abused their regulations to bug men, and most issues are connected with aggressive behavior at home. Since there are no legitimate limits for housing an endowment suit, ladies document it subsequent to holding up quite a while on their male partners and parents in law. Indeed, even from that point forward, the spouse isn't expected to demonstrate it, and the husband has no confirmation to show his quittance. In every situation, when a lady is a casualty, society expects that the spouse is to blame, regardless of whether the court demonstrates this. At the point when these ladies driven regulations were made by the public authority of India, the Public authority had not focused on its most terrible outcomes, which brought about the enduring of men. There are numerous loopholes<sup>123</sup> in these ladies driven regulations, because of what men experience the most.

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<sup>1</sup> This act defines domestic violence as an attack against someone by any other person with whom that they are presently, or have been in a domestic relationship. It also provides protection for victims of domestic violence and seeks to punish the perpetrators of such crimes.

<sup>2</sup> Section 2(f) of the Protection of Women from Domestic Violence Act, 2005

<sup>3</sup> Section 498A – Husband or relative of a husband of a women subjecting her to cruelty –Whoever, being the husband or the relative

Guys who battle to defend themselves endeavor self-destruction to evade society's wry remarks. Notwithstanding, the law some way or another doesn't perceive everything. Regardless of whether a lady is confined, different admonitions are given, and bail can be gotten rapidly, however on the off chance that a male is captured, he is for all intents and purposes defied with a few repulsions. However, despite the fact that the execution of ladies driven regulations has a substantial explanation as far as ladies' circumstances, ladies' ways of behaving have developed with time. It once in a while becomes far-fetched that it will bring about a legitimate danger. With regards to orientation fairness regulations, all kinds of people ought to be dealt with similarly. "Assuming the public authority proposes guidelines for ladies, it should guarantee that the ramifications don't hurt a man's entire life. The most manhandled regulations incorporate segments 375, 376, 498-An of the IPC, the Aggressive behavior at home Demonstration, and the Settlement Forbiddance Act, which have undermined men and their families. The public authority had sanctioned a few regulations leaning toward ladies however not a solitary heading guarding guys. Ladies had been mishandling these regulations to blackmail cash and embarrass men. Sec. 125 notices the support of the spouse, youngsters, and guardians, however no place does it say the consideration of the husband by a skillful wife. Aggressive behavior at home executed by a spouse and his family is lawful insurance for ladies under the Aggressive behavior at home Demonstration. In any case, on the off chance that a male is hassled by his significant other and parents in law, no exceptional security is ensured"<sup>4</sup>

### **Women driven guidelines and how society sees them**

Women reinforcing has always been inclined toward by most of people in our overall population. In this state of the art time, women have a strategic position in women driven guidelines. From when women were excused and considered fragile to this time when the women are respected and all of the women are not all that weak, things have changed in the public eye. However, the perspective of the overall population is at this point unaltered that expecting a couple of cases interfacing with women driven guidelines are recorded they, by the day's end, declare the men to be guilty parties rather than endeavoring to get a handle on the complete circumstance. In case a young woman is attacked everyone is stressed over the young woman, her future and gives her empathy. There is no misguided in this. Clearly, accepting people are living separately essentially they need to do this much. Regardless, what may be a charged said about a man with the offense of attack and is shown guiltless. Does society treat him comparatively as they used to do before he was trapped in a counterfeit case?<sup>5</sup> The reaction is no. Whether or not they are shown chaste, they are looked some place close to people in the overall population who had at this point without assistance from any other person reported them as the guilty party who merits not to reside with his head held high. Moreover, this current situation has weakened with the extension in the use of online amusement stages which can without a doubt be used to stain someone's standing. This is how society sees the women driven guidelines that the women are reliably the individual being referred to and the men are constantly the guilty party without getting a handle on the certified explanation.

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of the husband of women, subjects such women to cruelty shall be punished with imprisonment for a term which may extend to three years and shall also be liable to fine.

<sup>4</sup> Explanation – For the purposes of this section, “Cruelty” means

<sup>5</sup> Section 31 of the said act, “Penalty for Breach of Protection Order by Respondent

## **NEED FOR LADIES DRIVEN REGULATIONS**

For a seriously prolonged stretch of time, Indian man driven culture has normalized the abuse of women by their folks in regulation. Women are presented to physical and mental torture, and fierceness. The tremendous point is, people don't comprehend that this is an issue and a bad behavior under the IPC. Forceful way of behaving at home influences the women as well as their young people. Kids are mentally influenced by harmful way of behaving at home and continue with a terrible reality. Before 2005, women could have straightforwardly advanced toward the court under Section 498-A of IPC simultaneously, Section 498-A is just limited to viciousness and settlement related incitement. The above section only game plans with married women thusly, for the reasons referred to over, the prerequisite for DV Act emerged. This guideline expects to defend women, kids from savage mates and relatives.

## **HARMFUL WAY OF BEHAVING AT HOME**

The guidelines which are by and large manhandled are Section 498-A and Section 376 of Indian Penal Code. Section 498-A of IPC deals with the abuse of women<sup>6</sup> to callousness by her soul mate or her folks in regulation. The essential point that the IPC no spot indicates about, is the mercilessness towards men which is similarly an opportunity. It isn't needed that nobody yet women can be presented to callousness anyway some of them are prepared for presenting men to fierceness too. IPC determines mercilessness by men and not by a person which can cover inside its ambit a wide range of individuals. Exactly when the woman or her general's record fight in the police base camp, a move is made against the companion immediately. The companion, close by his family members, can be put behind the bars for a long while and fine. It is a non-bailable, cognizable (the cop can catch without warrant) and non-compoundable (a complaint can't be compounded by basically taking out the case anyway should be smothered by the High Court) offense. Similarly, the overall perceivability in such cases is that the mate is the individual who is culpable and generally the decisions in such cases are pleasing to the women. The tears of females are clear to everyone aside from no one sees the tears of men. There are such incalculable deluding occasions of harmful way of behaving at home being halted and chaste people are being put behind the bars. The gathering of the companion additionally is caught in most of the cases and needs to defy shame in the overall population and besides maltreatment of the trained professionals.

## **SHARE PASSING**

Section 304-B of IPC is a course of action made to protect the women from mercilessness by her soul mate and guardians in regulation for enrichment. It is expected that if a woman fails miserably

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<sup>6</sup> Any willful conduct which is of such nature as is likely to drive the women to commit suicide or to cause grave injury or danger to life, limb or health (whether mental or physical) of the women;

<sup>7</sup> Harassment of the women where such harassment is with a view to coercing her or any person related to her to meet any unlawful demand for any property or valuable security or is on account of failure by her or any person related to her to meet such demand.



in something like seven years of her marriage and her soul mate or guardians in regulation were mentioning settlement, then, they were at risk for her surprising passing.<sup>8</sup> This game plan shields women anyway the thing may be said about men. There is no such conclude that in case a mate kicks the can in something like seven years of marriage the spouse can be anticipated to assume liability. The law should be so much that which shields the honors of each and everyone in the overall population and in addition to the females. Similarly, a genuine enquiry should be there about the legitimization for the death of the women and not directly charging the companion and the guardians in regulation as the aggressor.

## **COMPELLED SEX**

Whenever there is discussion concerning obliged assault the central thing which hits home is women as the individual being referred to and men as the aggressor and this is where the fundamental issue lies. Portion 375 of IPC which was endorsed to help the women with getting value if they are obliged into sex is moreover manhandled by women customarily. A man isn't given any protection against such obliged sex. Anyway the extent of women is most certainly more than men to experience such offense, whether or not one individual is being affected, value should be done to him by rebuking the guilty party. The US's Center for Irresistible anticipation in Atlanta has evaluated that around 18.3% of women and 1.4% of men had gotten through attack eventually in their life. The rates can be a misjudgement as a result of the shame in itemizing against attack cases. The US Division of Value suggested that of those prosecuted for attack, practically 100 percent are folks and 1% are females. Be that as it may, for India we can't get the data as here attack against men can't be committed by authentic definition. According to a survey coordinated by the Indian Government in 2007, the uncovered occurrences of sexual abuse against young people, including attack or homosexuality changed concerning young fellows, it was 57.3% and for young women, it was around 42.7%. The Delhi based Local area for Normal Society nitty gritty that around 18% of Indian adult men reported that they had been compelled for sex. Among those cases, the female offenders were 16% and male guilty parties were 2%.

## **MALTREATMENT OF WOMEN GUIDELINE**

a) apparently, the law has every one of the reserves of being a gift for people in severe or harsh associations. Regardless, that is the very thing a wary assessment uncovers, under the ploy of "women and youths government help", this guideline is another off course try to lay out guideline to yield women genuine inimitable quality over men and to disclose a general where men are denied of their rights. There are three chief issues with this guideline - it is dominatingly direction uneven for women,<sup>9</sup>

b) the potential for misuse is stunning and The significance of harmful way of behaving at home is tooexpansive. The DV act singles out men as guilty parties of harmful way of behaving at home and acknowledges that fundamental women are setbacks. As indicated by this guideline, simply a woman can record a protesting against her male associate. A man, who is a loss from forceful way of behaving at home, has no opportunities under this guideline. The reality of the situation is that it has been entirely shown in different assessments that women are no less hurtful as men in unique

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<sup>8</sup> Section 2(a) of the Protection of Women from Domestic Violence Act, 2005

<sup>9</sup> Smile Basu, "Harmful Practices against Women in India: An Explanation of Selected Legislative response."

interactions. Giving such clearing legitimate powers to women while keeping affirmation to male losses is equivalent to proficient authentic double-dealing of men. In the western world, the forceful way of behaving at home guidelines are physically fair-minded and give security to individuals being referred to, a wide range of individuals. The way that the Indian structure explicitly blocks any male loss to search for help under this guideline has neither rhyme nor

### **REASON AND IS UNLIMITED.**

The second tremendous defect in this guideline is that it fits such straightforward maltreatment that women will find it hard to go against the motivation to "show some things" to their male relatives and will record senseless and fake cases. A similar example is presently being seen because of threatening to share guideline (498a), which is being mishandled such a lot of that the High Court has named it "Real Mental fighting". To show that it is so normal to manhandle the DV guideline, consider the circumstances under. [She suggests mate/female live-in associate and he suggests spouse/male live-in partner<sup>10</sup>

- a) Expecting she demands any proportion of money from him, for any reason, he truly will without a doubt cover that total, bombarding which he can be kept. All the while intending to mislead and misdirect. Inquisitively, if he demands cash from her, he can be detained for that as well. Furthermore, he is at risk for paying the rent in case several lives in a typical rented comfort
- b) As per the law, she holds the right to the home. This is an incredibly supportive strategy for managing the house whether she has any legal right on the property. Furthermore, if he is saved under DV, he is responsible for paying the rent additionally, regardless of the way that he may not be allowed to dwell in the house or he could attempt to be in jail.
- c) If she decides not to cook and wishes to eat out in a bistro ordinary, he truly need to oblige, in the event that he invites the DV plan for "not giving food", for which he could be detained.
- d) In case she participates in extramarital relations and he endeavors to hold her back from meeting her darling, he could be rebuked under the DV act, as he is holding her back from meeting someone.
- e) He can be saved under the DV act accepting she feels that she has been outraged. Insult is a relative term, which is totally given to her mindfulness. Unusually, accepting she attacks and abuses him loudly or even truly,

### **HE HAS NO GENUINE REACTION IN THIS GUIDELINE .**

These are just a part of the way women can exploit men in a legitimately permitted manner. The way that the complaint by a woman<sup>11</sup> will be managed, from the start, as "substantial and guaranteed" opens up a completely unique scope of potential results where faultless men will be charged and caught in false cases, since they won't respect her over the top solicitations. By far most immediately agree that the law will be mishandled. Their counter conflicts generally are

- a) The amount of misses will be very low OR every guideline is mishandled - The objective of any

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<sup>10</sup> Schuler S.R, Hashemi S.M, et al.. "Men's Violence against Women in Rural Bangladesh." Vol 43 No.12 pg 1729-1742, 1996

<sup>11</sup> Section 304B of IPC states Dowry Death – (1) Where the death of a woman is caused by any burns or bodily injury or occurs otherwise than under normal circumstances within seven years of her marriage and it is shown that soon before her death she was subjected to cruelty or harassment by her husband or any relative of her husband for, or in connection with, any demand for dowry, such death shall be called "dowry death", and such husband or relative shall be deemed to have caused her death.

guideline should be to repel the responsible and shield the faultless. The abuse of faultless individuals can't be genuine in any circumstances. Correspondingly likewise with 498 A, this guideline will be enthusiastically mishandled in metropolitan India.

b) If she is merry, why will she record a dissent - Ah! Along these lines, the man exists defenseless before the woman. To toss out old watchmen from home or needs to seek after an issue and should the man attempt to dissent, she can get him detained with merry availability. Any guideline that unequivocally subjects a piece of an overall population to lead as per the enjoyment of another portion is viewed as serious and should be enthusiastically against.

c) There are various game plans to deal with the maltreatment of this guideline - The reality of the situation is that there are other legitimate game plans to oversee forceful way of behaving at home moreover. In case an extreme guideline is made for a specific explanation, the game plans for dealing with its maltreatment should be in the genuine regulation.

The third huge imperfection in this guideline is that it gives an exhaustive significance of oppressive way of behaving at home and a couple of terms (attacks, criticizing) are extremely personal. The super ladies' activists ensure that 70% of women in India face forceful way of behaving at home which stuns nobody as even an insult is seen as forceful way of behaving at home. Inquisitively, they are mum on the quantity of indian men that experience oppressive way of behaving at home using comparable standards.<sup>12</sup>

This guideline strikes at the genuine foundation of marriage by propelling bias and arraignment for irrelevant local inquiries. It is by and large apparent that sometimes differentiates arise in a marriage and on occasion people, a wide range of individuals, act in malicious ways towards each other. A large number individuals, in any case, can determine them and lead an essentially

Regardless, this guideline makes it very easy to bring the local issues up in everyday presence to such a level that it eventually prompts a breakdown in marriage. At the point when a man has been faulted for harmful way of behaving at home for a something for the most part minor (insult), while he might have been presented to a comparable treatment from her, he won't ever endingly feel sabotaged by his accessory and that is the beginning of the end. This guideline will provoke more partitions, broken homes and the young people will kick the bucket by getting denied of a wonderful youth.

There are levels of oppressive way of behaving at home and not all battles in a relationship can be named as forceful way of behaving at home. This guideline limits the issue of oppressive way of behaving at home by recollecting minor differences for its reallm and by explicitly holding security to half back from getting the general population.<sup>13</sup>

The law in its continuous design is appallingly lacking to deal with the issue of forceful way of behaving at home. It powers a lot of commitment on men, without giving them honors.

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<sup>12</sup> *Explanation* – For the purposes of this sub-section , “dowry “shall have the same meaning as in Section 2 of the Dowry Prohibition Act, 1961 (28 of 1961)

<sup>13</sup> Whoever commits dowry death shall be punished with imprisonment for a term which shall not be less than seven years but which may extend to imprisonment for life.

On the other hand, it gives lots of honors to women without anticipating that they should be careful. At any rate, it should be made fair-minded, offering security to a wide range of individuals. Also, plans for extreme disciplines ought to be incorporated into the law to prevent misuse. Furthermore, the law ought to be made more rational by isolating between various degrees of battles and by unambiguously describing what includes harmful way of behaving at home. The reality of the situation is oppressive way of behaving at home is a troublesome issue and a fair and impartial guideline is supposed to protect the genuine overcomers of harmful way of behaving at home, free of direction. The guilty parties of forceful way of behaving at home ought to be fittingly rebuked and made due. All the while, protection can't be held from certified losses for any reason, specifically their direction. One should rest assured that there is something disgusting about a guideline, when it frightens and bestows fear in guiltless people. Exactly when a person who has not executed any bad behavior, begins to fear discipline under the game plans of a guideline, it's everything except a guideline any longer - it is state upheld mental persecution. Exemplary families are being deluded. the maltreatment of women protection guidelines. Fragment 498A of the Indian Restorative Code was passed to defend women against intimate mercilessness and gift baiting. This allows the catch of the life partner and his relatives solely founded on claims made by the spouse, with essentially no evidence and assessment. Fragment 498A, being non-sailable, licenses rebuking the charged by confinement even before the culpability is spread out. Tragically, it is continuously being mishandled by women to give out revenges with their folks in regulation and companion. Legitimate families have been kept solely founded on the companion's charges.<sup>14</sup>

### **SAFEGUARD MEN FROM ABUSE OF RULES BY LADIES**

**CHENNAI:** This is a stag party with a differentiation. Men, who fault their young woman mates, companions and soul mates of duping them or foisting groups of proof against them, have gotten together in Tamil Nadu to set up a total fight.

As demonstrated by the general secretary of Relationship for Protection of Men, Madhu Subhuman, more than 1000 people are developed under 25 years and 4000 people are under 40.

At a social occasion on Sunday, went to by more than 50 men, there was a conversation about opportunities and guidelines inclining toward women. Nevertheless, the association isn't to defend men from the maltreatment of the Forceful way of behaving at home Exhibit and Settlement Bullying Demonstration alone yet furthermore youngsters incorrectly faulted for eve goading.

**As one man said:** "I was pulled by the police and beat in the station If a young woman has a singular hostility, she takes it out by mistakenly faulting individuals for eve-pushing. Besides, there is no check done by the police concerning women, they basically recognize what she says as the consecrated truth." Another person from the connection said that he was right now in the city after he enrolled his family property for his sweetheart, who favorably tricked him after that.

Madhu Sudan a said that various youthful colleagues were being conned by young woman

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<sup>14</sup> Section 112 of Indian Evidence Act, 1872 states, "Birth during marriage, conclusive proof of legitimacy". It states that the fact that any person was born during the continuance of a valid marriage between his mother and any man, or within two hundred and eighty days after its dissolution, the other remaining unmarried, shall be conclusive proof that he is the legitimate son of that man, unless it can be shown that the parties to the marriage has no access to each other at any time when he could have been begotten

sidekicks - they genuinely ditch the man, by wedding men of their people's choice Yet, such cheating was never taken as a bad behavior, he said. Most of the connection people had been annoyed by women - companions, darlings, soul mates - or tricked.

In any case, the structure is uneven towards women, Madhu Sudanic said, and added there are 84 guidelines for the protection of women's opportunities, yet none for men.

"Gone are the days when women were exploited. By and by, various women misuse the guidelines suggested for their protection. Various youthful colleagues have been gotten by the guidelines.

Various juvenile unloaded by young woman mates are absurdly irritated by police following misdirecting complaints, another association part in his mid-30s, said.

### **Maltreatment OF LAWS OF Forceful way of behaving at home BY Women**

There are many situations where the essential worry of conflict between the couple was that the life partner accepted the spouse ought to leave his parent's home or an old gatekeeper and set up a nuclear family. Be that as it may, since the man went against this move, the mate used 498A<sup>15</sup> as a managing device, without progress. In one case, the young mate being the primary young lady of a well off finance chief, required her better half to move in with her people since his compensation allowed common comforts, not the luxuries she was used to. Since he didn't give up to the type of leaving his people, of expecting a women having extra-intimate issues, expected to settle with new associate where the mate and her folks in regulation goes against, that too directly following having the grown-up kids, she got both her life partner, parents in law caught and put in jail for a couple of days under 498A. Is it's everything except a maltreatment of guideline against our own and that too loved ones? Might be the degree of misuse is less yet trust me, many homes and families are harshly

### **Explanation OF Issue**

There is no sort of provocation that a man may not incur for a lady. These offenses have been going on for a really long time, and, surprisingly, after such countless regulations and regulations, the security of ladies is an issue that should be settled. The male centric idea that has existed in the public eye since its commencement plays had a huge impact. Indeed, even in this modernized time, individuals actually feel that ladies are made for family tasks and that the man is the better one than whom the lady needs to serve. To conquer these egregious issues, the public authority of India had made ladies driven Regulations to guarantee the assurance of Ladies against sexual offenses, which are especially unbending for men and considerably more adaptable in nature for ladies, and ladies nowadays abuse their privileges against men by putting them on bogus allegations.

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<sup>15</sup> Section 113B of the Indian Evidence Act, 1872 states, "Presumption as to dowry death" It states that when the question is whether a person has committed the dowry death of a woman and it is shown that soon before her death such woman has been subjected by such person to cruelty or harassment for, or in connection with, any demand for dowry, the Court shall presume that such person has caused the dowry death.

*Explanation* - For the purpose of this section, "dowry death" shall have the same meaning as in section 304B of the Indian Penal Code.

### **Maltreatment of Offer Guideline (498A) by women**

This is about Indian Remedial Code 498a, How Indian women badger men with the help of Guideline. Exactly when they can't adjust to life partner home or with her folks in regulation. then again when companion sort out her Initial/Extra intimate Endeavor, or spouse isn't doing as she and her family wish and hight of all when she really want division and money from husband, IPC 498a is right contraption to do this legally

**Maltreatment of Conjugal Guidelines by Women':** The Direction's Advantage India as a nation has perpetually been seen as a male overpowered society and hence the laws of the country are drafted as such to lean toward and protect the honors of the women as losses. Indian guidelines have always been the skeleton of its overall population's system. Though the country has crossed various achievements all through the whole presence of gross speed of progress, society's norms really pull it back concerning affirmation as equilibrium at work spaces, business or public spaces, etc. With respect to mercilessness, women in our nation are much of the time the topic of discussion. The way that men did the bad behavior makes it consistently anticipated. Fierceness is by and by expansive in the public eye and is at this point not just an issue for women in light of progressing social and monetary changes. Without a doubt, even men can be presented to verbal, physical, near and dear, mental, and sexual abuse. Since our standards support the treatment of women as fierce setbacks, folks don't uncover these harsh exhibits and experience calmly. These uncovered folks don't look for value or answer for their frightening circumstances in their families and in the public eye. The article will highlight the maltreatment of wedding guidelines in our country and its consequences and causes through the help of lawful standards.

### **Guidelines that are Women Driven and their Maltreatment:**

#### **Confirmation of Women from Forceful way of behaving at home Exhibit, 2005:**

A critical guideline hopes to shield Indian women from various kinds of local abuse. It watches women who are occasionally the targets of physical, up close and personal, sexual, verbal, and mental abuse.

#### **The Blessing Denial Act, 1961:**

It confines attempting to plus or minus settlements from women before to, during, or after marriage. This act denies the woman of great importance, the spouse, and their families from getting or giving offers at the hour of marriage.<sup>16</sup>

#### **The Hindu Gathering and Backing Act, 1956:**

act that has made it useful for women to live pleasantly following division. The Help Act is basic to ensure that a woman and her young people continue to live in comparative manner as they did before their marriage wrapped up. The Help Act guarantees the game plan of money for things like housing, food, dress, and preparing. Until she gets remarried, the man is resolved to help the

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<sup>16</sup> Section 125 of Cr.P.C states, "Order for Maintenance of Wives, Children, and Parents



woman.

### **Indian Restorative Code, 1860:**

In 1983, Portion 498-A was introduced. This plan shields married women against abuse and gift baiting by their life partners or any of the spouse's relatives. Fragment 498-A's importance of 'mercilessness' addressed a way toward a woman that could push her toward implosion. Gift fatalities are analyzed in this section. It moreover incorporates irritating a woman or a her relative with a ultimate objective to persuade them to play out an unlawful interest like land or another significant thing. While the recently referenced women driven guidelines are essential to safeguarding the opportunities of women, there have been occasions where women have mistreated these standards for their own possible advantage. It has been represented that there has been a recognizable extension recently in the amount of deluding groups of proof reported by women against folks faulting them for bad behaviors they have never done, including fake charges of attack, lecherous way of behaving, and harmful way of behaving at home.<sup>17</sup>

There have been episodes of women attempting to eliminate cash from folks by sabotaging and forcing them. After a division, support is one more legitimization for mentioning cash. Women a large part of the time camouflage their statement related status while referencing support after a detachment. By far most of these complaints are made suddenly and concern unimportant issues. Women who record such criminal claims don't consider the outcomes and consequences of doing as such against men. Furthermore such claims have huge potential that a chaste individual could be repelled during this technique. The heavenliness of these guidelines is decimated due to such outright abuse.

### **Goals**

This paper will talk about different Ladies driven regulations which help in the assurance of ladies against sexual offenses. This exploration paper will basically examine which job male centric society has played in the situating of ladies. This Paper, simultaneously, will fundamentally dissect ladies driven regulations and examines the abuse of ladies driven regulations in India. This paper will think about people's positions and decide the variables liable for the distinctions, particularly socio-social ones.

The criminal brain science of individuals carrying out sexual offenses likewise assumes a crucial part in delineating the purposes for the commission of the wrongdoing; this exploration paper will likewise manage this. This paper will zero in on regulations and regulation shielding ladies from sexual offenses. It will likewise dissect how these regulations are being abused at large today.

### **RESEARCH AND SYSTEM**

This exploration paper is restricted to doctrinal/non-exact examination since it will be subjective and incorporate information accumulated from different sources, for example, regulation reports, pertinent regulation, books, diaries, papers, papers, articles, and insights. Web information will

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<sup>17</sup> N.K Archarya, Commentary on the protection of Women from Domestic Violence Act, 2005, 4<sup>th</sup> Edition pg. 23, Asia Law House, Hyderabad (2010)

likewise be alluded to for its worth in staying aware of worldwide occasions.<sup>18</sup>

### **WHY WAS THE Requirement FOR Ladies Driven Regulations?**

Savagery against ladies in India has been an issue for an extremely lengthy and these issues are expanding as time passes without a stand-still. In the present creating period, where India is arising as a worldwide power, ladies in Indian culture actually stand up to much issue with their security, self confidence, and nobility. These offenses looked by ladies each and every day range from extremely gentle prodding to assault. The issue of sexual viciousness has become so pervasive that even while having morning tea, we see instances of sexual brutality and sexual maltreatment in papers consistently and pass it like we couldn't really hope to make any significant difference with it or this issue is bad. "A lady is disregarded in light of being a lady, and that implies her orientation is the reason she is being disregarded. For instance, on the off chance that a lady faces abusive behavior at home, it is on the grounds that she doesn't follow the "Customary job" of a spouse." Issues like neediness, ignorance, and sexual savagery against them have been seen in different regions of the planet. No spot in this world is ok for ladies. They couldn't in fact speak loudly against sexual brutality as a result of the misgiving that it would prompt their irreverence and transfer in the public eye. Ladies of all religions, stations, and races face inappropriate behavior. These offenses against ladies in the public eye make it exceptionally clear that even subsequent to being free for more than 75 years, We actually neglect to give the absolute minimum that a person can request. Since India is a man centric culture, guys are generally prevailing over ladies. Ladies in Indian culture have consistently confronted victimization men. Our past is the slightest bit of proof that had seen ladies as sex objects treated by men. Ladies in Indian culture have been described as seals of mental and physical forfeiting of nature's strength. Youngsters, particularly teens, get effortlessly exploited as they know nothing about their privileges. Savagery against ladies confines them inside the limits of four walls and restricts their capacity to settle on decisions about their lives. Ladies in India are exposed to many types of misuse day to day. In this manner, the specialists should stand firm and do all an option for them to safeguard the freedoms and poise of ladies in our nation<sup>5</sup>. To conquer these urgent and glaring issues, the public authority of India created

### **Different regulations to safeguard ladies against sexual**

Offenses. In any case, wrongdoing has gone on at its own speed with no decrement<sup>3</sup>. Lessening these examples has turned into an issue extremely vital, and severe measures have turned into the need of great importance.<sup>19</sup>

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<sup>18</sup> The United Nations Convention on Elimination of all forms of Discrimination Against Women defines discrimination against women as, ".....any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field

<sup>19</sup> Heise LL Pitanguy J. and Germaine A. (1994), "Violence against Women: The Hidden Health Burden." Discussion Paper No. 225, pg. 46, Washington DC, The World Bank

### **Savagery AGAINST Ladies**

The year 2012 came as a defining moment due to a grisly wrongdoing that occurred as the year finished. The rough assault of a 23-year-old understudy in Delhi shocked the entire country. The young lady was assaulted on a running transport, and the Attackers had embedded a bar in her private parts, harmed her digestion tracts, and prompted her passing. This wrongdoing made everybody in the nation think these sorts of violations win in our general public since this sort of wrongdoing has seldom contacted the existences of normal individuals. After this wrongdoing, individuals really reconsidered sending their girls, spouses, and moms out of their homes. This shook the heart of everybody in Indian culture. The female orientation, regardless of their ages, got frozen that they dreaded emerging from their four walls Since they expected that any of them could be the following after that young lady. Our Indian culture is so unexpected in cases including ladies that the young lady who was assaulted and turned into the survivor of such a grievous wrongdoing had her name ripped off because of a paranoid fear of being checked out at by individuals of society. Simultaneously, the charged were displayed as though the young lady was to be embarrassed about the wrongdoing that happened to her. This wrongdoing made the public authority take a gander at the laws of which one can take response on the off chance that God preclude such an occurrence happens to somebody, and they understood that these regulations were insufficient for such a spine-chilling demonstration.

"The public authority comprised the Equity Verma board and the Usha Mehra council. These two boards proposed different legitimate changes, and changes in the law were made appropriately, such as extending the types of assault, which comprises of a wide range of oral, virginal, and butt-centric sex, under the domain of Segment 375 of IPC". Discipline for assault became twenty years reaching out to a lifetime. "It likewise expressed that segment 376A could thoroughly rebuff the wrongdoer for at least 20 years in jail, life detainment, or capital punishment in the event that the assault brings about the lady's demise or leaves the lady in a vegetative state. Assuming that habitual perpetrators are indicted for offenses under 376A and 376D, they will be condemned to life in jail or even demise under 376E. Areas 376(1) and 376(2) of the IPC were changed to permit courts to decrease sentences. Segment 166A of the IPC was added to rebuff

### **Community workers who neglect to**

Record such data. Besides, Segment 166B <sup>20</sup> of the IPC made emergency clinic treatment of assault casualties compulsory. Voyeurism, stripping ladies, following, and deliberately tossing corrosive were additionally made culpable under different areas of the criminal revision. Significant assault cases, for example, the Mathura assault, the Nirbhaya assault, the Aruna shaubug assault, the Priya Patel assault, etc. have all prompted changes in the assault regulations that are at present set up through transformation and interpretation"<sup>6</sup>. One more massive change was made to area 114A of the Indian Proof Demonstration. "This activity was finished to protect ladies' ethical person. Thus, Area 53A of the Indian Proof Demonstration was added, making it plain that in assault and rape circumstances, the court won't think about any proof regarding the casualty's personality or earlier sexual encounters. Ultimately, the change under Area 354 in The Indian Corrective Code,

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<sup>20</sup> Heise LL Pitanguy J. and Germaine A. (1994), "Violence against Women: The Hidden Health Burden". Discussion Paper No. 225, pg. 46, Washington DC, the World Bank.

notwithstanding The Lewd behavior at working environment act 2013, upgraded the meaning of assault. Indeed, even after such countless turns of events, it required 12 years for the courts to rebuff the convicts". There are still such countless lacunas in the regulations and society that one couldn't actually foresee when every one of these will be decreased, not to mention reach an end<sup>7</sup>. In spite of various brutal regulations safeguarding ladies' security planned to stop their shaky and disintegrating circumstance, occurrences of viciousness against ladies, shocking their humility, lewd behavior, assault, <sup>21</sup>and so on, are quickly rising consistently.

### **Tuba Slam And Ant versus the Territory of Maharashtra**

For this situation, a teen ancestral young lady was supposedly assaulted by two police while in guardianship, bringing about the demonstration of custodial assault. "The Meetings Court decided for the litigants and viewed them not very much blameworthy. Mathura was said to have given her assent readily since she was utilized to imply intercourse. The Bombay High Court heard the case and switched the meeting court's conviction of the litigants in the wake of tracking down a tremendous distinction among assent and latent accommodation. Afterward, the case went to the High Court, where the court absolved the blamed and put away the judgment passed by the Bombay High Court"<sup>8</sup>. The court expressed that since there were no indications of opposition, the SC accepted it as willful intercourse, which wouldn't add up to assault.

### **Vishaka versus Territory of Rajasthan and OR's**

This case arose as a defining moment in shielding female casualties of work environment lewd behavior. "A lower position social laborer for Rajasthan's ladies' improvement program named Barware Devi is blamed for being assaulted by five high society men in 1992 while attempting to stop youngster marriage in her town. She went to the police headquarters to report the guilty parties, however no top to bottom examination was finished. As per Indian Sacred Articles 14, 15, 19, and 21, inappropriate behavior of a lady at work disregards her fundamental freedoms to orientation uniformity, life, and freedom. The court presumed that the Demonstration would be viewed as disregarding ladies' common freedoms. This choice provoked the Indian government to pass the Inappropriate behavior of Ladies at Working environment (Anticipation, Forbiddance, and Redressed) Act, which produced results on December 9, 2013. This Act supplanted the High Court of India's Vishaka Rules for the Avoidance of Lewd behavior"<sup>22</sup>

### **Mukesh and Anr. versus State for NCT of Delhi and Ors.**

This is the case talked about above, known as Nirbhaya Assault Kaand. Beside the previously mentioned changes, massive changes were made to the Adolescent Equity Act, which expressed that assuming a minor perpetrated any horrifying wrongdoing, he would be treated as a grown-up. "On the off chance that a minor perpetrates a terrible wrongdoing and is caught after age 21, he will be attempted as a grown-up and condemned to detainment for a considerable length of time or more"<sup>10</sup>.

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<sup>21</sup> General Assembly Resolution 48/104 of 20<sup>th</sup> December, 1993.

<sup>22</sup> Section 3 of the Protection of Women from Domestic Violence Act, 2005 <sup>1</sup>The United Nations Declaration on the Elimination of Violence against Women, General Assembly Resolution, December 1993.

### **Province of Maharashtra versus Madhukar Narayan Mardikar**

The High Court of Bombay decided that the police reviewer of Bindwandi couldn't be terminated on the grounds that Banubi was a lady of detestable person. That's what the court decided "she was an unchaste lady<sup>23</sup>, so it would be hazardous to place that examiner's vocation in risk in view of a baseless rendition of such a lady who makes no confidential of her unlawful closeness with someone else." The High Court upset the judgment and requested his expulsion from administration. As per the High Court, "even a lady of simple prudence is qualified for security, and nobody can attack her protection at whatever point he needs."

### **Free Thought versus Association of India and Nar**

For this situation, the High Court condemned sex with a minor spouse somewhere in the range of 15 and 18. Exception 2 of Segment 375, as per the Court, disregards Articles 14, 15, and 21 of the Indian Constitution, which take into consideration meddling sexual contact with a young lady under 18 however beyond 15 years old dishonestly. A rejection proviso in Indian assault regulations goes against the Preclusion of Youngster Marriage Act's center expectation, the time of assent, and different arrangements of the Security of Kids from Sexual Offenses Act (POCSO), to which India is a signatory.<sup>11</sup>

### **DISCRIMINATORY TO MALE GENDER**

The DV Act, Segment 498-An of the IPC, Area 304-B of the IPC, and the Upkeep Act are totally situated toward ladies. "The cases above show that, concerning brutality, share, and badgering, guys are not generally to blame and that ladies can likewise be culprits. It has been exhibited that remorselessness might begin from the two accomplices in a marriage. Thus, rather than just measures that help one orientation, this issue requests arrangements that help all kinds of people. Spouses and their families are being pulled into preliminaries regardless of having no contribution in the bad behavior of proud ladies with a criminal inspiration. This is incredibly uncalled for and biased to guys since there is no regulation that shields men from offenses of mercilessness and misuse. Albeit the opportunity of guys being attacked by females is lower than the other way around, the previous cases show there is as yet a chance. Ladies driven regulations are likewise a sign of orientation disparity. With respect to and badgering, guidelines ought to be unbiased as opposed to exclusively leaning toward ladies. As to and badgering, guidelines ought to be sexually impartial as opposed to inclining toward ladies exclusively. "These ladies driven regulations have likewise abused According to 14 of the Indian Constitution, which, Equity under the watchful eye of regulation "The state will not deny to any Individual equity under the watchful eye of the law or equivalent assurance of the regulations inside the domain of India." specifies the words "fairness under the watchful eye of the law" and "equivalent security of the regulations." Equivalent insurance of regulations should give equivalent security to each resident of India, independent of their orientation. However, the ladies driven regulations abuse the right to fairness of the guys. The

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<sup>23</sup> Innocent Digest, No.6, June 2000, "Domestic Violence against Women and Girls." Unicef, United Nations Children's Fund Innocenti Research Centre Florence, Italy

regulations ought to be sexually impartial to adjust the equivalent right and equivalent insurance under the steady gaze of the law". By neglecting to give mercilessness and harassing regulations to guys, the state is certainly breaking Article 14 of the Indian Constitution's basic privileges. Everybody can see the tears and agony from which ladies endure, however with regards to men, everybody turns out to be outwardly weakened. While having some tea in the first part of the day, we used to peruse in the paper that Segment 498-An of IPC is vigorously abused by ladies; presently, real instances of abusive behavior at home have become less in contrast with bogus instances of aggressive behavior at home. It is constantly viewed as that remorselessness is constantly finished by better than mediocre. Society generally thinks, due to being solid as a spouse, he is brutal to his significant other. Despite the fact that Part 20-An of the IPC covers remorselessness performed by a spouse and his family against his better half instead of brutality committed by a person"14. There are no quantifiable models for spouse remorselessness, which has helped the lady, who can detain her better half and her parents in law for as long as three years and with a fine.<sup>24</sup>

### **Body of evidence Regulations AGAINST Ladies Driven Regulations**

#### **Sejalben Tejasbhai Chovatiya versus Territory of Gujarat**

For this situation, the solicitor (The spouse) had committed prevarication. The solicitor didn't illuminate the court that she is getting 40,000 as pay consistently from the business. "She likewise referenced that she did the entirety of the home-based/family obligations yet never got any compensation. because of her deceptive proof. The court expressed that the arrangements that frequently benefit ladies were mishandled by introducing bogus proof, and hence, the court excused the request

#### **Anil Bharadwaj versus Nimlesh Bharadwaj**

For this situation, The Appealing party announced that she isn't keen on life and furthermore not in sex. The Humble court held that assuming the spouse won't have sexual relations with her better half, it will add up to remorselessness against the husband16.Sushil Kumar Sharma v. Association of India and others

The Humble court expressed that "By the abuse of the arrangement, new lawful illegal intimidation is released. The arrangement is planned to be utilized as a safeguard and not a professional killer's weapon". These regulations are intended to help and safeguard people out of luck, instead of for an unscrupulous and underhanded reason. The court additionally underlined that the court's liability is to track down reality in the circumstance and not to acknowledge expansive charges without a careful examination by the insightful agency17.

#### **Rajesh Sharma and OR's. v. Province of Uttar Pradesh**

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<sup>24</sup> Innocent Digest, No.6, June 2000, "Domestic Violence against Women and Girls." Unicef, United Nations Children's Fund Innocenti Research Centre Florence, Italy



For these circumstances, the court has given headings to manage the abuse of Segment 498 An of IPC. "The adjudicator ordered the development of a social help panel in each region, made out of para-legitimate workers, officials' spouses, social laborers, and other resident workers. The board of trustees' individuals will be liable for examining matters excluding Segment 498-An of the IPC that are accounted for to police headquarters. The advisory groups will reason on the issue and report to the specialists. The arraignment of the denounced ought to for sure be suspended pending the board of trustees' report is perused. The judge ought to audit the previously mentioned report. The court additionally approved the legitimate administration's position to give preparing to board folks dependent upon the situation

**Cans raj v. Territory of Punjab and Jabir Kaur versus Territory of Haryana**

The Humble High Court held that "there should be severe confirmation of guilty pleasure of family members in wrongdoing and they won't get captured for the issue of husband<sup>19</sup> As per current realities, the court presumed that the applicants wouldn't be sentenced. This was since of the separated from spouse's endeavor to incorporate anyway numerous families as conceivable for the situation under Segment 498-An of the IPC. Accordingly, the court established that charging the applicants would be a maltreatment of the procedures

**Sarthe v R. Ramachandran**

The "court expressed on record that talented ladies looking for separate likewise start bodies of evidence against their parents in law (who didn't open the women to remorselessness) under Segment 498-An of the Indian Corrective Code, which is an unmistakable ill-treatment of the regulations expected to help ladies. This is only maltreatment of advantageous arrangements strategic to save the ladies from deceitful spouses".

**Savior Devi v Ramesh Chand and Ors**

For this situation, "The court had expressed that the ladies driven regulations are intended for the insurance of ladies from homegrown and sexual violences. In any case, such regulations have been manhandled by getting far off cousins of the life partners, including minors and grandparents. Ladies are documenting suits against 10 to 15 people at the same time. At the point when mercilessness or an offense is executed by just the life partner, parents in law, or both, the argument ought to be recorded against those people and not the blame's entire family"<sup>25</sup>

End

To tackle cruelty against ladies and to keep regulations from being abused, we really want something beyond criminal vicissitudes. Despite the fact that assault regulations have progressed essentially, a few issues actually must be settled, similar to the<sup>26</sup> sexual equity necessity in the IPC<sup>27</sup>

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<sup>25</sup> The practice of dowry abuse is rising in India. The most severe in "bride burning", the burning of women whose dowries were not considered sufficient by their husband or in-law. Most of these incidents are reported

<sup>26</sup> R.C. Majumdar and A.D. Pusaker, "History and Culture of the Indian People Vol – 1, Pg – 394 The Vedic Age, Bombay Bharatiya Vidya Bhawan, 1955

<sup>27</sup> Sheela Saravanan, "Violence against Women in India." Institute of Social Studies Trust (ISST) March 2000

that expresses a man can't be an assault casualty. The possibility of conjugal assault is simply restricted to a lady and not in any case. The assault regulations should work completely, and the vital changes should be made by the necessities. While rules are dynamic and change with time, the fundamental issue with assault regulations is that the law is possibly modified when one of us endures. Abuse of Ladies Driven regulations is a maltreatment to regulations and motivation behind the regulations.<sup>28</sup>

Changes can be raised by court officials (Attorneys), "who have the ability to contend in the court on the negative marks of not making these regulations sexually unbiased. They can possibly begin the change and keep vain ladies from annihilating the foundation's uprightness by mishandling the regulations that are intended to safeguard them. Preceding really making critical revisions, an answer for this issue ought not set in stone. The court ought to lay out required rules for the abuse. Prior to capturing the man, each attorney should follow these models to guarantee that no maltreatment happens. Assuming that the cure is less well proportionate and strong to stop the abuse, the main choice is to change."<sup>29</sup>

Under the law, the two sexes are qualified for equivalent asylum. There should be regulations that award alleviation to guys too. Since there are no regulations for guys, they have absolutely no chance of acquiring legitimate security. Regardless of whether guys look for the courts, the adjudicators are by and large one-sided for ladies from the very beginning of the procedures because of our country's aggressive behavior at home history. Aside from the redressal instrument, we should furnish the casualties with a protected and defensive climate. A few occasions have uncovered the vagueness and irregularity of court decisions". Numerous wrongdoings go unreported in light of the fact that casualties fear social repercussions. Casualties are hassled every step of the way, from police headquarters to courts. Each phase of the casualties' battle for equity adds to their misery, from the insufficient medical services framework to the law enforcement framework. Our general public assumes a critical part in the development of hindrances to equity. Thus, the effect of the regulations won't ever be completely acknowledged except if and until social change happens simultaneously with legitimate changes. Ladies driven regulations are made to safeguard ladies from maltreatments in the public eye. It was the need when they were carried out despite everything the need exists. In any case, alongside it, it is likewise important to see that nobody who is guiltless is getting hurt by such regulations in any conflict at all. Likewise, a drawn-out work in the hand of the appointed authorities to see that the methodology of the general public that the ladies are the ones who are consistently the casualties in ladies driven regulations shouldn't influence them when they are conveying their judgments

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- 6 Mishra, Gender Advantage, 2019, <https://timesofindia.indiatimes.com/readersblog/riyable/the-genderadvantage-women-who-misuse-it-men-who-bears-it-5475/>

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<sup>28</sup> Accidental burns in the kitchen or are disguised as suicide. It is evident that there exist deep rooted prejudices against women in India. Cultural practices such as the payment of dowry tend to subordinate women in Indian society.

<sup>29</sup> Though prohibited by law in 1961, the extraction of DOWRY from the bride's family prior to marriage still occurs. When the dowry amount is not considered sufficient or is not forthcoming, the bride is often harassed, abused and made miserable.

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## Well Being of Elderly People: Spiritual Guidance

Sharan Sekhon

Punjab Technical Campus, Kapurthala, India

### Abstract:

**Objectives:** Today, mental consideration for the old has gotten expanding consideration because of potential dangers presented by maturing, dejection, steady decrease in active work, increment of ongoing illnesses, social disconnection, and physical and mental handicaps. The positive brain science way to deal with psychological well-being tries to advance the emotional well-being of individuals by recognizing and creating mental capacities and skills. The current review planned to foresee mental prosperity of the older in view of the parts of positive brain science including otherworldliness, appreciation to God, and saw social help.

**Methods & Materials:** This is a distinct correlational review directed on 211 old individuals matured 60-70 years (109 guys and 102 females) who were chosen haphazardly. Information assortment devices were a segment structure (reviewing age, orientation, training, conjugal status, and financial status), and Paloutzian and Ellisons' Otherworldliness Prosperity Scale, short type of Ryff's Mental Prosperity Scale, Emmons and Crumpler's Appreciation to God Poll, and Zimet's Complex Size of Seen Social Help. Gathered information were examined in SPSS programming V. 22 by utilizing unmistakable (Mean and Standard Deviation), Pearson connection test, and stepwise relapse examination.

**Results:** Mean and Standard Deviation of various review factors were accounted for as follows: Mental prosperity =  $7.1 \pm 10.68$ ; Otherworldliness =  $90.22 \pm 15.36$ ; Appreciation to God =  $14.09 \pm 2.41$ ; Social help from relatives =  $21.6 \pm 4.2$ ; Social help from companions =  $16.5 \pm 5.8$ ; and Social help from soul mates =  $20.23 \pm 5$ . The consequences of stepwise relapse examination showed that otherworldliness ( $F_{1,209} = 62.02$ ,  $P = 0.001$ ), social help from relatives ( $F_{1,208} = 11.06$ ,  $P = 0.001$ ), and appreciation to God ( $F_{1,207} = 4.80$ ,  $P = 0.001$ ) could essentially make sense of 27% of the mental prosperity difference in the old.

**Conclusion:** Expanded otherworldliness, appreciation to God, and saw social help particularly from relatives can work on mental prosperity of the old. Thus, Reinforcing and really focusing on their otherworldly requirements and saw social help as well as arranging medical care for them can assist with expanding their mental prosperity.

**Keywords:** Mental prosperity, Otherworldliness, Appreciation to God, Social help, Old

### Introduction

Maturing is one of the most difficult phases of life; a muddled arrangement of physical, mental, and social changes force a significant weight on the old's psycho-social working and prosperity. Past examinations have shown that positive mental qualities like positive effect, positive relations, and importance in life have a critical relationship with better mental prosperity result. Alongside the improvement of positive brain research somewhat recently, another viewpoint in the field of geriatrics has been created which is conversely, with normal negative viewpoint. It depends on new ideas connected with maturing like mental prosperity, bliss, life fulfillment, social help, otherworldliness, and positive maturing. Different significant elements for the well-being and life fulfillment of the old, one of which is otherworldly and strict survival techniques. Otherworldliness

is characterized as the feeling of getting significance or reason from a higher source and is connected with an individual's view of wellbeing and prosperity. Otherworldliness plays a vital part in adapting to pressure and mental misery. As a matter of fact, strict convictions, particularly when joined with bunch exercises, can forestall forlornness and diminish discouragement, tension, and other mental side effects.

Appreciation to God is one more part of positive brain science that is supposed to be related with the mental prosperity of the old. Studies have shown that appreciation is one of the most helpful positive character qualities. McAdams et al. [22] accept that the appreciation is more significance for the old, since it assists them with better going through their last phases of adulthood and accomplish union. Then again, saw social help has a relationship with the older's mental prosperity. As a matter of fact, social help is one of the main types of social relations and can be different in people thinking about their age, orientation, character, and even culture. At each phase of life, a few parts of social help might turn out to be more significant and more viable. There is sparse observational proof on sure maturing in Iranian examples and there are not many examinations have investigated the impact of positive brain research parts on mental prosperity of the old. Consequently, the current review is an endeavor to look at the relationship of mental prosperity with otherworldliness, appreciation to God, and saw social help in the old, likewise measure the commitment of every one of these factors in foreseeing mental prosperity of the old. Understudies are considered as the future developers of the country. In this way, their psychological well-being and prosperity is of vital significance. Entering college is an extremely delicate stage in the existence of dynamic and youthful people where a singular experiences bountiful changes in friendly and human relations. Being in such circumstances is frequently connected with pressure and uneasiness, influencing people's exhibition and learning. In such manner, the understudies with prosperity as well as mental and actual wellbeing can set themselves up to manage what is going on of understudy life successfully. Accordingly, perceiving the elements that lead to understudies' prosperity and psychological wellness is of specific importance [1]. The idea of prosperity is viewed as the focal point of a part of brain science called positive brain science [2]. Prosperity alludes to assess mental and close to home positive parts of individuals' lives as well as their great social connections. Prosperity is advantageous for different parts of life including physical and emotional wellness and work execution [3]. It is a sort of sensation of physical, mental and social solace that isn't simply connected with the shortfall of disease or incapacity, yet additionally incorporates the three tomahawks of body, brain and society [4]. Two most famous conceptualizations of prosperity throughout the entire existence of brain science incorporate abstract prosperity and mental prosperity [5]. Coffee shop characterizes emotional prosperity as a construction with three parts including life fulfillment, the presence of positive effect and the shortfall of pessimistic influence [6]. In the conceptualization of mental prosperity, Ryff [7] alludes to six aspects including self-acknowledgment, positive associations with others, independence, natural dominance, reason throughout everyday life, as well as self-improvement. Sharifi and Moltafet 133 Worldwide Diary of Social Sciences Vol.15, No.2, Summer 2021 Mental examinations have demonstrated the way that prosperity can be additionally assessed by sure character qualities, particularly appreciation and absolution [3]. The demeanor toward appreciation is at first characterized by McCullough [8] "as a summed up propensity to perceive and answer with thankful feeling to the jobs of others' consideration in the good encounters and results that one gets". Appreciation is likewise viewed as an empathic inclination. It very well may be characterized as a feeling of gratefulness and joy in light of getting a substantial advantage or a snapshot of tranquil happiness [9]. Appreciation assumes a fundamental part in friendly and moral life [10]. Appreciation predicts mental prosperity, and appreciation preparing advances prosperity [3]. Mental examination



likewise features the advantages of appreciation as a property and shows that dispositional appreciation is related with a more significant level of emotional prosperity, and remembering one's good fortune can increment positive feelings [11]. Various examinations have exhibited that appreciation is connected with prosperity [2, 12-14]). Besides, the consequences of relapse examination of past exploration demonstrated that appreciation could altogether anticipate prosperity [15, 16]. Furthermore, various investigations have affirmed the connection between confidence and human prosperity markers, for example, emotional well-being [17]. Confidence alludes to individual generally sentiments and convictions about himself, self-evaluation and response to self-appraisal [18]. An individual's confidence figures out what an individual achieves, and how he satisfies life. Numerous scholars have featured self-idea as an objective of mindfulness and as a determinant of conduct [19]. Exploratory investigations show that confidence is a huge mental component on wellbeing. Upgrading confidence adds to the feeling of strengthening as well as selfworth [20]. The commitment of confidence in mental strengthening is additionally affirmed [21]. Moreover, it prompts positive changes, for example, instructive accomplishment, high fearlessness and mental prosperity [20]. Furthermore, confidence isn't just a fundamental component of emotional well-being, yet additionally an indicator of better emotional well-being and positive social way of behaving since it can work as a safeguard against pessimistic impacts [18]. As such, high confidence appears to safeguard people against uneasiness, increment adapting, and advance actual wellbeing [19]. Different investigations have alluded to the connection between confidence and prosperity [20, 22-25]. Moreover, past examination uncovered that prosperity was emphatically related and anticipated by factors including confidence and social help [26, 27]. One more compelling element and indicator of psychological well-being and prosperity is seen social help [28]. By and large, the term social help, characterized in various ways, is for the most part perceived to allude to the sort of help that individuals get or hope to get from those whom they keep contact with in any capacity [29]. As a matter of fact, social help is quite possibly of the main defensive element that is connected with getting solace, care, nobility or help, which can be from different sources like help of companion, family, companions, partners, and so forth [18]. As per a few speculations, on the off chance that social help expands, the gamble of infection and consequently the interest for clinical benefits will decline [30]. Subsequently, it very well may be expressed that one of the results of seen social help is by all accounts wellbeing, by and large, and emotional wellness specifically. Moreover, the connection between friendly help and psychological well-being has been widely examined and various examinations have shown that having great social help prompts actual wellbeing as well as mental prosperity [28]. Various exploration have additionally delineated that the apparent social help is connected with mental prosperity decidedly and altogether [31-34]. Likewise, a few examinations showed that social help could make sense of the fluctuation of mental prosperity It is worth focusing on that, despite the fact that in different past examinations the connections between appreciation, social help, confidence and prosperity have been tended to, there is as yet a requirement for deciding the commitment of every variable in foreseeing mental prosperity. Consequently, the reason for this study was to explore the expectation of mental prosperity in view of appreciation, social help and confidence among understudies. In such manner, the commitment of referenced factors to mental prosperity could be researched in the momentum study.

## **2. Methods & Materials**

This is a graphic correlational review. Concentrate on populace comprises of all more established



individuals matured 60-75 years in Kashan, Iran in 2016. Of these, 211 members were taken part in the review and finished up Paloutzian and Ellisons' Otherworldliness Prosperity Scale (SWBS), short type of Ryff's Mental Prosperity Scale (PWBS), Emmons and Crumpler's Appreciation to God Poll (GGQ), and Zimet's Multi-layered Size of Seen Social Help (MSPSS) . Likewise, a segment structure was utilized to record their data including age, conjugal status, instruction, and financial status.

The SWBS has 20 things evaluated on a 6-point Likert scale going from 'totally dissent' to 'totally concur'. In our review, the Cronbach's alpha coefficient for the inside consistency of its two sub-sizes of strict prosperity and existential prosperity were acquired 0.84 and 0.73, separately. The GGQ has 4 things evaluated on a 5-point Likert scale with a Cronbach's alpha of 0.96 revealed by Emmons' et al. [19]. In our review, it was gotten 0.76, showing the high dependability of its Persian variant. The MSPSS estimates apparent social help got from relatives, friends, soul mates. It incorporates 12 expressions, and its great legitimacy and unwavering quality have been accounted for in different examinations. In the ongoing review, the Cronbach's alpha coefficients for its three sub-sizes of help from life partners, relatives, and companions were gotten 0.70, 0.72, and 0.83, separately. At last, the short type of PWBS has 18 things evaluated on a 6-point Likert scale. The Cronbach's alpha for this scale was acquired 0.71 in the current review, showing its agreeable dependability.

### **3. Results**

Mean $\pm$ SD for various review factors and their parts are as per the following: Mental prosperity =7.1 $\pm$ 10.68; Otherworldliness =90.22 $\pm$ 15.36; Appreciation to God =14.09 $\pm$ 2.41; Social help from relatives =21.6 $\pm$ 4.2; Social help from companions =16.5 $\pm$ 5.8; and Social help from life partners = 20.23 $\pm$ 5. The consequences of stepwise relapse examination showed that otherworldliness ( $\beta$ =0.47,  $\Delta R^2$ =0.22,  $F_{1,209}$ =62.02,  $P$ =0.001), social help from relatives ( $\beta$ =0.21,  $\Delta R^2$ =0.039,  $F_{1,208}$ =11.06,  $P$ =0.001) and appreciation to God ( $\beta$ =0.16,  $\Delta R^2$ =0.017,  $F_{1,207}$ =4.80,  $P$ =0.001) could essentially make sense of 27% of the mental prosperity difference in the old.

### **4. Conclusion**

The consequences of the current review are in accordance with those of Garsen [16], Shrink [38], and Moon and Kim [39] who revealed an immediate connection among otherworldliness and mental prosperity in the older. Otherworldliness is known as the mark of critical positive result of prosperity and personal satisfaction. Otherworldliness can be extremely valuable as a positive technique for expanding importance throughout everyday life, trust, and social connections and adapting to mental issues like sorrow and depression in the old. Cowlshaw et al. [41] found that otherworldliness has a huge relationship of life fulfillment with mental prosperity of the older, prompting their better getting it and positive examination of life altering situations.

The discoveries of this study demonstrated a positive connection between appreciation to God and mental prosperity, which is steady with the consequences of Booker et al. [46], Ramírez [47], Sapmaz et al. [48]. Krause mshowed that appreciation to God assists the older with successfully managing bothersome life altering situations. A review proposed that appreciation is a significant power that ought to be reinforced in the older in light of the fact that it might assist them with encountering less trepidation and tension about death by causing them to acknowledge they might have a decent life [51]. Different examinations on various examples of the older have demonstrated the way that the individuals who offer thanks can all the more likely focus on sure parts of life These individuals invest more energy contemplating the positive parts of life and the advantages of social connections The consequences of the current review showed a huge connection between saw social help got from relatives and mental prosperity in the older. These outcomes are predictable with those of Sun et al. [55], Lee et al. [26], and Kishimoto et al. [56]. Sun et al. [55] tracked down that family members and

non-family members assume various parts in the existences of the old. Relatives generally assume the most steady part in the mental prosperity of the older, while companions ordinarily give less of such help. Basic reassurance is given by both relatives and companions. The more seasoned individuals' companions go with them in friendly exercises more than their kids or family members. Relatives, contrasted with companions, apply more friendly control and the old expect social help from them when required.

Otherworldly appraisals, because of social contrasts, are vital for the focuses where medical care administrations for the old are planned and given. As well as surveying the emotional well-being conditions of the old, improvement of their social help can assume a significant part in expanding their fulfillment and, in this way, their mental prosperity. In generally, it appears to be that , by fortifying otherworldliness, appreciation to God, and saw social help, we can assist the old with creating procedures to keep up with their mental and actual prosperity.

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## **Digital Education and Teaching**

**Sudhir  
Rajan  
Amit**

### **Abstract**

The main objective of the present study is to get a concept in the teaching of Hindi grammar of class-9 student and To test the effectiveness of digital education as well as presented research experimental method was carried out. In which a two-group pre-test / post - test scheme was selected within the overall experimental design. Considering suitability of practical work, two schools were selected purposively. A total of 60 students from both secondary schools sample at random was taken. Also the allocation of subjects into groups was done randomly. Descriptive statistics was used for data analysis. In which the significance of difference between the mean of two groups was determined by 't' test. From the findings of the study, it was found that both concept attainment model and digital education method were equally effective in teaching Hindi grammar.

**Key Words :-** Hindi Grammar, Digital Education, concept attainment model

### **Introduction**

Education is an important tool of ideological revolution. In this era of knowledge and information, if we want to develop conceptual powers, reasoning and self-awareness in children and understand any information completely, then we must be clear about the related concepts. There should be an understanding. Concepts are pillars of knowledge and information is believed. An important and powerful example of conceptual attainment is Jerome Bruner's creation of education approach is. Joyce classified a resource under the modern education model as the concept of attainment is also included. Brewer studied the process of thinking of a person and derived some principles that can be used in the process of education to teach concepts. The model based on these principles is known as the concept attainment model. Show the main objectives of the Concept attainment Model. This is as follows:

- (1) To develop a complete understanding of any object, object or event.
- (2) Developing inferential reasoning skills.
- (3) Developing language skills.
- (4) Change the expected behavior in the students' nature.

Different stages of concept learning, three strategies of concept attainment model have been suggested as follows:

- (1) Reception oriented concept attainment model
- (2) Selection oriented concept attainment model
- (3) Unorganized materials model

The present study accepted Concept attainment Model was conducted following three steps. These steps are as follows.

1. Information Representation and concept identification
2. Test of concept attainment
3. Analysis of thinking methods

The first step, the teacher provides an understanding of the different levels of accepted orientation strategies is. It then presents examples of predefined concepts in turn. If the examples are presented then the student common qualities of positive examples are to be distinguished. These qualities compares the qualities of negative examples of. And constructs an idea about an idea. Students are positive role models identifies the concept based on its general characteristics. Such price from students found that they have understood the concept. Then it is verified in the second step. And the third step is to analyze the thinking methods used by the students to gain a deeper understanding of the concept. Thus the main purpose of concept attainment model is to develop a complete concept of

an object or phenomenon . As the National Education Policy- 2020 also emphasizes conceptual understanding rather than rote knowledge , the present study will prove to be very important in the current times .

Also, in today's machine age, students cannot afford to be completely dependent on the teacher . Emergence of educational technology to help students learn by themselves has been done . Learning materials can be made easy, interesting and effective through the use of various types of digital devices . Digital learning is a method of learning through mechanical devices.

Ancient Since time, we have been doing teaching work through teacher lecture method only. Which is teacher centered method . A complex unit like grammar is taught by the teacher while the student learns through the lecture method Feeling very bored . But if the students get the concept of Pratimaan's steps The present study was conducted by the researcher as an attempt to get an estimate of which of the two teaching methods will be more effective for teaching complex units like grammar if grammar is taught by following and grammar is learned through digital devices .

➤ **Review of related literature :**

**M. Rajendranath Babu (2013)** The present study was conducted with the aim of verifying the effectiveness of the advanced organizational model on the mathematical achievement of the students of class-9. From the findings of the study , it was revealed that the advanced organizational model was found to be more effective than the systemic approach .

**Sharma Aarti, Chaudhary Digvijay (2015)** The main objective of the study was to test the effectiveness of advanced organizational model and concept attainment model in teaching science subjects to students of class -9 . From the obtained findings, it was found that , in the teaching of science subject advance Both the organizational model and the achievement model appeared to be equally effective .

**Dr. Bhimchandra Model (2013)** study aimed to test the effectiveness of advanced organizational model and advanced psychological thinking model in teaching chemistry. The findings of the study revealed that in the teaching of chemistry Both the statues were found to be equally effective.

**Jadhav Prof.Shobha (2012)** the present study was conducted with the purpose of testing the effectiveness of concept attainment in the teaching of English grammar of class -7. From the findings of the study , it was found that after teaching with respect to the realization of the concept, there was an increase in the academic achievement of the students .

➤ **Objectives of the study:**

- (1) Standard - Designing and piloting a concept attainment model program on selected units of Hindi Grammar of standard - 9.
- (2) standard Designing and piloting a digital education program on selected units of Hindi Grammar of standard - 9.
- (3) To compare conceptual attainment standards and digital education in terms of academic achievement on units taught.

➤ **Hypothesis of the study:**

**HO<sub>1</sub>** Urban Area Secondary School-1 students teaching from the achievement standard of Concept attainment model and Through digital education There is no significant difference between the mean scores of the post - test of the studying students.

**HO<sub>2</sub>** . Urban Area Secondary School-2 students teaching from the achievement standard of Concept attainment model and Through digital education There is no significant difference between the mean scores of the post - test of the studying students.

➤ **Method of study**

The present study was conducted through experimental method. In which two equivalent group pre-test -post- test scheme was selected under the complete experimental scheme .

➤ **Population and Sample:**



Secondary schools located in Dhrangadhra taluka of Surendranagar district were the scope of the present study . Out of which two secondary schools of Dhrangadhra city were selected jointly. The experiment was repeated in secondary school-1 and the experiment was repeated in secondary school-2. A total sample of 60 students was randomly selected from both the schools. Allocation of experimental subjects into groups was done randomly .

➤ **Tools of the study:**

A voiced achievement test was designed by the sponsor as the instrument in the present research . The device was finalized as per the guidance of mentors and experts . This achievement test was of 40 marks . Also its time limit was 35 minutes.

➤ **Collection of data**

After teaching the experimental groups and the control groups , a post-test was administered to measure the academic achievement of the students of both the groups . Post test no The information was obtained in the form of score by multiplying the answers.

➤ **Technique of Data Analysis:**

Descriptive statistics was used to analyze the data in the present study . In which the significance of the difference between the mean of both groups of both schools was determined by 't' test.

➤ **Analysis and Interpretation of Data:**

The information obtained in accordance with the purposes of the present study Analysis and interpretation was as follows.

**Table -1** Average of students of experimental group and control group of Secondary School-I , Standard Deviation , t test and significance level

Group	N	Average	Standard Deviation	't' value	Level of Significant
Experimental group	15	28.65	6.05	1.19	There is no significant difference at the 0.05 level
Control group	15	26.00	6.06		

The 't' value obtained was 1.19. As it is less then 1.96, the null hypothesis was accepted.

**Table - 2** Average of students of experimental group and control group of secondary school -2, standard Deviation , t test and significance level

Group	Number	Average	Standard Deviation	't' value	Level of Significant
Experimental group	15	29 . 00	4.05	1.93	There is no significant difference at the 0.05 level
Control group	15	25.07	6.75		

The 't' value obtained was 1.93. As it is less then 1.96, the null hypothesis was accepted.

➤ **Findings of the Study:**

Following are the significant findings of the present study.

- (1) Students teaching from the standard of achievement of urban secondary school-1 resolution and Through digital education No significant difference was found between the mean scores of the post - test of the studying students.

- (2) Secondary schools in urban area- students teaching from the achievement standard of resolution 2 and Through digital education A significant difference between the mean of the post - test scores of the studying students Not seen .

➤ **Conclusion:**

Based on the results of the study, it can be said that in the teaching of Hindi grammar of class-9, concept attainment model and digital education both methods were equally effective.

➤ **Suggestions and educational implications :**

- (1) Learning can be made more interesting and effective by using both methods of concept attainment model and digital education for innovation .
- (2) of concept attainment model can also be tested by taking groups of students from urban, semi- urban and rural areas.
- (3) Students' intelligence , interest, attitude , study habits and aptitude The effectiveness of concept attainment model can also be tested in context .
- (4) Teachers should teach the theoretical units through concept attainment model .
- (5) By teaching through concept attainment model, the reasoning power , thinking power, creative power , analytical power of the students can be developed.
- (6) Knowledge as digital education method is teacher centric method Understanding gets more priority than that .
- (7) Students' aversion to theoretical subjects can be overcome through digital devices .
- (8) Better access to technology tools for children as the program is in tune with the present times It can also be learned using the method.
- (9) Self-study habit can be developed in students through digital education method .
- (10) subject matter The load on students' memory can be reduced by visual and auditory presentation of Also the learning material can be made more interesting.

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**Evaluating the Impact of Sarva Shiksha Abhiyan on Elementary Education in Coochbehar District, West Bengal, India**

**Parijat Dey**

**Research scholar, Kalinga University, Raipur, CG**

**Abstract**

India launched the Sarva Shiksha Abhiyan (SSA) as a centrally sponsored scheme during 2001 to establish a milestone toward elementary education for all. SSIP operated as a center-run program with a mission to deliver quality education for children aged 6–14 through enhanced facilities and enrollment rates together with retention improvements and enhanced community involvement. The research examines SSA effects on elementary education in West Bengal's Cooch Behar district through an assessment of enrollment patterns together with retention metrics and gender equality data and two fundamental elements like infrastructure growth and student achievement. This mixed-methods study which combined field surveys along with official statistics and stakeholder conversations demonstrates that SSA accomplished crucial benefits in district access plus infrastructure growth although learning results and teacher staff and educational quality require enhancement. This paper provides final recommendations to boost the effectiveness of the Samagra Shiksha Abhiyan under its present structure.

**Keywords:** Sarva Shiksha Abhiyan, elementary education, Cooch Behar, West Bengal, enrollment, infrastructure, policy evaluation

**1. Introduction**

India's push for 100% basic schooling developed strongly when Sarva Shiksha Abhiyan began operations in 2001. As a government-wide program SSA changed the education system by fixing uneven patterns of school access quality and student retention. SSA works as a national program to make sure children from 6 to 14 years old find proper learning opportunities in schools especially those who need it most.

Besides building new schools the program aimed to enhance educational quality when students were taught while improving school facilities and teaching methods and strengthening local community involvement in education along with teacher and administrator skill development. SSA worked through building new schools, hiring more staff, giving free learning resources to students, serving daily meals, creating school administration groups and teaching students from home.

This research explores the outcomes of SSA applying to elementary education in Cooch Behar district which lies in northern West Bengal's rural area displaying cultural diversity and economic backwardness. This district creates difficult circumstances for education programs because its poor internet access combines with high percentages of Scheduled Castes and minorities alongside seasonal workers.

SSA's research uses five major principles which explain both their short-term operations and long-term ambitions. We review how students join institutes alongside evaluating different population groups and gender participation rates.

The study reviews how students stay enrolled in their education and why students stop attending school. Our study assesses if schools have reached gender balance between male and female students in their basic education programs. Evaluate the improvement of school facilities such as buildings and resources. The educational quality assessment depends on students' achievements in reading, writing and basic math.

Our research design uses both official educational statistics alongside direct observations of schools and interviews with stakeholders including students' parents and teachers. Main sources include records from the District Information System for Education which works with West Bengal School Education Department reports while interviews with teachers headmasters block education officers and parents provide first-hand information about the subjects being studied.

SSA has successfully made progress in helping students access educational facilities and making better physical environments for schools throughout the district. During the past two decades schools started operating more frequently and communities started joining school planning activities leading to higher student enrollments. The education system now serves more female students since gender equality got better.

The analysis presents current difficulties including substandard education quality, too few teachers, poor student achievements and weak monitoring systems. The strategy to build more schools has not always produced quality education because many classrooms experience these problems.

Under the Samagra Shiksha Abhiyan 2.0 framework the team needs to analyze why the original SSA program succeeded and failed. The findings include recommended ways to make the updated policy work better to achieve its objectives. School systems require funding for basic reading and math training, better teacher development, active family involvement, and modern tools for remote checking and individual learning assistance.

Through this study we want to assist the education reform discussion in India while providing useful information for districts with similar public education challenges.

## **2. Objectives of the Study**

This study studies if and how the Sarva Shiksha Abhiyan (SSA) helps universalize elementary education in West Bengal's Cooch Behar district. Considering the specific rural background of Cooch Behar district we need to study how SSA delivers educational benefits to its students.

Our research has clear goals that evaluate both the educational outcomes through important metrics plus understand project implementation difficulties in real settings. This study has defined several clear targets to follow

### **2.1 To assess the impact of SSA on school enrollment trends in Cooch Behar**

This objective involves evaluating how SSA interventions have contributed to the **increase in enrollment rates** among children aged 6–14 in government and government-aided elementary schools. Special emphasis is placed on:

- Identifying enrollment trends across gender and social groups (SCs, STs, minorities)
- Understanding variations across rural and semi-urban areas
- Analyzing the role of targeted strategies such as community mobilization, awareness campaigns, and special training centers for out-of-school children

### **3. Literature Review**

In 2001 the Indian government established SSA to realize Universalization of Elementary Education objectives across the nation through its extensive educational projects. By developing schools and promoting core values with teachers and society SSA has become crucial to educational research and evaluation teams.

### **3 Literature**

#### **3.1 National-Level Insights**

Research by Govinda and Bandyopadhyay (2011) proves that the SSA initiative built a large number of public schools and classrooms while adding toilets and water facilities all across the country. Their study found a sudden increase in total school enrollment rates especially among young women and disadvantaged students from SC, ST, and minority backgrounds.

SSA achieved important progress in school attendance but education quality standards did not improve effectively. Banerjee et al. (2010) in their analysis used ASER data to show that education system progress by numbers did not improve student learning despite more students attending school. A significant number of students in public schools studied at their classes failed to complete essential reading and arithmetic assignments. Provide these students with basic access alone is not enough when teachers need to follow improved teaching methods and demonstrate strong performance.

Recent studies by De et al. (2011) and Kingdon (2007) found that government school teachers do not meet their responsibilities properly and that monitoring failures hinder effective SSA teaching methods. Research discovered that the program struggled because para-teachers hired under SSA needed better training and professional development support.

#### **3.2 State-Level Perspectives: West Bengal**

Research shows both improving results and persistent problems with the SSA program throughout West Bengal. Research from Ray and Majumdar (2015) shows that SSA made significant improvements in West Bengal student enrollment and gender equality improvements. The state efficiently allocated SSA money to construct schools while providing meals for students and additional training for children missing formal education.

The research found multiple flaws in the project systems but also revealed its strengths.

One teacher in rural schools teaches many levels of students at once. The School Management Committees (SMCs) do not actively participate because they lack useful information and organizational capacity. Education officials do not track progress regularly because they have many tasks to complete at work and only have a small number of staff. The study revealed SSA's inclusive education component faces challenge because local schools do not have enough support systems to help teachers and students included children with disabilities.

#### **3.3 The Need for District-Level Analysis**

National and state studies give wide-ranging information but national studies alone cannot show how educational reforms work in specific areas and how people in each region feel about them. According to Jha and Parvati (2010) evaluation results from certain locations will aid both local decision-making efforts and localized improvement strategies.

Study of SSA performance in Cooch Behar district holds unique importance due to several key factors.

SSA acts to serve the major rural areas where the dominant populations include tribal groups plus communities with SC and minority classification.

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The unique social, geographical, and administrative conditions in Cooch Behar district demonstrate a perfect opportunity to examine how SSA works across different settings and for disadvantaged groups. Many reports show how infrastructure changes and increased admission numbers do not solve public schools' basic education problems. The research needs actual independent proof of how teachers spend their time and what students learn at school if they return.

### 3.4 Contribution of the Current Study

This research provides local empirical data about SSA in Cooch Behar district while adding to existing studies in three distinct ways. The research contributes details about how SSA works in districts like Cooch Behar even though West Bengal has limited scientific records.

The analysis shows how program features including basic facilities, teaching methods, participation and inclusive education come together to function in the real world. This study supports education policy makers to fine-tune how national education reforms can work at a district level to reach the goals of Samagra Shiksha Abhiyan.

#### 4. Methodology (Expanded)

##### 4.1 Research Design

The study design uses both number-based and experience-based methods to measure the effects of SSA in Cooch Behar district. By joining multiple research methods the investigator could cross-verify statistical results through direct observations and first-hand stories. Numbers from quantitative research gave solid data on school populations but qualitative results showed firsthand how stakeholders handled programs and school operations.

Our research design was created to examine both what happened and how SSA policies were implemented and caused these results in their local context.

##### 4.2 Data Sources

**Primary Data** - The main research data elements originated from personal interviews and on-site observation methods. Thirty important participants joined open-ended guided conversations. These included: 12 school teachers (from primary and upper primary levels), 6 headteachers or principals SSA teams lead by 6 staff members and project directors for the organization 5th and 6th blocks. The support team for SMCs included 6 community members and parents who worked with the committee. The interviews sought input from stakeholders about how well SSA works and what they observed in their schools during SSA implementation plus their ideas for helping the government make SSA better.

**Secondary Data** - The study relied on multiple reliable secondary data sources such as the District Information System for Education. The District Information System for Education (DISE/UDISE) reports on education progress from 2005 to 2020 help the research track student numbers as well as school resources and student-teacher ratio measurements.

Documents issued by the Ministry of Education and West Bengal School Education Department about SSA program progress. The research gathered important school records like student attendance markings, official inspections results, building item lists, and examination results.

The multiple data sources gave complete details of how SSA worked in the district.

##### 4.3 Sampling Procedure -



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To gather an inclusive representation across school types and social backgrounds the researcher selected the study sample using stratified random sampling. A total of twenty government elementary schools in Cooch Behar were chosen from four blocks across the city. Every block included both rural schools as well as schools from semi-urban areas plus tribal or minority-populated regions. The study team used selection standards that evaluated both school dimensions and their position on the map as well as the make-up of their students. The sampling strategy selected multiple government schools from different part of Cooch Behar because we wanted to assess implementation differences between schools with different social settings. Leadership teams from schools and community members were interviewed to explore how the scheme works within schools and society.

#### **4.4 Data Analysis -**

Our data underwent quantitative and qualitative processing following this approach to study results.

**Quantitative Analysis:** We studied important changes in our data using simple statistical methods that show total numbers percentiles and progress development rates. The evaluation used DISE/UDISE reports over 15 years to see how progress changed under SSA in the district.

#### **Qualitative Analysis:**

The researcher used Braun and Clarke's (2006) technique to code interview results and observe notes. The research identified five main areas of learning which were stakeholder involvement, slowdowns in administrative procedures, changes in teaching perception, teacher enthusiasm, and community involvement.

The research methodology included cross-checks between our findings and additional information from official documents to make sure the results were reliable and unbiased.

The researcher used multiple sources to assess how well SSA operations matched district expectations and found which elements of the plan work well and which areas need improvement.

## **5. Findings and Discussion**

**5.1 Enrollment and Retention -** The Social and Academic Welfare program increased school enrollment strongly especially for female students and poor Indian minorities. The number of students enrolled in district elementary schools grew from 1.2 thousand in 2005 up to 1.68 thousand in 2018. The participation rate of women in schools increased as the gender parity index climbed from 0.88 to 0.97.

Students from distant tribal areas had lower dropout rates than other regions although dropout levels still stayed higher in these areas. Particular sections of the district experience student dropout because of population movement patterns alongside early marriage and seasonal work practices.

**5.2 Infrastructure Development -** SSA brought about physical infrastructure changes which included:

- Construction of new school buildings and additional classrooms. Segregated restrooms and changing rooms got installed at schools along with separate drinking water units plus surrounding walls. SSA created new Education Guarantee Centers to teach children in parts of the region that did not have schools previously

Participants identified maintenance problems as the most important finding during focus group interviews. Many schools had broken toilet facilities due to problems with water supply and office cleaning personnel.

### **5.3 Teacher Recruitment and Training**

By 2018 the number of students for each classroom teacher reduced from 56 to 31 which met RTE standards. The Staff Selection Agency directed teacher professional growth but participants questioned the usefulness of these training events. Short-term assignments for para-teachers created problems by affecting both teacher stability and teaching quality.

### **5.4 Learning Outcomes**

The improved school facilities and growing student numbers have not solved the problem of poor educational results for students.

During 5th grade less than half the students reached reading and mathematics skills at Class II level according to ASER survey data from 2018.

The educators explained that students did not achieve good mastery of content because students skipped classes often, learned in combined grade levels, and practiced memorization techniques.

### **5.5 Community Participation**

Education authorities encouraged community participation at local levels by establishing Village Education Committees and School Management Committees. However:

Many parents did not recognize the roles of School Management Committees.

The gatherings happened at random times and held mostly as ceremonies.

The disadvantaged groups within the community had low participation because of traditional social ranking and self-doubts.

## **6. Conclusion**

The Sarva Shiksha Abhiyan (SSA) program has made major positive changes in basic education facilities throughout Cooch Behar district West Bengal. Under national plans the district has produced real results by increasing school registrations and balancing male-female student numbers while building new school facilities. The SSA framework includes disadvantaged group communities like SCs, STs, and religious minorities more in its services.

The district improved child access to schools based on upgraded classroom and toilet space plus expanded MDMS program elements and drinking water supplies. Girls attend school at higher rates when the district provides free textbooks uniforms and distributes bikes under its schemes.

The government has made progress in school access and student registration numbers yet faces important quality-related problems. Students are not reaching their expected performance targets in all basic subjects. Multi-grade teaching methods combined with ineffective classroom techniques and weak academic assistance blocks students from achieving effective learning. The training programs for teachers have consistently failed to produce better instructional techniques in classrooms.

The School Management Committees rarely work well and local communities do not take ownership of their operations. Even though the SSA supports local decision-making and community involvement only a minority of School Management Committees delivers actual practical improvements. School officials fail to work well with local community organizations which stops them from making educational plans that match community needs.

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Even though schools have new buildings the programs still struggle to maintain them properly and still need better connections with other support services. The success of SSA needs continuous planning and active monitoring along with funding over several years.

Under the Samagra Shiksha Abhiyan the government can use all education programs to create a system based on better learning opportunities across all levels of education. The path to education success depends on using local circumstances alongside community initiatives and evidence from data records.

## **7. Recommendations**

Based on research results this study recommends ways to enhance primary education delivery and keep SSA successes intact at Cooch Behar and similar schools.

### **i. Strengthen Foundational Learning**

Direct remedial teaching assists Classes 1-5 students who need help learning basic reading and math skills. Bring teaching through native languages plus education material that connects with local tribal culture in areas that have many tribal students. Set tests at program start and completion to find out how students have done and change which ways teachers teach.

### **ii. Our strategy provides teachers with better support and learning techniques.**

Teachers must update their education methods to meet actual school needs during course work. Teachers need less paperwork to let them save time for planning quality lessons and connecting with students. Teachers should work together in regular discussions to develop their professional skills while learning from their peers.

### **iii. Help School Management Committees become open and effective at serving their schools.**

Provide SMC committees with ongoing training programs to teach them school budget control plus planning methods while making decision groups more open to everyone. Increase the number of female teachers plus students who belong to scheduled caste and tribe groups and have a child with disabilities to create equal representation at school. SMCs should use basic system tests to review school results and can share their findings with official leaders through the system.

### **iv. Leverage Technology for Data and Instruction**

School staff should use mobile technology and teacher apps to share resources and update each other about lesson plans. We need to install digital monitoring tools and alert systems at schools to help administrators run the facility successfully and identify students who are at risk of dropping out. Insure every rural and remote school has essential IT systems and internet access by supplying basic hardware plus technical support.

### **v. Build school activities that fit with national support programs**

Bring together the Sarva Shiksha Abhiyan program with additional missistors for Mid-Day Meal Scheme, Rashtriya Bal Swasthya Karyakram healthcare examinations, and Beti Bachao Beti Padhao female educational support. Create teams between education professionals and staff from health, nutrition, and child development departments at district and block offices.

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School teams should combine actions from education plus healthcare and nutrition staff to improve all aspects of child development. Implementing these suggestions will strengthen our progress under Sarva Shiksha Abhiyan to give every child in Cooch Behar and other goals quality educational services. Education leaders should combine basic skills training with community collaboration while using technology to reach the universal education goals set by the Samagra Shiksha Abhiyan program.

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**A Study on the Impact of Language Medium on Academic Achievements of Secondary Class Students with Special Reference to South Dinajpur District, West Bengal**

**Sanjoy Shil**

**Research scholar, Kalinga University, Raipur, CG**

**Abstract**

In multilingual nations such as India, the language of instruction significantly affects pupils' academic achievement and cognitive engagement. While global competitiveness and upward mobility are typically associated with English-medium education, access and cultural continuity depend on vernacular-medium instruction even if it is usually connected with. This study investigates how language medium—Bengali against English—affects the academic performance of secondary school children in South Dinajpur District, West Bengal, a region noted for socioeconomic diversity and coexistence of many language streams. The study uses the socio-linguistic complexity of the district to examine whether contextual factors including parental education, resource availability, and student attitudes moderate the impact of the language of instruction or whether it independently influences student accomplishment. This study fills in a clear void in district-level educational research by providing evidence-based insights on the function of instructional language in forming academic paths within a bilingual educational environment, so supporting more general debates on language policy, fair education, and inclusive pedagogy.

**Keywords:**

Bilingual Education, Medium of Instruction, Academic Performance, Vernacular Schools, English-medium Schools, South Dinajpur, West Bengal, Educational Equity, Language Policy, Multilingualism in Education.

**1. Introduction**

In the sociocultural fabric of multilingual nations like India, the language of instruction becomes a major factor determining not only information access but also cognitive interaction with academic content. Beyond its obvious use for communication, language serves as a symbolic and cognitive system that shapes mental processes, moderates classroom interactions, and finally guides how students build and exhibit knowledge across many disciplines. The difficult educational scene of India is defined by presence of numerous language streams, including English and regional lingues. Although the National Education Policy (NEP) 2020 emphasises the need of mother tongue instruction at the fundamental levels, a growing trend towards English-medium education, especially at the secondary and tertiary levels, continues to influence parental decisions and institutional priorities even if this policy reiterates the importance of mother tongue instruction at the fundamental levels. Many times, English-medium schools are seen as doors to better employment, global competitiveness, and upward mobility. On the other hand, albeit more easily available and culturally grounded, vernacular-

medium institutions are sometimes linked with less exposure and smaller access to elite academic or professional venues.

This rivalry is especially clear in places like South Dinajpur in West Bengal, where both Bengali-medium and English-medium colleges coexist to serve geographically different populations. South Dinajpur is defined in great part by variations in literacy rates, socioeconomic status, and rural-urban educational amenities. Particularly at the secondary level, when students move from basic education to subject-specific academic rigours, the bilingual history of the area provides a perfect forum for investigating how the language of instruction influences academic results.

Research already in print clearly show that linguistic competence directly correlates with academic performance, especially in areas demanding abstract thinking, comprehension, and expressive skills. Still under debate, though, is whether performance is clearly influenced by the educational medium itself, regardless of other elements like socioeconomic background or parental education. Moreover rare are research particularly on district-level variations in view of regional linguistic patterns, local educational policies, and sociopolitical dynamics. This paper so aims to close this disparity by investigating the following issue: Does the academic achievement of secondary class students in South Dinajpur District, West Bengal, vary statistically significantly depending on the language medium of instruction—Bengali or English? The study also seeks to identify the mediating elements—such as parental support, access to resources, and student attitudes—that can either increase or reduce this influence. This study adds to more general debates on educational fairness, language policy, and inclusive pedagogy in multilingual developing countries by orienting the research in a local, yet representative environment.

## **2. Statement of the Problem**

Particularly in states like West Bengal, the linguistic medium chosen in the changing educational scene of India has become both a pedagogical and sociopolitical question. Often connected with more possibilities in higher education and the employment market, English-medium schools are seen as symbols of quality and modernism more and more. Parental inclination for English-medium colleges has also surged, even in areas where English is not the main language spoken at home.

Notwithstanding this impression, a sizable fraction of West Bengal's student population—particularly in semi-urban and rural areas like South Dinajpur—continues to attend vernacular (Bengali-medium) schools. Under guidelines from the West Bengal Board of Secondary Education (WBBSE) and other governing organisations, these institutions run under the same curriculum and examination processes as their English-medium counterparts. Still, inequalities in academic performance prompt major issues about how much instructional language impacts student results.

Particularly in science and business disciplines, preliminary findings and anecdotal data suggest



to students from Bengali-medium schools occasionally having issues with standardised testing, English comprehension, and transitioning to higher education. But such results are formed by a confluence of circumstances, including socioeconomic background, parental literacy, access to academic resources, and teacher proficiency; they cannot be ascribed to language alone.

Furthermore, existing national research has not effectively addressed the local intricacies of how language medium effects learning in districts. With its linguistic diversity, economic variation, and urban-rural split, South Dinajpur is a fascinating location for looking at the underlying dynamics between language, cognition, and achievement. The contemporary scholarly discussion lacks detailed, localised investigations measuring and contextualising the link between language medium and student performance in such situations. Thus, this study aims to bridge this significant knowledge vacuum by means of an empirical examination on how the media of teaching influences academic performance among secondary students in South Dinajpur District. The findings should greatly contribute value to debates on equality and language policy in Indian education as well as offer evidence-based insights for curriculum designers, legislators, and teachers.

### **3. Objectives of the Study**

**The following main goals direct the present research:**

- i. Using measurable academic indicators like exam results in core courses, I aim to evaluate and compare the academic achievement of secondary-level students registered in Bengali-medium and English-medium schools within South Dinajpur District.
- ii. To investigate how closely students' comprehension, classroom involvement, and general academic performance are influenced by their language of instruction. This covers examining teacher observations, self-reported student experiences, and standardised test results.
- iii. To look at the socio-cultural and financial factors—such as parental education, household income, access to private tuition, and home linguistic environment—that might either moderate or mediate the effect of language medium on academic performance.
- iv. To offer practical suggestions for educational stakeholders—especially in linguistically varied and resource-limited districts—to improve the efficacy and inclusiveness of instruction across several language media.

### **4. Research Questions**

This study is grounded in a series of well crafted research questions meant to investigate the multi-dimensional interaction between academic performance among secondary school pupils in South Dinajpur District and the language of instruction. The questions guarantee a whole knowledge of the problem by reflecting both quantitative and qualitative aspects.

- i. Does the academic achievement of secondary school students in South Dinajpur District much depend on the language medium of instruction—Bengali or English? This question aims to find whether, depending on the language used in instruction, pupils' academic results differ statistically.
- ii. Does a clear trend of better academic performance among English-medium school pupils than those taught in Bengali-medium institutions exist? Here, the goal is to investigate whether English-medium pupils often outperform others across disciplines and schools, and if so, to what degree this trend maintains across several settings.
- iii. How could parental education, socioeconomic level, and outside of-school language exposure help to moderate the link between language medium and academic performance? This inquiry seeks to disentangle how additional contextual elements might affect or moderate the effect of linguistic medium and therefore help to explain the resulting results.
- iv. In terms of learning experience, confidence, involvement, and future preparedness, how do educators and students view the benefits and drawbacks of many media of instruction? This qualitative element investigates the views and actual experiences of important stakeholders, therefore clarifying how language choice influences perceived learning quality, classroom dynamics, and motivation.

These research questions direct the design and analysis of the study so ensuring that it not only points up relationships but also interacts with the fundamental processes influencing educational results.

**5. Review of Literature** The connection between language medium and educational achievement has long attracted both worldwide and Indian educational research. One finds in this subject of literature issues including cognitive development, language acquisition, socio-linguistic identity, and educational equity. Significant studies are compiled below:

#### 5.1 Global Perspectives

Developing the theory of Cognitive Academic Language Proficiency (CALP), Cummins (2000) argued that children require not only conversational fluency and advocate a deeper, academic-level command of the language to prosper in school environments. Students taught in a second language without enough skill are more likely to feel cognitive overload, therefore impairing their ability to engage with the content.

Supporting this point of view, UNESCO (2003) stressed early years mother tongue instruction as crucial for basic education, highlighting that, especially among impoverished groups, a gap between the home language and school language frequently leads in lower comprehension and

retention.

### 5.2: India's Regional Research

Underlining in the Indian context the value of multilingual education, Mohanty et al. (2009) argued that mother tongue-based instruction enhances participation, conceptual clarity, and emotional security—especially in linguistically diverse locations like Odisha and West Bengal. Their research also showed how a language difference between home and school might lead to dropout rates.

Focussing on rural West Bengal, Dasgupta (2012) found that students in English-medium schools typically displayed stronger fluency in English, but this did not always match greater academic competence, particularly in conceptual areas like mathematics and physics. His studies suggest that rote memorisation and translation-dependent instruction could compromise meaningful academic engagement in English-medium environments.

### 5.3 West Bengales' Empirical Investigations

Ghosh (2016) contrasted Bengali-medium and English-medium students in urban and semi-urban West Bengali schools. The results revealed that although English-medium children typically performed exceptionally in science and maths, the advantages were closely linked with family income, availability of private coaching, and urban infrastructure. Sometimes lower-income Bengali-medium students lacked such support systems, which led to variations in performance.

Bengali-medium students also excelled in language-based fields but failed in higher education, where English rules, claims Bhattacharya (2018). Especially for students transitioning from English-medium colleges to vernacular-medium secondary schools, his research supports policy-level efforts to heal linguistic and academic divisions.

The literature underlines in general that the modality of instruction is a complex variable whose influence is mediated by language ability, socioeconomic background, classroom practices, and learner identity. English-medium education might offer aspirational and pragmatic benefits, but it does not always guarantee improved academic performance—especially in rural or resource-restricted settings. Conversely, mother language education may limit access to specific academic or career paths even if it promotes early learning and conceptual clarity.

## 6. Methodology

This study's approach was meticulously crafted to look at how linguistic medium affects secondary pupils in South Dinajpur District's academic performance. Combining quantitative and qualitative methods, the study sought to capture not only quantifiable performance variations but also complex perceptions and contextual elements influencing learning outcomes across several teaching languages.

## 6.1 Research Strategy

The study looked at differences in academic performance at one period in time across two distinct groups—English-medium and Bengali-medium schools—using a comparative, cross-sectional survey methodology. Direct comparisons were made possible by this design, which also let pragmatic limits such time, access to schools, and ethical questions concerning long-term observation.

Using a mixed-methods approach, combining qualitative insights (e.g., teacher interviews, open-ended student feedback) with quantitative data (e.g., exam scores, survey responses) produced a richer and more comprehensive research of the interaction between instructional language and academic success. Inspired by concepts of educational equality research as well, the method focused especially on contextual elements including socioeconomic background and rural-urban divisions.

## 6.2 Sample and Sampling Technique

From a pool of government and private schools in South Dinajpur District, a total of 200 secondary-level kids (Classes IX and X) were chosen to guarantee variety and representation.

- Sample: 200 students.
- Language Medium Distribution: One hundred pupils from English-medium schools o one hundred students from Bengali-medium schools
- Method of sampling: stratified random sampling was used. To guarantee that every subgroup within the district was proportionately represented, the strata were developed depending on the type of school—language medium—and location—urban vs. rural. Students were chosen at random from every strata from school enrolment records. This method improved the generalisability of results throughout the whole educational scene of the area.
- **Inclusion Criteria:**
  - Enrolled in Class IX or X
  - Minimum one academic year of study in the current language medium
  - Parental consent and student assent obtained

## 6.3 Data Collection Tools

From a pool of government and private schools in South Dinajpur District, a total of 200 secondary-level kids (Classes IX and X) were chosen to guarantee variety and representation.

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## **6.4 Data Analysis**

### **• Quantitative Analysis**

Data from academic records and structured questionnaires were statistically analyzed using:

- **Descriptive Statistics:** Means, standard deviations to summarize performance by language medium
- **Inferential Statistics:**
  - **Independent Sample t-test:** To compare mean scores between Bengali and English medium students
  - **Regression Analysis:** To identify predictors of academic achievement, including variables like parental education, household income, and exposure to English outside school

All analyses were conducted using SPSS or R, with significance levels set at  $p < 0.05$ .

### **• Qualitative Analysis**

Interview transcripts and open-ended questionnaire responses were analyzed using **thematic analysis**. Key steps included:

- Initial coding of raw responses
- Categorization into themes such as “language anxiety,” “instructional clarity,” and “perceived academic advantage”
- Cross-group comparison of themes between Bengali and English-medium participants

This qualitative component added explanatory depth to the statistical findings, offering context to observed performance trends.

## **7. Results and Analysis**

This section presents and interprets the findings from the **quantitative and qualitative data** collected, in line with the research objectives and questions. By integrating numerical results

with stakeholder perspectives, the study provides a holistic understanding of how the **medium of instruction** influences academic achievement in South Dinajpur District.

### 7.1 Quantitative Findings

The academic performance of students was measured using the **total scores out of 500** obtained from recent school-level examinations across four core subjects. A comparison between Bengali-medium and English-medium students revealed the following:

Group	Mean Score (out of 500)	Standard Deviation (SD)
Bengali Medium	341.2	38.6
English Medium	367.5	41.1
t-value	2.87	p < 0.01

The independent samples t-test yields statistically significant differences in academic performance between the two groups at the 1% level. Generally speaking, English-medium students exceeded their Bengali-medium colleagues. But a subject-wise analysis turned up some crucial subtleties:

- English-medium students regularly excelled in Science and Mathematics, where English vocabulary and problem-solving guidelines are more clear.

In Bengali and Social Science, where content is linguistically and culturally anchored in the vernacular, Bengali-medium students did either equally well or better. Three statistically significant determinants of academic performance ( $p < 0.05$ ) were found by further multiple regression study:

1. Medium of Instruction: Higher scores correlated with English medium. Students whose parents had finished secondary or higher education scored on average more. Availability of libraries, language labs, and digital learning tools improved student results by means of school infrastructure quality. This implies that, even if the medium of instruction is a factor, it interacts with more general structural and socioeconomic elements to affect academic success.

### 7.2 Qualitative Insights

To complement the numerical data, qualitative feedback was acquired through interviews and open-ended responses. Thematic analysis showed the following patterns:

- Language Anxiety in English-Medium Schools: Particularly in science and maths, students from lower socioeconomic backgrounds enrolled in English-medium universities sometimes complained of trouble grasping courses. Many said their limited vocabulary and fear of judgement made them reluctant to join in class debates, therefore impeding learning.



"Sometimes I know the answer, but I'm not sure how to say it in English. So I don't say it."  
Class IX student attending English-medium school

Teachers in Bengali-medium schools pointed out a dearth of bilingual teaching resources and little exposure to English terminology, particularly in science-related courses. For pupils trying board tests, which have English-heavy directions and answer forms, this constituted a hurdle. "Our pupils understand the idea but struggle to communicate it in English, especially in external exams." Bengalian-medium school's science teacher English-medium pupils, especially those from metropolitan regions, benefited from more parental participation and access to private tuition centres, which helped reinforce material and language abilities. On the other hand, many Bengali-medium students—especially from rural areas—I lacked such home support structures. "Most of the parents of our pupils cannot assist with schoolwork. They rely totally on the institution. - Headmaster of a Bengali-medium institution These qualitative results draw attention to the psychological and environmental elements influencing academic performance by use of instructional language. They also expose institutional disparities that benefit English-speaking students outside of the classroom.

## 8. Discussion

The results of this study validate the fact that academic performance of secondary school pupils in South Dinajpur District is much influenced by the language medium of education. Still, this influence is not absolute nor isolated. Although English-medium children had better average grades, the benefit went beyond just language competency. Rather, it was tightly entwined with other factors including socioeconomic level, parent literacy, and access to academic resources including coaching and learning materials. This intricate interaction implies that in this setting English-medium education acts as a surrogate for more general socio-cultural capital. The findings fit Bourdieu's (1986) theory of cultural capital, which holds that students from affluent backgrounds typically have linguistic and symbolic skills more closely matched with institutional expectations. English-medium education in South Dinajpur usually marks access to a network of academic and social benefits, from improved school facilities to aspirational learning environments. Simultaneously, the research questions the presumption that English-medium instruction ensures better understanding or deeper learning. Qualitative research found that many English-medium students—especially those from underprivileged backgrounds—have trouble with classroom confidence and language competence. This paradox suggests a structural problem whereby educational goals exceed linguistic competency, hence producing gaps in learning and expression.

Furthermore, underperformance of Bengali-medium students in science and mathematics should not be seen as a lack of ability but rather as a reflection of structural disadvantages including limited exposure to bilingual instructional methods, resource constraints, and poor exam preparation strategies. The research points to the medium of teaching as being best understood as one aspect of a larger

educational environment. It impacts learning, but its influence depends on contextual enablers and barriers—inside and beyond the classroom.

## 9. Implications of the Study

The findings from this research carry several important implications for **policy formulation, classroom practices, and future scholarly inquiry**. Given the nuanced role that the medium of instruction plays in shaping academic success—especially in linguistically diverse and resource-constrained contexts like South Dinajpur—interventions must move beyond one-size-fits-all models and embrace **contextualized, equity-driven strategies**.

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### 9.1 Educational Policy

- **Promote Bilingual Pedagogical Models:** The study emphasises the significance of using bilingual instructional strategies that simplify cognitive transitions between academic English and Bengali, the home language of the students. Including both languages in instruction—especially for challenging courses like science and math—helps close understanding gaps without compromising either linguistic area.
- **Make investments in resources for teacher development** including language development tools. Many times, Bengali-medium schools run with little access to professional development possibilities and English-language teaching resources. Along with providing multilingual textbooks, glossaries, and digital tools supporting inclusive learning, policymakers should give teacher training in bilingual teaching practices top priority. Reviewing board tests and assessments for linguistic accessibility guarantees that language will not constitute a barrier to proving content understanding, therefore strengthening language-sensitive assessment practices. For pupils in the vernacular-medium, including multilingual instructions or providing extra language aids helps to level the playing field.

### 9.2 Classroom Practice

- Encourage teachers to use translinguaging, glossary, and code-switching strategies—pedagogical approaches that let pupils draw on both languages for cognitive processing and expression. These strategies not only help to lower language anxiety but also support kids' language identities.
- Offer corrective English help without undermining native language instruction.

Particularly for test readiness, remedial or bridge programs in English should be provided in vernacular-medium schools to foster academic English proficiency. This shouldn't, however, mean diminishing the major language, which is still absolutely necessary for emotional and cognitive development.

Teachers should be educated to identify and respond to linguistic diversity, including cultural allusions and language experiences known to their students. This not only raises participation but also confirms students' identities inside the learning process.

### **9.3 Future Research**

- **Explore Longitudinal Outcomes of Language Medium on Academic and Career Trajectories:** While this study offers a cross-sectional snapshot, longitudinal studies could track how the language of instruction impacts students' transitions to higher education, employment, and socio-economic mobility over time.
- **Examine Psychological and Sociolinguistic Variables:** Further research is needed to understand how language identity, classroom anxiety, motivation, and self-efficacy mediate the impact of instructional language. These psychosocial dimensions are critical to designing interventions that support not just academic success, but overall learner well-being.
- **Investigate the Role of Digital and Multimodal Learning Tools:** In an era of digital education, future studies could explore how ed-tech platforms, AI tools, and online resources in different languages affect learning outcomes and help bridge existing gaps.

## **10. Conclusion**

This study emphasises the complicated and dynamic character of the interaction between academic achievement and linguistic medium among secondary school students in South Dinajpur District, West Bengal. Although English-medium instruction is statistically linked with better academic scores, this advantage is closely related with external factors—including socioeconomic level, parent education, institutional resources, and access to language support—rather than the medium of instruction alone.

On the other hand, Bengali-medium schools have structural challenges in competing within a system progressively orientated towards English-dominated evaluations and opportunities, even if they promote great performance in language-rich disciplines and cultural literacy. The results imply that in this situation language reflects more general problems of access, privilege, and social mobility and functions as both a channel and a sign of educational disparity.

True educational equity in multilingual environments such as South Dinajpur depends on a complex and inclusive approach that acknowledges the cognitive and cultural value of vernacular education while also arming students with the tools to negotiate an increasingly globalised, English-driven academic and professional environment.

In the end, this study demands structural changes in policy, pedagogy, and practice towards an

education system not only linguistically accessible but also socially just, culturally sensitive, and future-ready.

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**Academic Leadership and Faculty Development in Research Intensive Universities**

**NIRMAL DAS**

**Research Scholar, Chhatrapati Shahu Ji Maharaj University, Kanpur**

**ABSTRACT**

**In today's global competitive and knowledge economy competition, knowledge producing research intensive universities are being pressed to produce high quality research, to get external funding, and to keep the academic excellence. Specifically, faculty development plays a central role in helping to achieve these goals, and academic leadership has the responsibility of organizing and providing opportunities for faculty members to develop their leadership capacities. Given the known types of academic leaders that include deans, department chairs and research directors and the focus of this study on the research intensive institutions, it sought to understand how academic leaders shape the professional growth of faculty. The paper draws on theoretical frameworks and recent empirical literature to derive key leadership practices that would contribute to enhancing research productivity, mentorship, collaboration, and capacity building in arts units in research universities in Ghana and possibly beyond. Challenges in ncmc established faculty development such as administrative burden, inadequate incentives and structural barriers are also examined. Finally, strategic recommendations for fostering the cultivation of academic leadership that is going to ensure research excellence and aligns with the changing needs of faculty in competitive academic environments are made.**

***Keywords:** Academic leadership, faculty development, research productivity, higher education, research-intensive universities, mentorship, academic culture*

**1. INTRODUCTION**

Researchintensive universities have come to play a central role in the world of today's contemporary higher education, keeping the research act at the forefront in the increase of global innovation, scientific advancement and knowledge production. These institutions are distinguished by their pursuit of excellence in both fundamental as well as applied research, concentration on international collaborations, and their large role in upliftment of society through patents, high impact publications, technological transfers, and involvement with policy matters. As a result, research intensive universities grow as an increasingly important focal point during which competitive national economies and economic vitality in the 21st century knowledge economy are driven.

In these institutions research and teaching are carried out principally by faculty. They are supposed to achieve exceptional outcomes: conducting path breaking research, publishing in top journals, procuring competitive external funding, mentoring students and junior scholars, cooperating in cross sectoral enterprises, and communicating with the industry and community

partners. These require the consistent expenditure of intellectual energies, strategic time allocation, and the support structures of the institution to commit itself to the achievement of academic excellence and scholarly development.

In this breathless context, academic leadership becomes a quintessential enabler of all three success drivers—institutional, individual and to some extent even managerial successes. Whereas conventional managerial leadership is mainly administrative and compliance based, academic leadership in research-intensive settings is expected to perform poll setting, resource mobilization, talent development and creation of the institutional culture that values curiosity, rigor collaboration and impact. What does an academic leader look like? They are administrators, scholars, mentors and academic architects who simultaneously design, research and support the research ecosystem, and mentor faculty potential across the academic lifecycle.

But faculty development is not challenge free in the high stakes environments of bankruptcy and closure. Leading institutions must preserve accountability within the institution, support the value of academic freedom; increases investment in research productivity without ignoring work life balance; and hold disciplinary excellence over the culture of interdisciplinary experimentation. Increasingly, the globalization of the competition amongst higher education institutions leads to the strategic (and essential) role of the academic leadership in faculty development.

This paper attempts to critically think through the connection between academic leadership and faculty development in research intensive universities. More particularly, it seeks to determine what leadership practices and institutional conditions support the research, educational, and academic and community engagement efforts of faculty. The questions that frame this study are as follows.

- i. So, what is the role of academic leadership in assisting faculty development in research intensive universities?
- ii. Which leadership behaviors and strategies promote faculty research productivity the most, faculty engagement in the most fashion, and faculty career progression to the greatest extent?
- iii. How can such structural, cultural, and institutional barriers be mitigated to support greater effectiveness?

This paper synthesizes various theoretical frames, empirical evidence and casebased understanding to make a contribution to understanding how academic leadership can be a catalyst for lasting research excellence. In addition to this, it suggests actions that will help to strengthen the faculty development frameworks so that the individual academic trajectory of every faculty member is in alignment with the broader institutional missions.

## **2. LITERATURE REVIEW**



### ***2.1 Academic Leadership in Research Contexts***

Leadership in the academic enterprise within research intensive universities requires a different skill set than operational oversight, one which includes intellectual stewardship, research advocacy and bringing influence to the institution. According to Bolden et al. (2012) academic leaders in these settings must have scholarly credibility, they must be deemed effective for their research achievements and contributions in the discipline as well as for administrative acumen. In turn, this legitimacy also means that they have an ability to inspire, mentor, and lead colleagues through the minutiae of academic life.

Strategic academic leadership involves:

- Establishing a well defined research agenda congruent with institutional priorities and world class problems
- It allows the breaking down the departmental silos and therefore facilitate interdisciplinary collaboration.
- One of the activities will be building sustainable research infrastructure, i.e. laboratories, data systems, and funding pipelines.
- Facilitate faculty to represent themselves at internal and external forums to enhance their visibility and resources available

In this context, there are transformational leadership models in particular. According to Ramsden (1998), effective academic leaders are rich with vision, integrity and commitment to excellence so that this resonates with faculty and helps create an environment for scholarly innovation to thrive. Transformational leaders are not content with managing existing systems but move change, utilize human energies to achieve shared goals, and take institutions to much higher level of performance through collaboration and empowerment.

Academic leadership, though, is becoming much more complicated, particularly under managerial pressures, performance audits and changing political mandates, etc. However, with increasingly performance accountability comes with funding and rankings, leaders need to be watchful how to balance performance accountability with protecting academic freedom as well as intrinsic motivation.

### ***2.2 Faculty Development in Research-Intensive Universities***

The term faculty development refers to wide variety of activities, programs, and policies designed to develop professional capabilities and well being of academic staff. In environments where research is major, the aim is usually on improving research facility; expanding research reports; and bolstering profession development.

These settings also have the following core components of faculty development:

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- Training in grant writing, research design, publishing strategies and data analysis: will be used to build the research capacity.
- Mentoring and coaching: Early career researchers are matched with experienced faculty who guide them on academic navigation, proposal development as well as career planning.
- Cross disciplinary support: The provision of resources and incentives for faculty members to participate in their cross departmental as well as cross institutional research collaborations.
- Access to research resources: This includes negotiating sabbaticals, seed funding, research leave, travel to conferences as well as laboratories / databases.
- Recognition and rewards: Transparent systems can be used to recognise research excellence through awards, promotions and performance related rewards.

Steinert et al. (2006) consider the one-size-fits-all model of FD pointless stating that it has to be career stage and disciplinary as well as personal aspiration specific. For Mid career and senior faculty, it may be appropriate to offer support in the form of leadership development, or participation in policy and institutional governance.

Matching of individual professional growth for faculty to the larger institutional mission is a critical dimension of faculty development. Talented scholars are more likely to be retained, and institutions continue to maintain a competitive position on a global scale, if the university has institutional mechanisms to incorporate faculty development into strategic planning, and in seeking to provide the scaffolding for long term research trajectories.

### ***2.3 Leadership-Faculty Development Nexus***

Research into higher education has focused much on the intersect of academic leadership and faculty development. Effective academic leaders are enablers, connectors and cultural stewards that ensure successful and innovative faculty are nurtured in environments that are established by them.

Faculty development is achieved through the contribution of leaders.

- Clarification of research goals and technical performance standards coupled with supporting of a diverse range of research interests.
- AMRATI council stressing out of her red lips If this situation continues, he thought, she may never return home.
- Enabling mentoring ecosystems: Institutionalizing a model of mentorship that is blended (both formal and informal) and occurs throughout the career of faculty.

- Provide protected time for faculty to do research by keeping them from being overwhelmed by teaching and administrative job duties.

Empirical studies affirm this relationship. One of the most consistent underpinnings of high research productivity is strong departmental leadership, as discovered by Bland et al. (2005). Academic leaders who promote autonomy, collegiality and mentoring are of great influence in creating a culture where faculty members are engaged, innovative and resilient, as said by Huber (2014).

However, systemic challenges remain:

- Ambiguity of the role of the faculty development unit in relation to the academic leadership can create either duplication or a gap of support.
- Faculty experiences tend to be uneven depending on the inconsistent implementation of mentoring and evaluation practices.
- Excessive emphasis on quantitative factors (citation counts, journal impact factors, etc.) can hinder creativity, collaboration, and scholarship risk-taking.
- Many disciplinary opportunities to obtain funding and recognition mechanisms have a disciplinary disparity in how equally faculty development resources are accessed.

Institutions need to develop a coherent and inclusive vision of faculty development, founded by academic leadership and incorporated at all levels of the academic unit.

### **3. METHODOLOGY**

#### ***3.1 Research Design***

For the purposes of this study, this latter inquiry was addressed by employing a qualitative multiple-case study design to investigate perceptions, practices and institutional conditions related to academic leadership and its relationship to academic and faculty development in research intensive universities. The case study design is selected because it is capable of providing such depth, complexity, and contextual nuance of leadership dynamics within particular institutional settings (Yin, 2014). Given this approach was particularly appropriate to a study that looked at how different academic leadership strategies are experienced and interpreted by faculty members at different career stages and in different disciplines.

The focus was on identifying common themes as well as making explicit the particular organizational cultures and leadership philosophies that underlie faculty development initiatives. This made it possible to compare the leadership-faculty interactions in multiple institutions and to identify the best of practices that can be emulated and persistent challenges.

#### ***3.2 Sample and Participants***

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Specifically, the research was conducted in three research-intensive universities, purposefully selected on the basis of:

- National rankings that shown that it has high research productivity level.
- Diversity in governance structures (e.g., centralized vs. decentralized leadership models)
- Participants willingness to participate in a multi stake holder case study

The institutions included:

- Two public universities with strong research funding portfolios
- One of the private universities that emphasized on interdisciplinary research projects.
- Purposive and criterion based sampling was used to select 30 participants whose disciplinary backgrounds, ranks, leadership roles, and research engagements were varied maximally. This included:
- Thirty selected faculty and program participants with a variety of backgrounds.
- 3.18 faculty members: Early-career (n = 6), mid-career (n = 6), and senior academics (n = 6) among STEM, social science, and humanities disciplines.

The research also drew on institutional documents triangulating findings with interviews with research participants. These included:

- Faculty development policies and handbooks
- Institutional strategic plans and research roadmaps
- Faculty performance review templates and promotion criteria
- Annual reports of centers for teaching and research development

All participants gave informed consent and ethical approval was received.

### ***3.3 Data Collection and Analysis***

#### Data Collection

The data was collected by means of three complementary methods:

- i. All academic leaders and faculty participants filled in semi-structured interviews (n = 30). These interviews explored:

- o Perceptions of effective leadership and development practices
- o Mentorship, training, or any kind of support that may have happened in any professional or personal situation
- o Enablers and barriers at the institutional level to research productivity
- o Recommendations for improving development structures
- ii. Finally, three focus group discussions (each with early-, mid-, and senior-career faculty) were conducted separately to understand shared experiences and expectations, and to validate the themes that were being emerged from the interviews.
- iii. The document analysis allowed the researcher to contrast the institutional rhetoric with the practices and policies by featuring where there were gaps or uptakes of the goals and the development structures of the leadership.

#### Data Analysis

An analysis of data was performed using thematic analysis following Braun and Clarke (2006) six phase framework. The process involved:

- Transcription of interview and focus group data verbatim
- Furthermore, NVivo software was employed to code data inductively.
- Patterns of similarities and differences across institution recurrently reappear and contrast with each other.
- Included triangulating findings with document data to enhance validity.

Through iterative analysis and peer debriefing, themes were refined and we paid attention to both convergent and divergent experiences of the participants.

## **4. FINDINGS AND DISCUSSION**

Several themes regarding the impact of academic leadership on faculty development in research intensive contexts were developed from the analysis of the data. These themes identify effective leadership behaviors and enduring problems in simultaneously coordinating development approaches towards institutional ends.

### ***4.1 Leadership Behaviors that Foster Research Development***

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Within each case institution, leadership was seen as important, strategic, and intentional in assisting productive faculty and growth in their careers. There were three key leader behaviors consistently having impact:

### Advocacy and Resource Mobilization

Leaders who enabled success were those who were actively marketing the research agendas of their faculty, lobbying for internal funds, or fostering relationships with grantmaking bodies.

My dean calls my grant applications, arranges for collaborators and provides reviewers. That makes a huge difference.” — Associate Professor, Public University

### Mentorship and Relational Support

Among the basics, effective leaders offered personal mentorship and informal check in meetings (personal, formal ones are overrated) with early career faculty undertaking the decade long Disneyland ride of all you want published, tenure and the professor self.

“Decisions like those by our department head to review our grant drafts before we submitted our application gave us confidence.” — Lecturer, Private University

### Strategic Alignment

Departmental goals clearly connected to institutional research priorities also made faculty feel better supported and the alignment between aspiration and expectations of the individual and the organization better.

Setting realistic expectations, creating a research environment and being present in the office to ensure regular progress reviews and open communication were found to be of importance when creating a research enabling environment.

## ***4.2 Effective Faculty Development Practices***

Across all career stages, faculty valued the development programs that were:

- **Disciplinary:** Taking into consideration discipline specific standards and publication cycles as well as funding norms
- **Offers support** at foundationally appropriate levels for the early career scholar, and at leadership development and collaboration for the mid and senior career faculty.
- **Collaborative,** focused on peer mentoring, writing groups and inter disciplinary communities of practice

Examples of impactful practices included:



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- Small group research incubators consisting of ideation, team building, grant proposal review
- Institutional support for off site or virtual writing weeks during which to focus on publications
- Internal competitions for seed grants to support collaborative or exploratory projects which bring in funds that help the researcher produce initial, modest results needed for future grant applications.

Faculty favored developing efforts based within departmental culture rather than outside top down workshops with little relation.

“Daily support is the difference maker; it’s not about the once in a while seminars.” — Senior Faculty Member, Public University

However, there was a lack of coordination between rhetoric of leadership and execution of operational, most specifically in under resourced or inconsistently applied programs.

#### ***4.3 Challenges in Leadership–Faculty Development Alignment***

While a large portion of the participants left with examples for successful alignment between leadership and faculty development, some of the recurring challenges that stand in the way of this are:

##### **Inconsistent Mentorship Structures**

Although mentorship was appreciated, the delivery of mentorship was quite inconsistent across departments. In various cases the mentorship was formalized with very clear objectives and accountability was there and in other cases it was just absent or symbolic.

##### **Time Constraints and Administrative Load**

Such faculty, particularly when mid-career, typically indicated little protected time for research brought on by excessive teaching loads, committee responsibilities, or administrative roles.

“We speak about research time, but in fact, there’s this erosion of time devoted to admin week after week.” — Associate Professor, Private University

##### **Metrics-Driven Evaluation**

Faculty and leaders alike were concerned that publication counts, H index and income from research grant were dominating the evaluation of (or, more precisely, being used to hinder) collaborative, exploratory or impact driven research.

### **Hierarchical Gaps in Communication**

Limited access to processes for decision making along with early-career faculty's difficulties to speak up due to power imbalances were noted and reported to other early career faculty.

In an important way, leaders themselves recognized these barriers: lack of leadership training, role overload, and institutional inertia were impediments to more proactive faculty development as seen by leaders.

## **5. RECOMMENDATIONS**

Discussions from this study find that strategic academic leadership has an important role to play in the provision of effective faculty development in research intensive universities. Although some institutions have put into practice some very promising practices, there are gaps in the preparation of leadership, structures of mentorship, access to development resources, and the alignment between the goals of the institution and needs of the faculty. In order to manage these challenges, recommendations are made to create resilient, inclusive, and high performing academic environments.

### **A. Develop Research-Focused Leadership Training**

While leadership development activities focusing on administrative and managerial competencies of the leadership are the norm, the academic leadership required in a research university has often been overlooked. Effective research facilitation, intellectual leadership and mentorship capacity thus have to be included as new objectives of training programs.

- Include the modules on research mentorship, interdisciplinary collaboration, and grant leadership in academic leadership development programs.
- They need to include case studies and scenario based learning that focuses on balancing research support with managerial responsibilities.
- Develop training in equity center leadership that includes educating faculty on how to address the needs of diverse faculty and support inclusive research environments.
- Coach experiential learning through shadowing opportunities, leadership internships and rotational leadership services in academic units.

The training will help equip future academic leader to do more than just be administrator but strategic enablers of research excellence.

### **B. Institutionalize Faculty Development Structures**

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Such faculty development should not be considered ancillary or ad hoc. But it must be embedded institutionally by creating or reinforcing dedicated offices or centres of learning with a clear remit and operating support.

This would be done through the creation of Faculty Development Offices (FDOs) that would compliment the leadership of academic leaders, to understand faculty needs, design programs, and assess outcomes.

- Ensure that these offices have specialists for research support, instructional design, mentoring coordination, and evaluation.
- Develop detailed instructional frameworks for faculty development that promote career long professional growth of faculty from early career onboarding through mid processes transitioning and senior scholars preparing for leadership positions.
- Assist in conducting annual needs assessment and faculty consultations to ensure that programs are pertinent to changing challenges and discipline changes.

Universities can develop the support for faculty to do research across the spectrum by institutionalizing development.

#### **C. Promote Mentorship and Peer Networks**

Mentoring is a key aspect of faculty professional development and many more institutions need to replace informal, inconsistent models of mentoring with better, more effective methods. It is paramount to have a structured approach to ensure a fair and informative medium of mentorship.

- Put in place formal mentorship programmes that match early career faculty with senior scholars trained in good mentoring practices.
- Cross-departmental and interdisciplinary mentoring networks facilitate faculty participation amongst peers across wide spans of academic and research disciplines.
- Enhance and provide recognition and incentives for faculty who serve as mentors (such as including serving as a mentor in promotion criteria or workload allocation).
- Digital platforms will help to facilitate virtual mentorship and resource sharing (also can be useful for faculty in smaller departments or in remote campuses).

Support for peer groups and the building of community are especially needed to support the feeling of belonging, working together, and curiosity that are necessary to maintain long term engagement with research.

#### **D. Balance Metrics with Holistic Evaluation**

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Too much reliance on performance measures like publication counts, impact factors and grant income creates a very narrow, and sometimes counterproductive, view of what counts as research success. Academic work should then be evaluated through more balanced and inclusive multidimensional frameworks in institutions.

- Include mentoring quality, teaching excellence, societal impact, interdisciplinary contributions and similar qualitative indicators as part of performance reviews.
- Choose to make use of faculty narrativebased portfolios to pack longterm academic trajectories and place the research achievements into context.
- On evaluation, avoid “one size fits all” set of metrics and customize based on discipline to the extent that impact and output widely vary across fields.
- In the development of an early career and transitioning faculty culture, one to promote ongoing developmental feedback versus punitive assessment should be encouraged.

Such an approach will enable the sustaining of an engaged and creative, morally committed scholars whose attention is by as appreciative of depth as it is of productivity.

### E. Ensure Equity in Access to Development Opportunities

Efforts toward faculty development must be equitable and inclusive, especially, as they pertain to the historically underrepresented or disadvantaged populations with academia.

- Identify and mitigate disparities in the development participation rates for males and females, Blacks, Hispanics, and other minorities, other career stages, and other disciplines.
- They list tailored acquired of women, early – career researchers, first technology scholars, and faculty from underfunded disciplines (e.g., humanities, arts, social sciences).
- Provide talks and mentoring programs in flexible scheduling and hybrid format for caregiving commitment and part-time faculty.
- Fund equality across internal funding, sabbaticals and research leave and weighting the transparency of how you apply and select.

Beyond fairness, equity promotion is also a condition of enabling the full intellectual potential of the academic workforce and inclusive research excellence.

## 6. CONCLUSION

We find this study to affirm that academic leadership plays a critical role in defining the research culture, productivity and development of the faculty member in the research intensive universities. With the increasing difficulty that institutions face in mediating global rankings, philosophical and practical issues that arise in an interdisciplinary higher education system, and the raising standards of public accountability—all these factors necessitate an urgent and powerful response towards developing an intentional, inclusive, and developmental academic leadership.

Findings suggest that when our leaders act in the capacities of mentors, advocates and strategic enablers, they are able to increase engagement, collaboration and research success of our faculty. These leaders create cultures of trust, of shared purpose, and of continuous learning that they nurture, not through the provision of resources but the development of these other two invaluable ingredients for thriving scholarship.

The study also however identifies major challenges of the mentorship, which include inconsistent practice, over dependence on performance metrics and deficit of leadership preparation. Solving these problems demands a system of institutional coordination and equity driven policies as well as investment in the leadership development.

From this conclusion, academic leadership and faculty development need to be considered as concepts inextricably linked and supporting the idea of each other. Those universities that do achieve a successful balance between the two provide the best chances of long term research excellence, hold onto talent and be responsive to what stakeholders want in higher education.

The greater the role knowledge creation will play in the advancement of society, the more important it is for academic leaders to empower faculty to lead, innovate and collaborate to have an impact on and legacy for the university.

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**Therapeutic Approaches for Improving the Behaviour of Children with ADHD: A Comprehensive Study**

**Jayeeta Goswami**

**Research Scholar, Kalinga University, Raipur, CG**

**Abstract**

Children with Attention Deficit Hyperactivity Disorder (ADHD) have long-lasting behavioural problems that compromise family dynamics, social functioning, and academic success. The purpose of this study is to find how well some therapeutic strategies help children with ADHD behave. Driven by the research question, "Which therapeutic approach or combination of approaches produces the most significant behavioural improvements in children with ADHD?" the study contrasts integrated parent-teacher interventions with behavioural therapy and pharmaceutical treatment. Results show, using a quasi-experimental design involving 40 diagnosed children over 10 weeks, that a multimodal intervention combining cognitive-behavioural therapy (CBT) and structured parental involvement produces better behavioural outcomes over single approaches. The results highlight the need of thorough, child-centered therapeutic approaches to control behavioural problems linked with ADHD.

**Keyword :** ADHD, Cognitive Behavioural Therapy (CBT), Multimodal Intervention, Behavioural Therapy, Parent-Teacher Collaboration, Pharmacological Treatment

**1. Introduction**

Consistent patterns of inattention, hyperactivity, and impulsivity define the chronic neurodevelopmental condition known as Attention-Deficit/Hyperactivity Disorder (ADHD). Affecting about 5–7% of school-aged children worldwide, it is among the most often diagnosed mental health disorders in children (Polanczyk et al., 2015). Usually showing in early life, the condition can last into puberty and maturity and presents major difficulties all over the lifetime. Beyond its basic clinical symptoms, ADHD seriously interferes with daily functioning in many spheres: academic achievement, peer interactions, emotional control, family dynamics. Long-term effects of these difficulties could include low self-esteem, poor scholastic results, and strained social interactions.

Beyond the individual, ADHD affects families, businesses, and schools as well as communities. The rigorous nature of controlling their child's behaviour causes parents of children with ADHD more stress and irritation. Similarly, teachers find it difficult to meet the specialised demands of kids with ADHD, especially in conventional classroom environments that might not be suited to assist their learning style. Therefore, there is a great demand for efficient treatments addressing the several aspects of ADHD and its broad consequences.

**Methodologies of Conventional Treatment**

Historically, pharmacological treatment—especially the use of stimulant drugs such as methylphenidate (e.g., Ritalin) and amphetamines (e.g., Adderall)—has been the main method used to control ADHD. In about 70–80% of children with ADHD, these drugs have been proven to improve attention, lower hyperactivity, and increase impulse control (Faraone & Buitelaar, 2010). Particularly for children who do not respond well to stimulants or suffer negative effects, non-stimulant drugs including atomoxetine and guanfacine are also recommended.

Although pharmaceutical treatments help to control symptoms, they are not without limits.

Growing interest in alternative and complementary medicines has resulted from questions about prescription dependency, long-term efficacy, and possible side effects including hunger suppression, sleep difficulties, and cardiovascular risks. Furthermore, drugs by themselves do not solve the fundamental behavioural, emotional, and social issues related to ADHD, which emphasises the need of a more comprehensive approach to therapy. New Data Supporting Integrative and Behavioural Therapies The value of behavioural and integrative psychosocial therapy in treating ADHD has become more well known in recent years. Cognitive Behavioural Therapy (CBT) and other behavioural interventions concentrate on changing maladaptive habits, enhancing self-regulation, and imparting coping skills. These treatments especially help with the emotional and social issues that may accompany ADHD, including low frustration tolerance, poor social skills, and trouble controlling rage.

Parent training courses, which give parents tools to properly control their children's behaviour, present yet another exciting solution. These programs stress regular routines, consistent discipline, and positive reinforcement to create a supportive household that advances behaviour. Likewise, classroom treatments and teacher preparation seek to establish an inclusive learning environment that meets the particular requirements of students with ADHD by means of well-defined directions, task breakdown into reasonable steps, and regular feedback.

### Combining and alternative therapies

Beyond traditional and behavioural treatments, integrative and alternative therapies for ADHD are attracting increasing attention. Among these are mindfulness-based treatments, which equip kids with strategies for bettering their attention, emotional control, and stress management. Preliminary research indicates that yoga and meditation among other mindfulness techniques can help with ADHD symptoms and improve general well-being (Zylowska et al., 2008).

## 2. Objective of the Study

The main goal of this study is to methodically assess and contrast the efficiency of several therapeutic modalities in tackling behavioural problems usually related with Attention Deficit Hyperactivity Disorder (ADHD) in children. Apart from a medical disorder, ADHD is a complicated behavioural and psychological problem that seriously influences a child's scholastic development, social interactions, and general quality of living. For families, teachers, and doctors equally, choosing the best intervention technique is therefore quite crucial.

Three well accepted therapy techniques are the main emphasis of this work: Specifically Cognitive Behavioural Therapy (CBT), which seeks to provide children with self-regulation skills, enhance executive functioning, and lower impulsive tendencies through regimented interventions, targets.

ii. Pharmacistsological Treatment: Mostly the use of stimulant drugs including methylphenidate, which target neurochemical imbalances to lower core ADHD symptoms and enhance attentional control.

Programs involving training and equipping parents and teachers to apply consistent behavioural methods, reward positive behaviours, and establish a supportive and structured environment across home and school settings comprise parent-teacher collaborative interventions.

The study intends to identify which intervention or combined model results in the most notable and lasting changes in behavioural outcomes among children diagnosed with ADHD by means of a comparative analysis of these three strategies both alone and in combination. The study also looks at contextual and environmental elements—such as family engagement, school support, and consistency in reinforcement—that can either improve or limit the success of these treatments.

### **3. Research Question**

The important question of which therapeutic method or combination of techniques generates the most notable behavioural changes in children with ADHD is sought to be answered in this work. Given the varied and sometimes complicated character of ADHD, this question is fundamental in determining how best to help children with the condition. Since ADHD is not a one-size-fits-all disorder and its effects and symptoms differ greatly across individuals, customised treatments that meet the particular needs of every child are necessary. This study intends to find the most efficient techniques for changing behaviour, boosting academic performance, and promoting social and emotional well-being in children with ADHD by investigating the efficacy of many therapy approaches—both separately and in combination.

#### **3.1 Justification for the Research Question**

The emerging understanding that ADHD is a multifarious condition needing a whole strategy to treatment drives the justification for this research question. Although stimulant drugs and other pharmacological therapies have long been the mainstay of ADHD treatment, they are not without limits. Growing interest in alternative and complementary therapies results from worries about side effects, long-term dependency, and the incapacity of drugs to solve the more general behavioural and emotional issues related with ADHD.

Programs for parent education and Cognitive Behavioural Therapy (CBT) have showed potential in helping to improve self-regulation, lower disruptive behaviours, and increase social skills. For children with ADHD who typically struggle with transitions and keeping routines, integrated parent-teacher therapies also seek to provide consistency across home and school settings. Less is known, though, about how these strategies interact and whether combining them produces better results.

### **4. Literature Review**

Particularly in children and teenagers, the treatment of behavioural problems has changed with a spectrum of therapeutic approaches. Although a lot of research have shown the advantages of particular modalities, outcomes still vary and depend on context. The main strategies found in the body of current research are synthesised below:

#### **• Behavioural Therapist (BT)**

Grounded in the ideas of operant conditioning and cognitive restructuring, Behavioural Therapy (BT)—especially Cognitive Behavioural Therapy—CBT It stresses the development of adaptive coping skills and the modification of maladaptive behaviours by means of reward techniques. Particularly for children diagnosed with ADHD and conduct-related issues,

Chronis-Tuscano et al. (2016) showed that CBT greatly lowers impulsivity, improves emotional control, and increases executive functioning. These results highlight the possibility of the modality for encouraging long-term behavioural change under constant application. Still, variables such as the therapist's training, session frequency, and degree of presenting symptoms can help to modify outcomes.

#### **• Treatment with Pharmacology**

In behavioural disorders, pharmacological therapies remain the most direct way to lower symptoms. Mostly methylphenidate and amphetamines, stimulant drugs have demonstrated great effectiveness in reducing fundamental symptoms including inattention, hyperactivity, and impulsiveness. In a thorough meta-analysis, Cortese et al. (2016) verified, across several demographic profiles, the greater short-term efficacy of these drugs. Nonetheless, issues with medication adherence still exist related to side effects (e.g., sleep difficulties, appetite loss), parental reluctance, and cultural stigma about psychiatric drugs. Furthermore under discussion in both academic and clinical spheres are long-term effects and the possibility of over-reliance on medication.

#### **• Teacher and parental involvement**

Particularly promising for guaranteeing treatment generalisation across contexts are multi-systemic approaches including parents and teachers. Daley et al. (2014) underlined how cooperative behavioural plans, organised communication tools, and psychoeducation might help to foster consistency in behavioural expectations and responses. Stronger caregiver-child interactions, reduced disruptive behaviour, and better academic engagement have all come from such initiatives. Crucially, the effectiveness of these treatments usually rises when parents and teachers receive active training and support over time, implying a need for institutional support and continuous observation.

### **5. Methodology**

#### **5.1 Study Design**

The effectiveness of several therapy interventions for children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) was evaluated in this quasi-experimental, comparative research design using a pre-test and post-test format. Working with a clinical population allowed ethical and logistical restrictions to be accommodated while the design was chosen to enable controlled comparison among therapeutic modalities. Including a non-treatment control group allowed the investigation of placebo effects or normal developmental changes across the study period, therefore enhancing internal validity.

#### **5.2 People involved**

Forty youngsters in all, aged seven to twelve, were chosen for involvement depending on the following criteria:

- Confirmed by clinical interviews and psychometric assessment, formal diagnosis of ADHD based on the Diagnostic and Statistical Manual of Mental Diseases, Fifth Edition (DSM-5).
- Enrolled in three urban elementary schools consenting to assist with intervention logistics.
- Exclusion criteria included continuous engagement in outside behavioural or pharmaceutical programs or concomitant intellectual impairments.

Using a basic randomising technique, participants were randomly assigned into four groups—  
n = 10 each:

Targeting self-regulation, impulse control, and cognitive reframing, Group A—behavioral therapy (CBT) received scheduled cognitive behavioural therapy sessions Prescribed methylphenidate by a registered paediatric psychiatrist in Group B; dosage titrated depending on clinical guidelines and individual response.

Designed to guarantee ecological consistency in behavioural reinforcement across home and educational environments, Group C—Multimodal Intervention—received CBT sessions in tandem with a structured Parent and Teacher Training Program.

- Group D: Received no active intervention during the ten-week research period but carried on their normal classroom activities.

Every parent or legal guardian signed informed consent; assent was sought from the children when it was developmentally appropriate. The related institutional review board approved ethical clearance.

### **5.3 Tools for Data Acquisition**

Several data sources were used to guarantee triangulation and strengthen the quality and dependability of the results:

A validated and extensively used psychometric measure for evaluating ADHD symptoms, emotional dysregulation, and executive functioning in children, Conners Comprehensive Behaviour Rating Scales (CBRS - Parent and Teacher Versions) Oversaw pre- and post-interventions for teachers as well as parents.

Designed in partnership with school psychologists, these behavioural observation checklists—which tracked classroom activities (e.g., attention span, peer interaction, task completion) at three intervals: baseline, halfway, and post-intervention—were utilised by professional observers.

Post-intervention, semi-structured parental interviews were conducted to gather qualitative data on perceived changes in daily routines, behaviour, and family relations as well as comments on the viability and acceptance of interventions.

### **5.4 Length of Intervention**

Every intervention lasted ten weeks, and groups followed regular schedules to help to minimise confusing temporal variables:

- Conducted weekly in 60-minute sessions by certified child psychologists in Groups A and C. Included bi-weekly psychoeducational seminars and weekly follow-up meetings to reinforce skills and track development, parent and teacher training (Group C only).

Initiated and supervised by a paediatric psychiatrist, pharmacological treatment (Group B) consists in weekly check-ins to evaluate side effects and dosage modification as necessary.

- Control group (Group D): Although participants were under observation using the same assessment instruments to guarantee consistency in data collecting, no intervention was given. This methodical, multi-source approach was meant to evaluate contextual feedback as well as instantaneous behavioural results, therefore allowing a more complete knowledge of the effect of intervention.

## 6. Results and Data Analysis

This section presents the outcomes of the intervention using both **quantitative statistical analyses** and **qualitative thematic insights**. The combined use of numerical data and descriptive narratives enhances the reliability and contextual richness of the findings.

### 6.1 Quantitative Results

Behavioural outcomes were assessed using the **Conners Comprehensive Behaviour Rating Scales (CBRS)**, as rated by both parents and teachers. Pre- and post-intervention scores were subjected to **paired sample t-tests** within groups and **one-way ANOVA** for between-group comparisons. The results are summarized below:

Group	Pre-Test Mean	Post-Test Mean	% Improvement	Significance (p-value)
A (CBT)	81.2	66.1	18.6%	$p < 0.01$
B (Medication)	79.8	68.9	13.6%	$p < 0.05$
C (Multimodal)	80.6	59.3	26.4%	$p < 0.001$
D (Control)	80.3	79.1	1.5%	Not Significant

**Interpretation:** With a 26.4% improvement, statistically significant at  $p < 0.001$ , Group C (Multimodal) showed the best decrease in behavioural symptoms. This points to significant synergistic effects when CBT is combined with organised parent and teacher involvement. Reflecting CBT's success in promoting self-regulating behaviour and coping mechanisms, Group A (CBT only) scored an 18.6%.

Consistent with short-term symptom control, Group B (Medication) exhibited a 13.6% decrease, less effective than therapies including behavioural or ecological support.

- Group D (Control) showed a very small change, which emphasises the need of aggressive intervention for this population.

With post-hoc analysis (Tukey's HSD) verifying Group C outperformed all others, the ANOVA showed a statistically significant difference between the groups ( $F = [\text{value omitted}]$ ,  $p < 0.01$ ).

### 6.2 Qualitative Views

Semi-structured family interviews and teacher field notes allowed qualitative data—thematically analysed—to support the statistical findings. Three fundamental motifs surfaced: Group C's enhanced emotional climate Parents of children in the Multimodal group reported considerable changes in family dynamics. Typical notes were: • Less frequent yelling and fighting.



Improved bonding and parent-child communication.

- The child's growing readiness to follow direction and engage in household activities. "He is chatting to me more rather than only shouting or brushing off. I believe that right now we are operating as a team. Mother, Group C

2. Enhanced Group A and Group C Classroom Behaviour  
Teachers of Groups A and C noted:

- Improve on-task conduct.

- Reduced classroom disturbances.

- Greater capacity to follow routines and multi-step directions. This strengthened the advantages of CBT when used either alone or in a controlled, encouraging surroundings.

"She's at last completing assignments free from continual guidance. That is a significant modification. Teacher in Group A

3. Group A's and Group C's positive self-perception and comfort  
Many of the children reported more emotional safety and confidence throughout CBT sessions.

Therapist notes:

- Children expressed clearer awareness of their emotions.
- More ready to discuss difficult topics.

- **Emerging ability in emotional control.**

"When I was angry, I used my breathing trick and it worked!" Junior, Group C  
Section on Results Conventions:

### Conclusion

The results highlight how much more successful the Multimodal Intervention—which combines cognitive, emotional, and environmental supports—is. Though the latter is more limited in generating psychosocial or classroom gains without behavioural scaffolding, the data also verify the impact of standalone CBT and medication.

## 7. Discussion

The findings of this study provide strong evidence for the fundamental hypothesis: multimodal therapy interventions are far more successful than single-modality approaches in controlling core symptoms and related behavioural difficulties in children with ADHD. Particularly in standardised behavioural evaluations and qualitative comments, the group undergoing Cognitive Behavioural Therapy (CBT) in combination with structured parent and teacher involvement showed the most strong and consistent changes. This result not only validates current data supporting integrative care models but also offers additional empirical understanding of the need of systematic alignment in ecological settings. Although both standalone CBT and pharmaceutical treatment significantly reduced symptoms, their influence was clearly less in scope and consistency than that of the combined strategy.

theoretical integration -These results are particularly relevant to Bronfenbrenner's Ecological Systems Theory (1979), which holds that the dynamic interactions among many environmental

systems greatly influence human development. Behaviour and adaptive functioning are greatly shaped by the microsystem—the immediate surrounds of a child—such as home and school—as well as by the mesosystem—the links between these settings. The multimodal group's success shows how therapeutic improvements can be reinforced by alignment and cooperation among several systems. Children's likelihood of long-lasting behavioural control and emotional resilience rises dramatically when they get consistent emotional support and behavioural cues across home, school, and therapy sessions.

## **7.1 Implications**

**Clinical practice** - The study emphasises the importance of customised, context-aware therapy programs. Encouragement of clinicians to take into account the larger socio-environmental matrix of the child should help them to surpass mere symptom management. For best results: behavioural treatments ought to be timed with family activities.

School staff members should be included as change co-facilitators and trained. If used, medication should be included into a larger care package rather as a stand-alone fix.

Medical and Educational Policy -School-based mental health initiatives including cooperative frameworks involving teachers, school counsellors, and families must be institutionalised immediately. This covers including incorporating CBT-informed methods into school counselling procedures.

Teaching behavioural management techniques to instructors.

Funding for multidisciplinary case management teams supporting continuous intervention fidelity is something else. Such policy guidelines would not only help kids with ADHD but also advance inclusive education and mental health consciousness among educational environments.

## **Directions of Research**

Although this research offers encouraging new perspectives, it also creates doors for more investigation: Examining the longevity of behavioural changes and investigating whether first gains follow through into long-term academic and social success depend on longitudinal studies.

Greater sample sizes and cross-cultural replications would support the validation of these results and guide scalable intervention plans. Future research could potentially investigate neurocognitive and affective markers of change to correlate behavioural data with physiological or neurological signals.

## **8. Conclusion**

This study supports the important realisation that structured, multimodal approach to ADHD treatment is most efficient. Among the treatment approaches investigated, the most significant

and consistent changes in behavioural outcomes came from the mix of Cognitive Behavioural Therapy (CBT) and coordinated interaction between parents and teachers. These results highlight the need of treating ADHD not only as a clinical disorder needing symptomatic treatment but as a complex developmental issue moulded by the child's larger social and educational environment.

Although pharmacological treatment—most especially, methylphenidate—showcased effectiveness in reducing central symptoms including impulse and inattention, its advantages were more limited in extent and sustainability. The findings imply that medicine by itself cannot solve the more general psychosocial issues sometimes accompanying ADHD. On the other hand, children exhibit not just behavioural change but also development in self-regulation, emotional resilience, and interpersonal functioning when behavioural interventions are supported consistently in home and educational environments. Significantly, this study supports ecological and systems-based theories of development by underlining how dynamically the quality of relationships in many spheres of life shapes the conduct of the kid. Therefore, good treatment has to go beyond the therapy room or clinic and be significantly ingrained in the daily surroundings of the child.

### **Suggestions for Future Study and Current Practice**

- Clinical and educational approaches have to change towards multidisciplinary, integrated care models stressing cooperation among mental health experts, families, and teachers. Interventions should be adaptable, culturally sensitive, and catered to the particular needs, preferences, and social setting of the individual child. Strengthening school-based mental health infrastructure can help to enable access to psychoeducation for carers, behavioural therapies, and systems of continuous support and assessment.
- Future studies should look at long-term effects of multimodal therapies and pinpoint the most scalable, reasonably priced elements by means of longitudinal and large-scale investigations.

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## **The Administration of Justice in Princely States vs. British Indian Territories: A Comparative Legal Study**

**Md Ibrahim Hussain Sheikh.**

Research scholar, Dept. of History, Kalinga University

**Dr. Pradeep Kumar Kesharwani**

Research Supervisor, Professor, Dept. of History, Kalinga University,

### **Abstract**

This paper has made a comparative analysis regarding the administration of justice in the British Indian territories as well as in the Princely States before Indian independence. At British India, law was codified in the common law sense, deriving from English common law and statute, on the other hand the Princely States had diverse indigenous judiciary methods, mostly based on custom, religion and absolute monarch, in the other hand. Through the analysis of institutional structures, sources of law, procedural norms, and the access to justice, the strengths and limitations of these systems are evaluated and the legacies of each are assessed. The thesis of the paper is that the existence of parallel legal universes led to the creation of a fragmented colonial legal landscape which influenced postindependence unification and legal reform in India.

**Keywords:** Princely States, British India, colonial law, customary justice, codified law, legal pluralism, colonial administration

### **1. Introduction**

As legal architecture of colonial India was essentially marked by fundamental dualism, it guided the daily living of justice for millions of Indians. Instead of a monolithic or uniform justice administration, the disembodied tools of British rule for administering justice were highly fragmented, a consequence of the political and constitutional division of the subcontinent into two fundamentally different kinds of governance—British Indian territories, directly ruled by the British Crown on the one hand, and the Princely States on the other, nominally sovereign to indigenous rulers who perpetually acknowledged British paramountcy.

During its height, about two thirds of the Indian population lived under the governance of British administered provinces organized by a centralized and codified system of law based largely on laws of England common law and parliamentary statutes. The High Courts, the Privy Council, and codified statutes of the Indian Penal Code (1860) and Civil Procedure Code (1908) represented the British wish to bring legal uniformity and bureaucratic control. While all these systems shared legal personnel specialized (to differing extents), they also contained legal training and an established appellate hierarchy.

However, the more than 560 Princely States were a legal mosaic constituted by an impossible mixture of various traditions, religious norms, customary laws and royal prerogatives. Whereas some

progressive states like Mysore, Travancore, or Hyderabad adopted the path of legal modernisation to some extent through the written codes and structured courts, most of the smaller states continued to administer justice through informal mechanisms upholding feudal, caste based and patriarchal hierarchies. In many cases, the ruler was the final decision of justice and the outcome of law was dictated by political razberi, family ties and social privilege.

This divergence in structure resulted in what might be called 'legal pluralism under colonial suzerainty,' whereby a number of legal systems could operate simultaneously as they could well overlap in their jurisdictions and conflict in their principles. This meant for the Indian populace, a divergent experience of law and justice dependent not only on the place in India but also based on class, caste, religion, and partisan loyalty. Furthermore, these systems coexisted in such a way that it caused great difficulty in the national project of legal unification and constitutional consolidation after independence in 1947.

The objective of this paper is to offer a systematic analysis of the way justice was administered in British Indian territories and in the Princely States. It does so by studying dual systems of civil and customary justice, and by concentrating on key dimensions to determine how these operated as dual systems and how these systems evolved through the different periods, the ideologies that underpinned them, and the legacies they left behind. Finally, the study assists in improving an understanding of ways in which the colonially derived legal dualism helped in shaping the post-colonial State's attempt to create a unified and democratic legal order.

## **2. Historical Context**

### **2.1 British Indian Territories**

During the late 18th to early 20th century, the administration of justice in British Indian territories underwent drastic changes shaping by a slow process of British political control combined with legal rationalization. The Regulating Act of 1773 laid down the foundation of British colonial legal system by creating the Supreme Court of Judicature at Calcutta in model of King's Bench at England. Following that, similar courts were opened in Madras and Bombay, and by mid-19th century the judiciary was bifurcated between Crown established courts (Supreme Courts) and ones administered by the Company (Sadar Diwani and Nizamat Adalats).

This act was the Charter Act of 1833 and it was instrumental in centralizing legislative authority in the hands of the Governor-General-in-Council and presaging legal uniformity in British India. All this found fruition in the codification movement led by the Indian Law Commission under the leadership of Thomas Babington Macaulay, which led to enactment of momentous code, the Indian Penal Code (1860), Civil Procedure Code (1908) and Criminal Procedure Code (1898). In standardizing these legal processes, determining jurisdiction, and making the prediction in an English jurisprudence and utilitarian rationality paradigm, these codes stipulated a new order of things.

The Supreme Courts and Sadar Adalats were merged into High Courts at Calcutta, Bombay and Madras under the High Courts Act, 1861, and civil and criminal jurisdictions integrated. The Federal Court of

India (formed in 1937) occupied the status of the apex court till the start of the Supreme Court after independence.

Judicial officers were trained, in the main, as lawyers and judges in English law and access to justice was brokered by a professional class of lawyers and judges. Yet, this system also resulted in the emergence of a legal elite and was also too alien, because it was full of procedural complexities, the language barriers (English as the language of the court), and it was far divorced from the indigenous norms and customs.

## 2.2 Princely States

On the other hand, the Princely States only recognized the paramountcy of the British government, yet had considerable autonomy in all internal governance, including administration of justice. More than 560 of these states were widely different in size, population, and relative sophistication of governance. As a result, their legal systems varied anywhere from specially developed judicial institutions in states such as Hyderabad, Travancore, and Mysore to customary tribunals and unofficial panchayat justice in smaller or more remote states.

Most larger Princely States also had Dewani courts, Khas courts and Darbar courts staffed by local judges and other legal officers who had acquired some induction in Persian or Sanskrit jurisprudence. Dispensing justice was the province of the ruler himself, and in the more bureaucratically developed states the Diwan (Chief Minister) dispensed justice. Islamic law, Hindu dharmashastra and tribal customs continued to have an effect, depending on the religion and culture of the region.

Direct British interference in the judicial affairs of the Princely States was not done, but the presence of the British was felt through Residents and Political Agents whose advice was quite often given on questions of law and of the conduct of government. British influence had varied, but more or less: an absolute state like Hyderabad had its own adjudicating bylaws and a legal department, but smaller states were subjected to some pressure to conform in some areas to British administrative expectations (including the use of British adjudicators) when British citizens or crimes across their border were concerned.

Considerably, very few Princely States had formal mechanisms of appeal, legal codification or trained legal professionals. In most cases, justice was also arbitrary, class based and therefore depended largely on the will of the ruler. Yet not all states passed up the opportunity to experiment with judicial reforms: there was for example Baroda's codification of Hindu law or Mysore's judicial training programs in the late 19th and early 20th century codes of operation not unconnected with wider administrative modernization.

To sum up, while British Indian territories embodied a globalized legal bureaucracy practiced according to Western proto juristic techniques, Princely States illustrated a heterogeneous legal system where tradition was pasted to various degrees, even modernity. In the long term, this increasingly bifurcated landscape would become a great obstacle to legal unification after independence in 1947.



### 3. Legal Institutions and Judicial Structure

Institutional design, judicial professionalism and consistency of procedure are all shown as diverging fundamentally in the administration of justice in British India and the Princely States. The legal architecture of the Princely States differed greatly from that of British Indian territories, where a structured and stratified hierarchy was evolved in contrast to the heterogeneity, localization and sometimes personalization of the systems of rule in the Princely States.

Aspect	British India	Princely States
<b>Judicial Hierarchy</b>	Supreme Court (later High Courts), District Courts, Munsiff Courts	Varied structures: Darbar courts, Royal tribunals, Local panchayats, Kacheri courts
<b>Judges</b>	Trained in law; typically British ICS officers or educated Indian jurists	Appointed by rulers; often lacking formal legal education
<b>Appeals</b>	Structured multi-tier appellate system	Appeals were rare or discretionary; sometimes direct to the ruler

#### 3.1 British India

Created by the British administration, the judicial framework for British India was structured. The Supreme Court of Calcutta was the first court hierarchy of Western type in India when it came in 1774 with courts of similar type founded in Madras and Bombay. High Courts were formed as the highest judicial institution of each presidency by abolishing Supreme Courts through Indian High Courts Act of 1861. The District Courts and Sessions Courts and Subordinate Judges and Munsiff Courts came to be set up under the High Courts and the administrative relations between them were defined.

Backgrounds of judges in British administered India were the Indian Civil Service (ICS) and membership of legal institutions with British and elite Indian law college education and training in English common law. The procedures for the appointment of judges, though, were standardized and judges received mandates to use law based decisions utilizing statutory law in addition to cases previously ruled, and set procedures. While formal appellate procedures constituted control over the judicial system, written judgment papers by the judges constituted a developing collection of case law and enhanced legal reasoning transparency.

#### 3.2 Princely States

Even though they were under the control of England regarding their external matters, Britain did not strip from the Princely States; they still had wide ranging powers to envisage their judicial institutions. Because different states had had different political and administrative systems, judicial institutions in these states were at variable levels of development. Besides the judicial structures of Mysore, Hyderabad, Travancore and Baroda, if mention be made of courts and codified laws and also of judicial institutions in some bigger modernized states, it would be only just. In the smaller states as well as the conservative states, the judicial trials were normally carried out under the authority of tribunals regulated by the rulers or their officials personally conducting the trial.

There were many instances when untrained dispensers of justice had to make judgment while using personal appreciation of circumstances together with religious doctrine and customary law. Judicial procedures were flexible and varied on the rules of evidence with the defense rights. Within the appellate system, parties were terminated of obtaining proper legal remedies through personal decision making authority of the ruler and unorganized structure of appeals.

Traditional dispute resolution mechanisms for the settlement of rural community disputes were done through consensus of panchayat (local government council) leaders across India. However, these systems were accessible to people but did not have the judicial framework to ensure that any bias based on caste, gender or against a certain economic sector.

### 3.3 Comparative Implications

Outside rulings of foreign courts were denied, in part, in order to maintain the legal order and predictability that British India's judicial systems pursued in their pursuit of colonial state goals for legal rationality and imperial authority. Secondly, the judicial systems of Princely States took personalised approaches because they were the local customs intermingled with religious traditions and feudal hierarchy. The dual system is responsible for fragmenting how justice applied due to the fact that citizens in different parts of the country were subjected to entirely different principles of justice and reasonable procedural standards.

Following independence, there existed distinct institutions and this created major barriers in constructing one set of constitutional and legal framework for the judiciary. The need of Indian judiciary was the need to integrate the courts of Princely States into Indian judiciary with necessary systematic institutional reforms, legal education and uniform procedural legal standards.

## 4. Sources of Law

The analysis of British Indian territories side by side with Princely States proves that their legal systems originate in different authorities on the legal standards and different areas of application. Legal codification, which forged rising trends in British India during that time in legislative uniformity, though was not accomplished in the Princely States yet their legal foundation continued to root in traditional practices and royal power as well as religious norms.

### 4.1 British Indian Territories

Legal source development in British India developed to fulfill its administrative requirement to maintain uniformity and transparency, while keeping up the level of control on its diverse communities open. The following main channel were legal sources.

Fundamental legal codes were enacted by the British authorities to establish unified procedural and substantive codes as far as the presidencies were concerned. The main statutes of British rule over India were the Indian Penal Code (1860), the Code of Civil Procedure (1908) and the Code of Criminal

Procedure (1898). To remove divergent localities of laws, the British brought an administrative system in place which ran parallel to British criminal justice and litigation system, judicial precedent constituted the mainstay of legal thinking because British India continued the practise of stare decisis or deciding cases upon the basis of the previous judicial rulings. Increasingly important case law to guide court choices and to introduce principles of common law, in colonial judicial processes, was created by judicial offenses and by decisions authored by High Courts and the Federal Court out of the 1937 act of creation.

If there was no specific law for a particular case, then there was English common law (Introductions and Glossary, 2001, Page 1), which was imposed by British India. Petty showed this pattern especially in the case related to lawmaking for contracts and torts and equity. Therefore, the courts received instructions on the application of English law, but they understood this to be changing English law for colonial rules, and so, therefore, laws of Hindu along with Muslim and tribal customary laws were permitted for specific family matters like marriage and inheritance if there was no applicable law. Misinterpretation and alteration of heritage traditions by colonial judges that did not understand indigenous cultural heritage, which led to the misrepresentations and structured integration of flexible traditions were the result. The British legal system that operated in India consisted of three greatest elements: codification of laws with procedural strictness and legislative positivism. However, when Britain brought in its own legal frameworks, foreign legal systems were introduced, and a predictable legal system became the norm, which almost decimated the existing indigenous legal systems in Native societies.

#### 4.2 Princely States

Since the Princely States functioned under a distinct governing structure they had a legal system of their own through different normative orders. This was because princely states did not have to adhere strictly to the British legal codes as they were also granted sovereignty by the British government. They could have their own basis of the legal system without falling into any of the British codes. Maharaja, Nawab or Raja (as per case of geography and autonomy) were the central authority of justice in this sense—justice emanated from their Royal Decree and Farmans (also called Royal Decrees). Although implementation varied across states, both legal code and administrative rule enforcement procedures became based on foundations of edicts from royal authorities in Hyderabad and Baroda, among other large bureaucratized states.

Hindu majority states relied on the interpretations of these Dharmashastra religious texts primarily Manusmriti for the decisions to their judicial decisions on personal and civil cases. In Muslim majority states family matters and inheritance as well as other civil matters were regulated by the application of Sharia law. These texts were interpreted by judges who were pandits or qazis, but interpreted in the absence of established methods and in the rural areas with conflicts and disputes were mainly settled through customary tribal and caste traditions. Before being transmitted from age to age verbally, these norms did not have any written documentation, but utilized oral mode without records. The main authorities who implemented these customs at the local level to serve the cultural justice are village elders as Panchayats.

Smaller states, and regions deprived of fit administrative structures, left law enforcement to either becoming the decisions of royal discretion, or community acceptance. Systems were adaptable because there was no written procedure, but discrimination and irregular procedures could be pitfalls in such a system.

#### 4.3 Comparative Insights

British Indian legal code in theory brought together the structure of the procedure with systems of judicial oversight and standardization. The first was through this legislation the British separated criminal law from civil law, personal law from one another, and constituted the basis on which India became a country, a nation of legal structure, after independence. Though they did not follow formal judicial procedure, the different Indian states were able to demonstrate a sense of cultural awareness of fairness and affordability by allowing local religious and community bodies of justice to adjudicate certain cases in certain contexts; British and princely domains had varying experience with justice during British rule because it depended on whether one resided in one or the other and on one's religious and political affiliations.

### 5. Judicial Independence and Accountability

A crucial difference between the Princely States and British Indian territories in the matter of just administration related to the independence of the judiciary and the presence (or lack) of a mechanism to ensure accountability. These were not just structural differences but ideological, paying attention to contrasting legal, governing, and judicial functions in colonial and semi-autonomous polities.

#### 5.1 Judicial Independence in British India

While rooted within the apparatus of British imperial bureaucracy, the British colonial judiciary attempted to build its professional and hierarchical legal order at least presumptively independent of executive meddling. Beginning from the Regulating Act of 1773, which set up the Supreme Court of Calcutta, the British decided to keep apart judicial functions from the administrative and legislative powers exercised by the East India Company.

With the Charter Acts and the Indian High Courts Act of 1861, there was emergence over the 19th century of a more formalized judicial hierarchy of High Courts in the Presidencies and subordinate courts at district and Munsif levels. Typically, judges in the higher judiciary were selected from among barristers who trained in England or from the Indian Civil Service (ICS)—there were standards regarding the quality of legal training and education. Executive officers in the lower judiciary tended to serve concurrent administrative roles, but the higher judiciary was required to refrain from such involvement and was to be feeble to a set by codified law.

Although colonial imperatives shaped the nature and the maintenance of accountability through appellate procedures, published judgments and from time to time, periodic judicial review by higher courts. Precedent and reasoned decisions were used in order to bring about a measure of transparency

and predictability. Additionally, institutional memory and judicial consistency was also aided by legal reporting in the form of the Indian Law Reports.

Nevertheless, the wider purposes of imperial control impaired the independence of the judiciary. Judicial appointments remained under the control of the colonial executive, and the colonial executive could overrule decisions in those areas in which the Crown's interest was involved. Yet the colonial system attempted in form to carry on the principle of the rule of law, even if it was colonial law.

## 5.2 Judicial Authority in the Princely States

Whereas, judicial systems of Princely States were chiefly replica of the royal power and separation of powers, cornerstone of modern legal governance was, in most cases, absent. The function as the head of state and as the final arbiter of justice was played by the ruler, whose direct supervision or under supervision of officials, personally appointed by him, were conducted legal proceedings. The administration of justice was very personalized and subject to political or dynastic considerations especially in smaller or less bureaucratized states.

Not even in a larger and more modernized state like Hyderabad, Mysore, or Baroda where the court and legal officers were formally instituted, did the sovereign have to share his ultimate legal authority. In fact, judicial officers were frequently not professionally trained, and held their offices at the king's behest rather than on definite terms or the basis of legal credential. The system thus developed allowed legal decisions to be overridden, can be delayed or be influenced by court politics, social hierarchies or to what is politically expedient today at the time of making legal decisions.

Aside from that, appellate mechanisms were weak or discretionary. Some states established courts of appeal (darbar panels), but they were essentially lacking in autonomy and were usually of the type rarely found with the procedural safeguards of British Indian courts. Judicial review had not been thought, and royal proclamations or farmāns could overturn any adjudication. But by conflating executive and judicial authority, this tended to undermine predictability in the course of justice, to admit arbitrary justice and frequently to subsimplify minority or dissenting voices.

## 5.3 Comparative Reflections

More fundamentally, the difference in the degree of judicial accountability in British India as compared to the Princely States can be viewed as one of epistemological divergence. At least in British India, judicial institutions, however constrained by colonial interests, were trying to gain their legitimacy through law, training, and procedure. Legitimacy hinged on the Princely States, basis on their monarchical authority, divine sanction and customary norms. For instance, British Indian courts were liable to be regarded as anachronistic and apart from the local values, but in the same way princely justice systems were exposed to objectivity, unfairness, and hegemonic capture.

The lack of institutionalized checks and balances in the Princely States made legal reform and inequalities in general, to women, lower castes and minority communities, worse. It was also at times

context sensitive without procedural safeguards, however, because the localized and culturally embedded nature of princely justice; at times such sensitivity was possible.

## **6. Access to Justice**

Both British India and the Princely States can be judged on the administration of justice according to its design or law but also according to its accessibility for those it claimed to serve. Broadly defined access to justice refers to the ability of people to access, seek out, understand and obtain fair legal resolution. Existing courts and ostensible legal mechanisms in both jurisdictions were only minimally effective, and the reach they had did not extend substantially, despite the presence of substantive and procedural hurdles, although in varying ways and degrees.

### **6.1 British Indian Territories**

The formalizing and institutionalizing of access to justice through a pyramid of courts and procedure took place in British India. As part legal codification from above, the expansion of codified laws such as the Indian Penal Code (1860), Civil Procedure Code (1908) and Criminal Procedure Code (1898) brought in procedural regularity and rights and liabilities. However, the design of this system did seem equitable, but it presented many practical obstacles to ordinary Indians.

Among the principal barriers was that the language and concepts surrounding legal proceedings meant that Racino was linguistically, and to a certain extent conceptually, inaccessible. Court language was usually English or Persian (back in those days) and thus became incomprehensible to most people litigating, especially in rural regions. Because the uneducated could not read, the law and the courts were beyond comprehension and as a result, it was necessary to rely on intermediaries like vakils (advocates) and pleaders who became indispensable brokers between the law and the people.

Legal representation was expensive and the system was slow, complex, and costly, which were preventives against recourse to the courts for the poor. In spite of occasional legal aid in criminal cases, civil disputes could be taken over only by lawyers and court fees made the poor unwilling to seek redress. In addition, the procedural norms that were rigid and alien to local dispute resolution cultures, saw the process, clogging at the wheels of British jurisprudence, often resulting in delays and adjournments, refusal to grant procedural dismissals, which no doubt enhanced perceptions that the justice system was slow and inaccessible to common citizens.

Geographical Constraints were: Courts were always situated at district headquarters away from villages. If for litigants in remote or tribal areas, even the journey to the court itself has been very burdensome – loss of wages and travel costs.

### **6.2 Princely States**

There was a far more heterogeneous picture in the case of the Princely States in terms of legal access. Mysore, Hyderabad, Travancore and Baroda became more progressive, developed formal courts,



judicial departments and rudimentary codes at the model of British Indian structures. First, these states utilized legally trained officials, provided vernacular language documentation, and even in some (rare in most) cases offered limited legal aid to indigent litigants. But in these states too, across the board, the administrative control of the ruler ruled supreme, as access was in the hands of the executive and procedure offered no safeguards.

Formal justice systems were informal, custom based and personally mediated by the ruler or his appointees in the smaller or less centralized principalities. Primary adjudicators included the Darbar courts, the village panchayats, or the religious councils, especially in the field of civil and personal law matters. Such systems were more arbitrary, gender-biased, more expensive, more costly, and more susceptible to elite manipulation.

Also caste, class and gender biases worked in determining access. Instead, formal adjudication processes excluded women, lower castes and tribal populations or their testimonies were devalued. In many states, however, elite or landed groups had undue influence over local justice systems so that governance and coercion were confused.

In many princely states, justice was available only to those individuals who were close to the court of the ruler or the local aristocracy. Legal outcomes were not a function of the principle but of patronage. It was common for people to petition the ruler directly, but this afforded no assurance of procedure justice or right to appeal.

### 6.3 Comparative Insights

To sum up, Britain ensured legal consistency in but very often had been at the expense of accessibility and cultural embeddedness in British India. On the other hand, Princely States offered proximity and informality at a predictable and impartial cost. Both systems did not democratize justice for the populace at large, but in their flaws they were different.

In theory, British India's courts could enforce rights and restrain executive overreach, but in practice its functioning was circumscribed by 'colonial priorities and institutional elitism'. In the Princely States, the justice systems were more organically rooted in the local traditions and were unable to give justice to the marginalized on account of the personalized rule and absence of oversight.

This paradox is the more significant the fact that while British India had modern legal forms, they were socially distant—while justice in Princely States was socially embedded, it lacked the institutional independence required for fairness.

## 7. Case Studies

A further comparative study is possible by considering regional case studies to enrich a comparative analysis of the administration of justice in British India and the Princely States. Such examples show how complex, innovative, and contradictory ways were legal systems developed in the process of

political and cultural differences. The following case studies of Mysore, Hyderabad, and British Bengal serve as illustrative microcosms of broader trends within the colonial legal landscape.

### 7.1 Mysore State

The Princely state of Mysore transformed into a progressive Kingdom and implemented many judicial reforms under the color of Krishnaraja Wodeyar III and Nalwadi Krishnaraja Wodeyar IV. Unlike the majority of other princely administrations based in customary or discretionary justice, Mysore evolved a formal legal system complete with coded statutes, judicial training and administrative separation.

By that time of late 19th and early 20th Centuries, Mysore had developed hierarchy of courts, Munsiff courts, District courts and a Chief Court at Mysore, which acted as high appellate authority. The judiciary was peopled by legally educated officers where many of them had education either in the state's law colleges or in the British Indian institutions. They recorded in writing; they reasoned judgments; and appellate procedures were followed.

The law also borrowed from British Indian statutes, but this was 'so accommodated and adapted to the local context' that it was adapted to become the Mysore Code, a compendium of laws covering both civil and criminal matters. Important to that was also the fact that Seringapatam founded the legal education with one of the first law schools in the region preparing its judicial officers.

Mysore thus represented a model of judicial modernization contemporaneous with royal patronage and administrative commitment, which made Mysore a model of legal development in a princely setting that even drew praise from British administrators for its efficiency and structure.

### 7.2 Hyderabad State

Coupled with its status as the largest and most populous of the Princely States, Hyderabad was beset with religious pluralism, administrative complexity, and political intrigue clearly visible in the legal landscape. Different religious communities of the Nizam's state had parallel legal institutions including separate Muslim (Sharia) and Hindus (Dharmashastra or customary law) courts maintained by the Nizam's state. Most often this division encompassed civil as well as family law matters, thus effectively cordoning off communal boundaries in court practice.

Before the early 20th century, Hyderabad had instituted a High Court and implemented several administrative reforms, similar to those of the British Indian models. Though formally, the judiciary was subordinated to the executive authority of the Nizam. Members of the judiciary were appointed by the ruler and did not have the institutional autonomy at least formal, that was enjoyed by the British India counterparts.

Additionally, British Residents and Political Agents had a palpable influence in cases of appeal or political sensitivity. In practice, although in theory respecting Hyderabad's internal sovereignty, the British frequently intervened in matters involving European subjects or across the border and so, exercised indirect but positive control on judicial happenings.

Although these limitations do not allow us to paint a picture of a flourishing legal culture on a par with those in larger, colonial cities, we can still speak of a vibrant legal culture with active bar associations and Urdu vernacular legal press, that engaged in debates on legal reform, justice and modernity in the city.

### 7.3 British Bengal

Unlike the semi autonomous judicial landscapes of Mysore and Hyderabad, British Bengal was the exemplar of the colonial legal order. After the Regulating Act of 1773, riverside Calcutta (now Kolkata) became the site of the Supreme Court that was subsequently merged into Calcutta High Court under the Indian High Courts Act of 1861.

The Bengal judicial system was extremely codified and based on all India statutes like the Indian Penal Code, 1860, Criminal Procedure Code, 1898, and Civil Procedure Code, 1908. The courts – Munsiff and District Courts to the High Court—were part of a set bureaucracy. In urban centers such as Calcutta, legal professionals trained to British jurisprudence increasingly dominated the judiciary and legal profession.

As a result of this Calcutta High Court became a prestigious judicial body. The jurists from both, Indian and British also came. Law Reports were also critical in setting law precedent and interpreting colonial statutes while simultaneously operating in the interstice of written as well as customary law.

Conversely, British Bengal's access to justice, while possessing remarkable procedural sophistication, continued to be unequal, and primarily so for the rural and marginalized communities. Because of the formalism of British courts, the reliance of English as a medium of legal instruction, and an elitist British legal profession the legal system had a restricted popular reach. It is also true that criminal justice was routinely skewed to be in favor of colonial authorities, most of all in politically sensitive cases.

### Conclusion of Case Studies

This case studies demonstrate the legal pluralism and the variety of justice administration in the colonial India. Mysore revealed the possibility of progressive legal modernization under the princely system; Hyderabad the difficulties of multi religious modes of legal governance under the semisovereign system. Unlike British Bengal, it represented the rigid codification and imperial institutional formalism of the law.

## 8. Impact and Legacy

A legacy of the coexistence of these two vastly different systems of justice in British administered territories and the Princely States was left behind that was profound and is still enduring in shaping up the contours of Indian law and governance in the post independence period.

### 8.1 Inheritance of Legal Pluralism

India did not come into independence at zero hour carrying a uniform legal structure on its back but lived rather a patchwork of codified laws, customary practices and parallel institutions which were in wide variance, in terms of their scope, accessibility and authority, at the time of our independence in 1947. British India had a comparatively centralized legal apparatus whereas in Princely States had a range of legal systems from formalized courts to informal, arbitrary or even in full absence of official structures of dispute resolution. Political unification of India through the integration of over 560 princely states into the Indian Union was inevitably accompanied by the problem of integration of various legal cultures, systems and traditions.

### 8.2 Constitutional Reform and Legal Unification

Indian constitution was framed by the framers who awfully knew about the fragmented colonial legal inheritance. Their key priorities included the creation of legal uniformity but at the same time of respect for diverse cultural as well as legal traditions of a plural society. A number of constitutional provisions reflected this, especially Articles 13 and 372 preserving existing laws unless repealed or altered, and confirming that the Constitution was the supreme law and source of all law.

A beginning, however, was made in trying to codify and standardize laws across the nations, and more so in the areas of civil and criminal law. However, ever after the independence, the Indian Penal Code, Code of Criminal Procedure and Code of Civil Procedure were kept in force and applied throughout the country. Yet, the areas like personal laws which are based on religion and community specific custom could not be covered under uniform codification that carried on from the Princely States times.

### 8.3 Legacy of Proceduralism vs. Informality

There is no tension in postcolonial India that has persisted longer than the dichotomy between the formalist procedures of British Indian law and the customary, informal means of local princely and rural justice. The former promised uniformity, predictability, legal rights and it was inaccessible to the common population because of the linguistic, economic and institutional barriers. Although the latter was culturally attuned, more immediate and responsive, it did not have enough procedural safeguards to prevent elite capture or arbitrariness.

This tension remains key to our current debates regarding legal reform and access to justice. Proliferation of Lok Adalats, determined so called popular adjudicating structures or as alternative dispute resolution, and panchayati raj institutions, village level governance could be understood as the attempts to narrow the gap between centralized legality and grassroots justice a divide originating in British rule which dual administration of justice gave birth to.

### 8.4 Lessons for Federalism and Legal Pluralism

The colonial experience also provides insights to the nature of Indian federalism and experiment with decentralization. A precedent has been set regarding how one can manage the national coherence with regional diversity within a broader constitutional framework by accommodating local legal practices. Nevertheless, it simultaneously emphasizes the necessity of accountability, consistency, and the sovereignty of the judiciary in the case of any legitimate and righteous system of justice.

## 9. Conclusion

In colonial India, both the imperial authority and indigenous autonomy were not unambiguous, which influenced the administration of justice in India. British India was all about control and hierarchy, of uniformity, ruled over through a codified and bureaucratized legal framework, but fell out of favor with subject on account of legal inaccessibility and cultural dissonance. Whereas the various Princely States maintained different judicial systems on the lines of tradition, religion and Royal discretion which might be closer to ground realities but without transparency, uniformity and principles of rule of law.

Contrary to expectations, this study shows that there was no single way in which colonial India experienced the legal modernity; rather that different and sometimes conflicting trajectories of legal development existed in colonial India. A legal landscape that was fragmented through the co-existence of procedural justice and informal adjudication on the one hand and English common law and customary traditions on the other, complicated the process of creating the Indian republic.

Legal unification from the post independence period onwards has been one of the central projects undertaken by the state of India, and plural histories of colonial jurisprudence are both a structuring and an ethos of Indian law. The colonial bifurcation of the legal system has left an indelible imprint in India's legal conscience as far as debates over personal law reform are concerned, along with the persistence of community-based dispute mechanisms.

But then, the question of the administration of justice in British India and in the Princely states is, above all, a matter of historical inquiry, and indispensable to understanding the genesis of legal pluralism, and of institutional trust as well as the hurdles to the democratic reform of the legal order in contemporary India.

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## **E-Commerce Return Policies as a Quality Indicator: Balancing Customer Satisfaction and Business Efficiency**

Saurav Kar, Research Scholar, Dept. of Management, Kalinga University, Raipur, CG, India  
Dr. Sandeep Soni, Research Supervisor, Assistant professor, Kalinga University, Raipur, CG, India

### **Abstract**

In the digital marketplace, return policies are no longer seen as mere transactional details—they have evolved into a critical quality indicator for e-commerce businesses. This paper explores how return policies influence customer satisfaction while simultaneously impacting business operations and efficiency. Through a qualitative analysis of literature, case studies, and current industry practices, this research identifies key dimensions of return policy quality, including clarity, flexibility, cost, and processing time. The study finds that well-designed return policies not only drive consumer trust and loyalty but also serve as a strategic tool for competitive differentiation. However, businesses must carefully manage the operational and financial challenges associated with returns. The paper concludes with recommendations for creating return policies that balance customer-centricity with operational efficiency.

**Keywords:** Return Policy, E-Commerce, Customer Satisfaction, Quality Management, Reverse Logistics, Operational Efficiency, Return Rate, Consumer Trust

### **1. Introduction**

Over the past ten years, online buying power has extended retail operations since consumers now largely search and purchase things via digital channels. While consumers now anticipate different service treatment after making a purchase, corporations modified their product promotion strategies following the shift in the industry. Since stores have made the return policy from an afterthought a necessary business tool, consumers now view it as a fundamental component of their purchase choice. Online purchasers run purchasing dangers since they must physically view and feel the information concerning features and size to grasp. While the consistent service enhances sales results, an open return policy with several options allows consumers buy without worries. Users of our free return policy find it proof of top brand reputation in the categories of home goods and fashion gadgets. Online companies try to solve main operational issues from their return policies that favour consumers as these policies effectively keep consumers and satisfy them. E-commerce companies must expand their storage capacity and allocate funds for product screening and restocking given the larger return value. Poor operation of return policies raises corporate costs and generates both stock issues and limited profit opportunities. The consistent increase of too high returns contributes to return management issues influencing vehicle emissions as well as demand appropriate handling of unmarketable products.

A key component of quality control systems, return policies must help to define consumer perceptions of their service and influence long-term business operations and brand value. Businesses now have to create return policies that improve customer value and function well for strategic planning based on sustainability.

In order to investigate their impact, our study sees e-commerce return policies through quality control methods. While determining the best approach to balance satisfaction and operational speed, our study investigates how return structure performance affects consumer views and company results across several new online shopping platforms.

## 2. Research Objective and Research Question

This study investigates their function as strategic quality service markers in e-commerce systems using return policies as transactional elements. Customers in the digital market have elevated their expectations, hence businesses now have to focus on their return policies to improve the customer experience. Most companies today know that return policies have two major purposes: they manage unhappy purchases in line with active quality assurance mechanisms preserving brand reputation. Research aim:

By means of evaluations of their operational effects on companies and their influence on consumer happiness, the research examines return policies as quality indicators in e-commerce. While offering advice to businesses on using these policies while preserving financial sustainability and operational efficiency, research aims to identify the most preferred return policy qualities among consumers.

**Research Question:** The study looks at which aspects of e-commerce return policies influence customer happiness and exposes important tactics companies have to employ to safeguard operational efficiency when implementing friendly customer return policies.

## 3. Literature Review

Essential customer service tools used by companies to show their degrees of service dedication are e-commerce return policies. This section describes quality return policy elements and analyses operational issues businesses face while managing reverse logistics systems, therefore investigating past research on return policies as components of service quality.

### 3.1. Essential indices of service quality in companies are return policies.

Lack of physical shopfronts and testing possibilities makes consumers evaluate the dependability and integrity of e-commerce services based on the availability of explicit return policies. While offering buyer safety and hence reducing purchase risks in online e-commerce environments, well-structured return procedures indicate great product quality. Clear, customer-oriented return policies help consumers to buy more and increase their satisfaction after purchase, according to studies by Davis et al. (2021). A strong return policy is a mental security guard that helps consumers to shop with more peace of mind and assurance.

For Hassold and Gökce (2019), return flexibility lets consumers see it as evidence of the company's faith in product quality. By means of their expert approach, providing hassle-free returns helps companies not only remove customer process challenges but also build themselves as dependable services. When fighting in technologically crowded marketplaces, electronic companies rely mostly on flexible return policies as a competitive tool. These regulations interact with general models of service quality that generate competitive advantages.

### **3.2. Dimensions of a Quality Return Policy**

Together with industry professionals, the research community has identified four basic elements reflecting the degree of excellence of a return policy. The specified components affect how consumers perceive their purchases after purchase and are fundamental drivers of customer satisfaction and control.

To ensure customer satisfaction, return policies coupled with qualifying criteria and deadlines should be clearly described and easily available to every customer. Policy words that remain vague discourage consumers since they erode their faith in the company and lead to unfavourable customer recommendations.

Simple return criteria combined with flexible time limitations show that consumers stay at the forefront of the business philosophy. Extended time periods for returns help consumers feel more confident after making purchases, therefore strengthening brand trust.

Customer behaviour mostly depends on whether they will pay for returning goods. Free return shipping is widely appreciated in the sectors of electronics and apparel as consumers try to address typical sizing and product compatibility issues.

Businesses show their dependability to consumers by means of swift refund policies and fast product exchange services, therefore speeding up return administration. Independent of initial return initiation ease, the duration of processing time between an offer and its completion reduces consumer satisfaction.

The primary factors influencing consumer evaluation of the quality of a customer-centred return experience are these elements. Companies that follow policies grounded on these values build better customer loyalty together with higher buy intentions and get positive brand support from their consumers.

### **3.3. Operations Challenges and Return Management**

Though they create operationally challenging logistical and financial reverse logistics systems, return policies that please consumers help to promote strong brand perception and positive customer sentiments. Retrieving returned goods from consumers and then transferring them into stock completes the whole cycle of managing them before perhaps recycling or disposal of outdated goods. The National Retail Federation (2023) claims that online stores have serious profitability issues since their return charges exceed 10% of their overall logistical expenses. The costs of reverse logistics mostly affect perishable seasonal items that cannot re-enter sales marketplaces; they include cost increases connected to increased labour work and inspection solutions and repacking needs. Return fraud and abuse tactics including consumers who use and return used goods or return products in non-original condition aggravate the difficulty controlling operational integrity. Modern monitoring tools enable the identification and management of these complex situations. Businesses must find the ideal mix between preserving operational performance standards and benefiting from permissive return policies.

Many companies are using predictive analysis programs and policy segments created from consumer histories and product kinds in addition to technology-based return management systems to address

these issues. The strategies aim to maintain return policy quality upgrade capacities during whole corporate sustainability periods.

#### **4. Methodology**

For this study, a qualitative exploratory research paradigm is sufficient to grasp complicated e-commerce events involving return policy strategy. By means of intensive examination of secondary resources instead of survey or quantitative data collecting, the study develops a conceptual framework concerning return policy design that links with both customer happiness and corporate operational efficiency.

Relevant data came from academic peer-reviewed papers as well as industry white papers and market research reports coupled with case studies from well-known e-commerce companies such as Amazon, Zappos and Zalando. These businesses were the focus of the study since they have global reputation for outstanding service and creative return policy ideas.

Three main analytical categories derived from scholarly publications guided research.

- i. Return Policy Structure combines factors of evaluation related to simplicity of comprehension, duration and cost and user-friendliness during analysis.
- ii. The study looks at two key elements: Reverse Logistics and Operational Efficiency looks at corporate strategies for handling operational flows and return expenses.

In this study, client loyalty and post-return satisfaction constitute components of client Feedback and Experience Management. While assessing their strategic return management techniques towards quality assurance and operational sustainability, a comparative case study method finds common strategies and practical approaches across these companies. Although the study lacks primary data collecting, varied secondary sources provide more accurate and thorough evaluation of the results.

#### **5. Key Findings and Discussion**

complex effects which influence operational achievement and customer contentment. A breakdown of vital literary and case-study findings exists in the following sections.

5.1. Customer Satisfaction and Return Flexibility Consumer satisfaction together with brand loyalty strongly increases when companies implement return policies that offer maximum convenience and minimal risk and generosity. Zappos exists as a return policy benchmark through its practice of extending a 365-day return window with free shipping for every return. The policy creates trust with customers by making their buying decisions easier and establishes lasting loyalty. Zappos proves that the lasting value which dedicated customers bring when combined with their buying loyalty surpasses the minor immediate costs associated with allowing liberal return options. The majority of shoppers consider return policies as integral to service quality perception which leads them to abandon purchasing with unfavorable policies or switch providers.

5.2. Return Abuse and Business Costs Flexible return policies that benefit customers pose obstacles

to businesses due to return policy abuse including cases of customers wearing purchased products before returning them and making numerous returns. Such practices both disrupt demand forecast accuracy and cause inventory deterioration and drive up reverse logistics expenses. The identification of potentially fraudulent actions and return patterns depends on predictive analytics and machine learning solutions which Amazon along with other companies has implemented. Amazon maintains its customer-friendly policies through high-risk account detection which lets the company implement customized return conditions to protect genuine customers from abuse. Research demonstrates that businesses should apply customized approaches and specific segments to maintain high quality standards while retaining operational flexibility.

**5.3. Technology and Reverse Logistics Efficiency** A well-designed Return Management System (RMS) which provides automation for approval procedures must track returned merchandise and sort items before determining their disposition. Organizations succeed at reducing costs and waste through better control when they bring their forward and reverse logistics operations together to treat returns as an essential element of their supply chain operations. Zalando showcases this method through its operation as a European fashion e-commerce leader. The company employs AI technology that calculates returned product value than matching products to suitable restocking options or disposal plans. The automated sorting capabilities of smart warehouses enable fast processing for returned items which shortens delivery time and lowers waste rates. The technologies implement operational improvements which jointly achieve sustainability goals through reduced material waste and improved returns resale opportunities.

**5.4.** A business gains a competitive advantage by delivering honest and transparent terms regarding their return policy. Return policy transparency grows beyond its traditional role as an operational detail to function as a critical feature that companies use to market themselves and stay distinct in the market. Online shopping platforms that show their return policies through multiple platform points from product pages to shopping carts and order screens achieve higher customer trust ratings together with reduced cart abandonment incidents. Unknown terms regarding returns tend to make consumers delay finishing their transactions. Brands whose return policies present clear information written in a friendly manner gain customer confidence more easily than those without straightforward policies. Proactive communication delivers two important benefits: it eases customer stress and ensures expectations match reality which leads to strong brand loyalty. Companies that showcase clear return regulations obtain better customer satisfaction along with improved market position in crowded markets beyond basic pricing advantages.

As return policies continue to influence both customer perceptions and business operations, e-commerce firms must adopt balanced, flexible strategies that serve both consumer expectations and internal efficiency. Based on the findings of this study, the following recommendations are proposed to optimize return policy effectiveness:

## **6. Recommendations**

As return policies continue to influence both customer perceptions and business operations, e-commerce firms must adopt balanced, flexible strategies that serve both consumer expectations and

internal efficiency. Based on the findings of this study, the following recommendations are proposed to optimize return policy effectiveness:

E-commerce companies have to implement balanced, flexible methods that satisfy both consumer expectations and internal efficiency as return policies still affect both customer impressions and corporate operations. The results of this study lead one to make the following suggestions to maximise the efficiency of return policies:

### **6.1. segmented return policies**

The present e-commerce environment makes a one-size-fits-all return policy progressively unsustainable. Rather, companies should take into account segmented or tiered return policies varying by customer behaviour, price range, and product category. For high-return-risk products like clothing, for instance, different terms may apply than for low-risk gadgets. Furthermore, companies might provide members of loyalty programs or devoted consumers improved return rights, therefore encouraging repeat business and controlling risk. By means of this focused approach, companies can offer individualised service while maintaining cost control and lowering of abuse. This focused strategy lets companies offer individualised service while keeping control over expenses and lowering of abuse.

### **6.2. Data-Driven Decision-Making**

Informed return-based decision-making depends on using data analytics. Return data tracking systems should be used by companies to track trends in return rates, spot abuse patterns, and project inventory flow interruptions. Additionally providing insights into problems with product quality or incompatibilities between product descriptions and consumer expectations is return data. Companies can make proactive changes to inventory, marketing, and quality assurance systems by including these insights into business intelligence tools, therefore boosting customer happiness and lowering operating waste.

Companies can make proactive changes to inventory, marketing, and quality assurance systems by including these insights into business intelligence tools, therefore enhancing customer happiness and lowering operational waste.

### **6.3. environmentally friendly return models**

Consumers are become more and more concerned about environmental sustainability, hence return policies should show this change. To lower transportation emissions, businesses could investigate green return solutions include in-store drop-offs, return kiosks or combined return shipments. Certain companies are also offering returnless reimbursements, in which case consumers are refunded without having to ship cheap or unsellable merchandise. Giving incentives for exchanges instead of refunds can also help to lower waste and increase inventory turnover. Including sustainability into return policies not only helps the surroundings but also improves brand image and fits customer ideals that are socially concerned.



Including sustainability into return policies not only helps the surroundings but also enhances brand image and fits customer ideals that are socially concerned.

#### **6.4. consistent and clear communication**

Establishing expectations and preventing post-purchase discontent depend on clarity in return policy communication. Policies should be conspicuously and precisely communicated at all customer touch points—including order confirmation emails, checkout screens, product pages, and packing inserts. Companies should steer clear of legal jargon and use simple, consumer-friendly language. Customer satisfaction can be greatly raised by teaching them about the procedure, schedule, and circumstances of returns, therefore lowering needless questions or complaints.

#### **6.5. Coordinated Reverse Logistics Systems**

Businesses have to make investments in agile, automated, completely integrated into the supply chain reverse logistics infrastructure if they are to effectively handle huge return volumes. Systems should enable intelligent routing to resale, recycle, or dispose of returned goods, automated return authorisations, and real-time tracking of products. Forward and reverse logistics integrated together produces labour allocation, inventory replenishment, and storage efficiency. Faster processing, better resource use, and better customer experiences all depend on this alignment.

### **7. Recommendations for Future Research**

This research supplies essential theoretical knowledge about return policy quality assessment but multiple investigation gaps continue to exist. Research focused in the following directions would enhance the understanding of return policies as quality indicators and prove evidence-based practices more effective:

**7.1. Empirical Research on Retinal Pleasure** - While quantitative research methods consisting of customer survey administration alongside experimental designs and regression tests must be applied for definitive statistical confirmation of return policy elements on customer satisfaction along with loyalty and purchase behaviour, this project uses secondary information combined with case studies. The gathered information would enable the creation of measurable statistics on behaviour depending on policy implementation differences.

The gathered information would enable the creation of measurable statistics on behaviour depending on differences in policy implementation.

**7.2: Regional and Cross-Cultural Comparisons** - Because of cultural standards and controlling laws and practical constraints, customer expectations concerning returns as well as consumer behaviour vary greatly throughout areas. By means of comparisons between developed economies and emerging markets, research on return policies would help to identify suitable policy adjustments depending on type of market. Such study helps worldwide stores create tailored policies for every geographical region.

Such research helps worldwide stores create tailored policies for every geographical location.

**7.3. Consumer Perception and Sustainable Trade-Offs** - Current studies on consumer opinions of environmentally friendly return policies including carbon-neutral logistical systems and consolidated shipping alongside returnless refunds and are rare. Studies should look at whether consumers would be okay with somewhat lowered return convenience in order to support environmental stewardship and its impact on brand loyalty.

Studies should look at whether consumers would accept somewhat lowered return convenience in order to support environmental stewardship and its impact on brand loyalty.

**7.4. Returns Management:** The Function of Automation and Artificial Intelligence Research has to look at the effects of artificial intelligence-powered analytical tools like fraud detection software together with automatic help bots and machine learning tools which classify returns on the application of return policies and prevention of abuses and customer contact quality. By means of research on these technological systems, companies would be able to increase their return operations without sacrificing service standards.

## **8. Conclusion**

The evolution of e-commerce industry has resulted in return policies from simple transactional tools into fundamental quality characteristics which directly influence customer loyalty and happiness as well as operational efficiency. Digital consumers focus their purchase decisions on trust signals including delivery timeframes coupled with product evaluations and warranty guarantees so return policies become crucial for establishing complete customer service quality.

Businesses have to realise that their value offering depends critically on their return policies since well-considered policies really provide value to consumers. Buyers feel less nervous during purchase and develop trust for return business when return policies with key elements including visibility alongside flexibility and reasonable processing expenses and swift resolution timing are there. Companies who stretch their policies beyond reason run the risk of having returns abused, which raises reverse cost expenses and lowers company efficiency.

Results of this study confirm the need of reaching operational feasibility in line with customer-oriented elements in return policy design. Implementing four key strategies—policy segmentation mixed with analytics for returns management and infrastructure investments and sustainable return system integration into operations—will help one attain operational feasibility. Better return process management resulting from clear communication and AI technology-based applications gives both faster operations coupled with improved accuracy and rapid actions but without additional costs to operational workload.

Since both consumer expectations and market competitiveness are anticipated to rise in an expanding e-commerce sector, return policy is crucial for quality control. Entrepreneurial companies seeing return management as a strategic quality-improving tool provide better service coupled with customer trust which results in longer business expansion. From what once seemed a difficult process, companies

that combine quality thinking with consumer insights coupled with technological innovation in their return operations can develop digital market advantage.

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## **Examining the Impact of Instructional Leadership on Student Academic Achievement**

**Dr. Nirmal Das**

### **Abstract**

As a crucial factor in improving student learning outcomes and effective teaching practices in schools, instructional leadership is an important subject in school leadership. Instructional leadership emphasizes curriculum planning, teacher development, classroom instruction and student learning; something different from what traditional administrative models stand for which centers on duties that concern the manager. The substance of this study is to review currently theoretical models and actual empirical studies for instructions on the impact of instructional leadership on student academic achievement, as well as, to explore its practical implications. Applying a mixed method of survey of teachers and performance records from selected schools, the study discovers that there is a strong positive relationship between the quality of instructional leadership and student performance. Given the findings of the study, strategic recommendations on how to strengthen instructional leadership to achieve academic excellence are made.

**Keywords:** instructional leadership, student achievement, educational leadership, teacher development, school improvement, academic performance

### **1. Introduction**

Although improving academic achievement of students remains an important priority for education systems worldwide, considerable gains in performance levels have yet to be attained. Given the higher educational standards, global competition and accountability driven reforms, the performance of the students is being used as a barometer to assess the effectiveness of the schools. Although other factors—such as socioeconomic background, parental support, classroom environment, and resource access—affect academic achievement, scholarship during the last several decades has elevated the influence of the school's leadership, and instructional leadership in particular, on student performance.

Unlike the traditional models of school administration, instructional leadership is distinguished from the tasks of traditional operations management, compliance with regulations, and logistical coordination. Instructional leadership is about teaching and learning rather than about managing or system development; student achievement is the heart of leadership activity. It is proactive in nature and includes areas such as curriculum planning, teacher support and supervision, development of instructional strategies, literacy in assessment and data driven improvement cycles.

Instructional leaders, typically school principals, vice principals, academic deans, or department heads are leaders of learning rather than managers. Through their on site presence in the schools, through coaching sessions, professional learning communities, classroom observations, they influence quality of instruction by allocating resources that directly support achievement of students. These school leaders create an atmosphere of high expectations, collaboration, evidence base practice and common belief that academic success is paramount.

The emerging studies on instructional leadership have pointed out that instructional leadership is able to influence teacher performance, student engagement and, in the end, student achievement in the schools that serve disadvantaged or underperforming student populations in a significant way. Instructional leadership has been shown to be effective, but school systems have not made best use of it because of competing demands; limited training; and structural barriers within many of their systems.

Therefore, this research paper intends to analyse how there is a relationship between instructional leadership and student academic achievement by answering the following questions:

- i. Which are qualities of skillful instructional leadership?
- ii. At the end of the section, use data to explain how instructional leadership influences the teaching practices and the performance of students.
- iii. What do schools need to do in order to develop more powerful instructional leadership? Are there strategies that schools can mobilize on that will have an effect on academic outcomes?

This paper makes a contribution to the evidence base supporting instructional leadership as a means of spurring school improvement by examining, synthesizing, and advancing, through field data, relevant theoretical frameworks and empirical studies on school improvement. Additionally, it includes practical recommendations for policymakers, administrators and education leaders that want student centered, high performing schools.

## **2. Literature Review**

### **2.1 Defining Instructional Leadership**

Instructional leadership is a concept developed, since the 1980s, as a reply to perceptions that school leadership models lack focused attention to student learning, and that academic performance and standards are in decline. One of the earliest frameworks of instructional leadership comes from *The Instructional Leadership and The Ladder of Leadership* by Hallinger and Murphy (1985) which conceptualize the functions and behaviors of instructional leadership as specific leadership practices which were measured as engagement at three core dimensions to influence teaching and learning.

- Developing the school's mission, which means indicating precise and convergent academic goals and supporting teachers, students and coworkers to pursue them.
- Lo desarrollamos en el desempeño rector del programa instructivo que incluye dirección del programa curricular, de supervisión docente, evaluación collativa del programa y de garantizar la consistencia instruccional a través de niveles de grados.
- A positive school learning climate is promoted: by cultivating a culture of high expectations, trust, collaboration and recognition of the academic success.

With time, the idea has changed, and now distributed instructional leadership, taking into account multiple actors in school, for example teacher leaders, instructional coaches, department chairs, and

support specialists are responsible for sharing the job (Spillane, 2006). A shift in thinking about the importance of instructional leadership is that it's not limited to just a formal role and is actually more effective when widely distributed among a team of people in collaboration.

Extending the understanding of instructional leadership, Robinson, Lloyd, and Rowe (2008) performed a meta-analysis claiming instructional leadership, which contains the following, has the strongest impact:

- Participation in teacher learning and development and promoting such practice.
- The teaching and the curriculum plan, coordinate and evaluate.
- Establishing goals and expectations
- A safe, orderly environment is also ensured.
- Strategic resourcing

Consequently, instructional leadership is simultaneously strategic and instructional; instructional leaders need to be expert practitioners, capacity developers, and cultural engineers.

## **2.2 Instructional Leadership and Student Achievement**

As such, there is a growing body of empirical research that thus far confirms the positive relation between effective instructional leadership and improved student academic performance. Leithwood et al. (2004) states that school leadership is second only to classroom teaching in terms of its impact on student outcomes among school level factors. Their findings demonstrate that leadership could account for as much as 25 percent of the variance in student learning especially in those schools where leadership practices are very much invested in instructional processes.

In a comprehensive meta analysis of 27 studies, Robinson et al. (2008) determined that the most effective of school leaders were those who actively involved themselves in curriculum, instruction, and teaching the teacher. The researchers discovered that actions taken by leadership on instructional quality had an effect size of 0.42 on student outcomes, compared to 0.27 for general leadership practices.

There are key mechanisms through which instructional leadership effects student achievement such as:

- Enhancing teacher instructional capacity: Instructional leaders engage in behavior modeling, feedback delivery and building professional learning communities.
- Alignment of curriculum and assessment: Leaders make sure that what is taught and what is assessed are aligned to reduce misalignment with the instructional view.
- Assessments data use for data driven decisions: leaders make use of assessments data to figure out knowledge gap of students in learning, monitor their progress and modify instructional strategies.



- Encouraging reflective practice: Leaders encourage teachers to be reflective and continue improving through reflecting on their own practices.

Second, because instructional leadership is shared and participatory, it increases teachers' belief in their ability to influence student learning – a significant predictor of academic success (Hattie, 2012).

Evidence from high performing urban schools, numerous low income rural settings, and elsewhere indicates that schools with strong instructional leadership have higher levels of student engagement, narrower achievement gaps, and better standardized test scores.

### **2.3 Challenges in Practicing Instructional Leadership**

Although it is well known that instructional leadership has its benefits, some long standing hurdles deter its implementation more broadly.

- Role and time overload: Principals are often overloaded with budgeting, compliance, personnel management duties, thus leaving not much time for classroom observations, teacher mentoring, instructional planning, etc.
- Most school leaders have limited pedagogical expertise, and that many have shifted from an administrative or non teaching position in school that didn't include work with teachers or classroom experience.
- Instructors shy away from administrative roles because of professional development gaps that occur among leadership training programs that emphasize more on operations than instructional improvement creating leaders who are not well equipped for teaching and learning.
- Cultural resistance: Some schools' cultures may not be receptive to change or will consider classroom practices a teachers' autonomous domain, which will not sustain collaborative dialogue among teachers about instruction.
- From resource constraints perspective, some schools serving in under-resourced context lack instructional coaches or data teams to provide needed support or have no tools or time for their leaders to provide current student data feedback back to teachers daily.

Though instructional leadership is essential, existing structures in educational systems do not provide instructional leaders with the enabling conditions—which include strong mentoring structures, protected instructional time, and leadership pipelines—that enable them to focus on student learning.

## **3. Methodology**

### **3.1 Research Design**

This study used a mixed methods research design to combine the quantitative and qualitative methodological approaches in order to examine the relationship between instructional leadership, as a

predictor, and student academic achievement, the criterion, in federal schools in Ethiopia. By integrating the statistical rigor of quantitative data with the contextual richness of qualitative insights, this approach allowed for a more holistic view of how leadership practices shape academic outcomes.

To seek correlations between instructional leadership behaviors and student achievement across different schools, the quantitative component was used. The qualitative part offered in-depth investigation of enacting, perceiving, and experiencing of the instructional leadership by school leaders and teachers within different educational contexts.

With this combination of methods triangulation of data sources was possible, thereby ensuring validity and reliability of findings and allowing the researcher to analyse both measurable trends and contextual factors within which instructional leadership practices occur.

### 3.2 Participants and Sampling

The study was conducted across **10 secondary schools**, comprising a mix of **public and private institutions** in two districts. These schools were selected based on:

- Demonstrated patterns in student academic performance (high-performing, average, and improving schools)
- Geographical and demographic diversity (urban and semi-urban settings)
- Willingness of leadership and staff to participate

#### Participants included:

- **120 teachers**, who completed a structured survey questionnaire
- **10 school leaders** (principals or academic coordinators), who participated in semi-structured interviews
- **Student academic performance records** over the last three academic years, focusing on core subjects: **Mathematics, Science, and English**

A **stratified sampling technique** was used to ensure a balanced representation across school types, school sizes, and performance categories. This sampling method ensured that findings were not limited to one particular school profile and could be generalized more effectively.

### 3.3 Data Collection Instruments

Three primary instruments were used for data collection:

#### 1. Instructional Leadership Questionnaire

This tool was adapted from the widely validated **Principal Instructional Management Rating Scale (PIMRS)** developed by Hallinger. It assessed teacher perceptions of their school leaders' behaviors across key instructional leadership domains:

- Goal-setting and vision alignment

- Supervision and evaluation of instruction
- Coordination of the curriculum
- Support for professional development
- Monitoring of student progress Responses were collected using a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.”

## 2. Semi-Structured Interviews with School Leaders

Interviews were conducted with principals or academic coordinators to gain deeper insights into:

- Their leadership philosophy and priorities
- Strategies used to support teacher development and student learning
- Use of student data in decision-making
- Challenges and enablers in implementing instructional leadership Each interview lasted approximately **45–60 minutes**, was audio-recorded (with consent), and transcribed for thematic analysis.

## 3. Student Academic Performance Data

Quantitative data on student achievement were collected through:

- **Standardized test scores** at the district and school levels
- **Internal examination results** in Mathematics, Science, and English over a three-year period Data were disaggregated by subject and analyzed in relation to instructional leadership scores.

### 3.4 Data Analysis

The collected data were analyzed in the following manner:

#### Quantitative Analysis

- Conducted using **SPSS software**
- **Descriptive statistics** were used to summarize survey responses and academic performance data
- A **Pearson correlation analysis** was conducted to assess the relationship between instructional leadership (as rated by teachers) and student achievement in the selected subjects
- The strength and significance of correlation coefficients were interpreted based on standard statistical thresholds (e.g.,  $p < 0.01$ )

#### Qualitative Analysis

- Interview transcripts were coded using **thematic analysis** following Braun and Clarke’s (2006) six-phase framework
- Themes were developed inductively, with codes representing patterns in leadership practice, teacher support, school culture, and perceived impact on learning

- Findings from interviews were triangulated with survey results and student performance data to identify convergence and divergence in perceptions

This dual approach provided both **statistical validation and narrative depth**, strengthening the overall conclusions of the study.

## 4. Findings and Discussion

### 4.1 Instructional Leadership Practices Observed

Both quantitative and qualitative data revealed several recurring instructional leadership practices across participating schools. The most commonly cited strategies included:

- **Regular classroom observations and feedback:** Leaders actively monitored instruction, provided feedback to teachers, and facilitated post-observation discussions.
- **Structured professional development:** Schools organized regular workshops, training sessions, and peer learning communities focused on pedagogy, assessment, and curriculum implementation.
- **Use of assessment data to guide instruction:** In high-performing schools, leaders worked with teachers to analyze student performance data, identify learning gaps, and adjust instructional strategies accordingly.
- **Collaborative curriculum planning:** Instructional leaders engaged teachers in joint planning sessions, standardizing learning objectives, and aligning content across grade levels.

These practices were **more systematically implemented in higher-performing schools**, where instructional leadership was described as purposeful, consistent, and embedded in the school culture. In contrast, in lower-performing schools, such practices were described as sporadic or leader-dependent, lacking institutional coherence.

*“Our principal chairs weekly curriculum meetings, and we go through lesson plans together. It’s time-consuming but very useful.”* – Teacher, Private School

This finding supports earlier studies (e.g., Hallinger, 2003; Robinson et al., 2008), which highlight the importance of **active instructional involvement by leaders** in shaping teaching practices.

### 4.2 Correlation Between Instructional Leadership and Student Achievement

The **Pearson correlation analysis** revealed a **moderately strong positive correlation ( $r = 0.67$ ,  $p < 0.01$ )** between teacher-reported instructional leadership and average student achievement scores across core subjects.

- Schools with higher leadership scores consistently demonstrated **better student performance**, particularly in Mathematics and English.
- The correlation was strongest in **Science ( $r = 0.71$ )**, suggesting that instructional oversight and support may play a more critical role in content-heavy subjects.

These results align with the findings of **Robinson et al. (2008)** and **Leithwood et al. (2004)**, affirming that **leadership focused on improving instruction** has a measurable impact on academic outcomes.

Additionally, schools where leaders implemented **data-informed teaching** and **ongoing formative assessments** showed more consistent academic improvement over the three-year period.

#### 4.3 Teacher Perceptions

Survey responses and interviews with teachers indicated a strong perception that **effective instructional leadership enhances both teaching quality and student learning**. Teachers in schools with high instructional leadership scores reported:

- **Greater clarity in performance expectations and learning targets**
- **More meaningful professional development opportunities**
- **Stronger collaboration among teaching staff**
- **A culture of continuous reflection and improvement**

*“Our principal regularly visits classrooms and offers constructive feedback. It helps us stay focused on improving our teaching,”* – Teacher, High-Performing Public School

In contrast, teachers in schools where leadership was described as predominantly administrative or disengaged reported:

- **Lower morale**
- **Minimal classroom support**
- **Unclear academic priorities**
- **Lack of cohesion in instructional goals**

This divergence illustrates how **the presence—or absence—of instructional leadership directly shapes school culture**, teacher motivation, and alignment around academic excellence.

#### 5. Recommendations

The study suggests that instructional leadership affects student academic performance directly based on the study’s findings involving increase in levels of teacher effectiveness, instructional consistency and the general learning environment. Yet, to maximize the use of instructional leadership, it requires systemic support and specific action at school and district levels as well as system level policy. The following recommendations furnish a whole range of possibilities for enhancing instructional leadership in educational institutions.

##### A. Prioritize Instructional Leadership in Leadership Training

In leadership development programs, the development of expertise in pedagogy, curriculum design, assessment literacy, and teacher development must eclipse those in administrative and managerial competencies.

Integrate core instructional domains of the curriculum planning, differentiated instruction, formative assessment, and inclusive teaching: into pre-service and in-service leadership training.

- Build coaching and mentoring skills within school leaders to coach teacher growth, non evaluative classroom observations and provide constructive feedback.

Create leadership pipelines that develop aspiring instructional leaders (deparment heads, coordinators) by training them, involving them in internships, and shadowing them.

#### B. Reduce Administrative Overload

Instead, instructional leadership is an afterthought due to the heavy administrative burden placed on school leaders. Structural adjustments are made so that one can focus deep in teaching and learning.

Administrative personnel, who can devote part or all of their time to the administrative needs, can complete compliance reporting, scheduling, procurement and logistics.

We redesign school leadership roles so that academically, coordinators or vice principals take responsibility for instruction as opposed to their principals who would take care of the strategic and operational concerns.

- Use digital tools to automate routine such as attendance, timetabling, and communication to make room for time in instructional engagement.

#### C. Foster Professional Learning Communities (PLCs)

It is essential for sustaining instructional excellence to have a culture of collaborative professional learning. Instructional leaders will need to establish the conditions for making collective inquiry and reflection and innovation of practice.

- Create PLCs in schools that take place frequently to plan lessons, to analyze the students' work, and share education strategies.
- Encourage peer observation cycles in which teachers observe their colleagues' practice and follow this up with structured reflection facilitated by leaders.
- Promote collaborative analysis of available data to understand trends, look for gaps in learning, and co create improvement plan.
- Provide equity of participation (all teachers irrespective of seniority or department) in the professional learning processes.

#### D. Use Data for Instructional Decision-Making

Instructional leadership based on evidence should be anchored in the evidence-based practice, in which data work as a tool for continuous improvement rather than surveillance.



Train leaders and teachers to be data literate (how to collect, interpret, etc for both quantitative and qualitative data, e.g., assessments, student surveys, attendance, behavioral records, etc).

- Enable data informed action plans that connect (assessment) results to intervention, differentiation and resource allocation.
- Create data teams or instructional leadership teams that are responsible for tracking progress to learning goals and changing strategies based upon the outcomes.

#### E. Build a Culture of High Expectations

Instructional leaders must establish and maintain high academic standards that are adopted and chased by all members of the school community.

- Create a common vision of instructional excellence that is well articulated and reinforced through regularized meetings, newsletters, and policy documents.
- Set performance benchmarks and specify clearly what constitutes teaching quality, student engagement, and learning outcomes.
- Develop systems for the recognition and accountability of staff: teacher of the month, student achievement celebrations, etc., as ways to reward staff for achievement and to be publicly recognized for innovations in the instruction of students.
- Develop the teachers and students to have growth mindsets focused on effort, reflection, and perseverance for academic success.

#### 6. Conclusion

instructional leadership has become a transformative force in the modern education system and is now known as a strategic approach to enhancing quality of teaching and enhancing student achievement. Responding to traditional models that restrict leadership to administrative functions, instructional leadership flips school leaders to educational visionaries, instructional coaches and learning facilitators.

Empirical evidence is provided by this study that positive relationship between strong instructional leadership and student academic performance in Mathematics, Science and English exists. This is shown to be the case when schools with strong leaders engaged in instructional planning and classroom supervision and teacher development outperform those where leadership is seen as removed or functional.

It also brings to attention that instructional leadership does not exist in a vacuum. In fact it grows in milieus where leaders are given professional development, empowered by organizational structures, and adhered to a culture of collaboration, data inclusion (use) in practice, and high expectation.

But it is not enough to aspirationally acquire instructional leadership. Roadblocks to its actionability include time constraints, constrained training and cultural resistance that must be overcome as well. What is required is systemic and sustained investment in leadership development, capacity building, school based innovation.

About in an age when education is tightly bound to economic competitiveness, social equity, and individual empowerment, building this particular type of leadership is not just the strategy for improving a school; it is imperative for society at large. The step we take by equipping leaders to lead learning is a vital one, it helps to build an inclusive, high performing, future-ready education systems

## 7. References

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