

# Recent Applied Research in Humanities and Social Science



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**Dr. Anupama Gangrade**

**Prof. Jahan Ara**

**Dr Anurima Banerjee**



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# **Recent Applied Research in Humanities and Social Science**

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**MKSES Publisher (India)**

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**Publisher Address:** Head Office: 1st Floor, Building No-85A, (Nanak Arcade near Sani Mandir, Parag road, LDA colony, Kanpur Road, Lucknow-226012

**Mobile No:** +91 9838298016, +91 8299547952 Office Land line No: +91 5223587193

**E-mail:**mkespublisher@gmail.com

**Website:** www.mksepublications.com

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First Published: **December 2023**

**ISBN: 978-81-19746-52-1**

**Page No.** 1-194

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## Preface

This Edited book “Recent Applied Research in Humanities and Social Science” is based on the proceedings of the “Proceeding of 2<sup>nd</sup> International Conference on Research Methodology (ICRM-2023)”, Jointly Organized by Dr. Shakuntala Misra National Rehabilitation University Mohaan Road, Lucknow, U.P. & Science-Tech Institute run by Manraj Kuwar Singh Educational Society, Lucknow, U.P. during October 28-30, 2023. The aim of this conference was to bring together the young as well as experienced researchers on one platform to discuss the recent findings in the aforesaid areas of Humanities and Social Science.

The present volume is based on the contributions made by various authors on different important topic of “**Recent Applied Research in Humanities and Social Science**” and introduces the subject along the following topics: Understanding relationship between social support and distress of Pakistani refugees; Education Policy Shaping Teacher Education in National Education Policy 2020; Spinning Towards Success: The cognitive Benefits of Rotatory Vestibular Stimulation in Learning Enhancement and Memory Boosting; Gender Equality and Women's Rights: Role of Women in Leadership Positions and Its Impact on the Organization; Art-literature against Cultural dominance – Anna Bhau Sathe, the work that emancipated millions; ‘Am I Competent Enough?’: Exploring Impostor Phenomenon among Indian College Students; सोशल मीडिया के युग में हिंदी पत्रकारिता की दशा और दिशा; Legal Recognition of Transgender Identities in India: Progress, Issues and Challenges; Mob Lynching: A Trend of Victimization in Democracy by Mobocracy; Early Intervention for Children with Intellectual Disabilities: Current Scenario; A Study the Effectiveness of Puppetry as a Brand Awareness Tool in Television Advertisements; Gender based Analysis of Mathematics Achievement of Secondary School Students in relation to their Psychological Capital and Mathematical Anxiety; Qualitative Research Approaches in Social Sciences; Need and Implication of New Education Policy in India; and Applicable Impact of Foreign Exchange Management Act of 1999.

We must place on record our sincere gratitude to the authors not only for their effort in preparing the papers for the present volume, but also their patience in waiting to see their work in print. Finally, we are also thankful to our publishers **Mrs. Shweta Singh** M/S MKSES Publishers, Lucknow for taking all the efforts in bringing out this volume in short span time.

Editors



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**Chapter: 1****Understanding relationship between social support and distress of Pakistani refugees****Miss Priyadarshini Singh Rajawat****Research Scholar at Department of Psychology****Banasthali University, Rajasthan****E-mail: priyadarshnirajawat95@gmail.com**

**Abstract:** The aim of the present study is to study the relationship between social support and distress among Pakistani refugees. Purposive sampling method was used to collect data from 180 refugees settled from Pakistan presently staying in migrant's settlements (N = 180). General Health questionnaire- 12 scale and The Multidimensional scale of perceived social support – 12 scale was used in the study to collect data. Descriptive statistics was used in this study to analyse the data. The results show the significant correlation between social support and distress among the refugees.

**Keywords:** Distress, Pakistani refugees, Social support

**Introduction**

Migration is connected to the broader international political, and socioeconomic, technological developments which influence a range of high-level policy difficulties, according to the growing corpus of research on migration and mobility. These changes are having an impact on many pressing policy issues, such as (World Migration Report, 2020). This evidence was gathered over a long period of time and continues to grow. To define "as the migration of people from one location to another with the intention of creating a new home in the new location, either permanently or temporarily." Movement takes place typically over enormous distances and from one nation to another (this type of movement is referred to as "external migration"). Although migration within a single nation (known as "internal migration") is also a possibility. According to Razum and Samkange-Zeeb (2017), Migration is typically related with increased human capital on the individual and household level, as well as with greater access to migration networks, which makes it simpler to make a likely second move. This is true both for individuals and for households. According to Kumar and Choudhury (2017), Migration is the most direct road out of poverty, and it has a high potential to enhance human development. In addition, migration has a strong potential to boost economic growth. In addition, some research confirmed that migration is the most effective route out of poverty.

Migration can happen on an individual basis, within family units, or among huge groups of people. Migrants, refugees, and people seeking asylum can be categorised into three distinct groups according to the purpose of their move and the cause for leaving their home country. Each category can be regarded of, in a general sense, as the confluence of circumstances that drives a person to move to a new location. For example, a person might move because their job requires them to relocate.

If the person's home country was the source of political, religious, or any other type of persecution, the person seeking safety in another nation has the ability to make a formal application to the country where protection is being sought. When this occurs, the individual is typically referred to as an asylum seeker in that country. In the event that this person's application is approved, their legal status will change to that of a refugee. People who do not voluntarily relocate are not, by definition or description, considered to be refugees. The activities of warring factions inside the country or other forms of oppression, which may originate from the government or non-governmental sources, are typically the causes of the refugees' flight from their homeland. According to the World Migration Report from 2020, refugees are typically connected with persons who are forcefully forced to transfer as quickly as possible. As a result, such migrants will most likely relocate without documentation.

## **REFUGEES**

The definition of a refugee can be found in the important legal instrument known as “the Refugee Convention of 1951 as someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion”. UNHCR places great lot in importance on fact that an individual must be found to be residing in a country that is not their country of nationality before they can be considered a refugee.

Over the years, it has become abundantly clear that the overwhelming majority of the population who have no choice but to leave their homes because of violent conflict do not discover safety in the nation to which they relocate. Instead, they become what is known as "internal refugees," which means that they remain within the borders of their home nation. The fact that they are unable or unwilling to seek protection elsewhere is what's causing the problem. The exact number of people is quite difficult to estimate who are internally displaced since they do not fall under the authority or protection of any particular organisation. This makes it very difficult to count the number of people.

Estimating their numbers accurately is particularly difficult due to the fact that outside observers sometimes have restricted access to populations that have been uprooted within their own country. This is particularly true when authoritarian governments have an interest in downplaying the presence of communities that were dislocated as a direct result of the extremely violent acts taken by the state as well as the abuses of human rights.. It is acceptable to view today's projection ranging from twenty to twenty-five million internally displaced individuals (Global IDP Project, 2002) as accurate. This is due to the fact that the actual number of IDPs may be greater.

An ever-increasing number of people are being compelled to leave the countries in which they were born due to armed conflict, war, political unrest, and other associated dangers. If things keep going the way they are, one person out of every 100 will be forced to seek asylum soon; in the future. Unfortunately, due to a lack of services and the stigma associated with getting mental health care, a great number of refugees, asylum seekers, unaccompanied kids, and other sufferers of forced displacement are unlikely to get essential mental health care. The majority of the approximately 65 million people all over refugees around globe who have fled their countries because of war, persecution, or natural disasters are currently live in nations with low or lower-middle incomes. This is the case. Around the world, conditions are precarious and dangerous for fifty percent of all migrants. There are over twenty-five million refugees and more than 3.1 million individuals seeking asylum, and about half of them are children under the age of 18. The Mental Health Facts on Refugees, Asylees, and Survivors of Forced Displacement 2018 report, as of early 2018, around 31 million children all over the world had been relocated because of violence and conflict.

Clinic-based therapies have a tough time addressing the myriad of stressors associated with displacement that refugees confront. They face serious risks to their psychological well-being on a daily basis. A few examples of stressors that can be brought on by displacement include Lack of environmental expertise (i.e., not having the information and abilities necessary to navigate one's local environment) and the different stresses linked to living in poverty can lead to feelings of worthlessness and depression. Displacement can also bring on a variety of other stressors (Miller et al., 2002). Most of the world's refugees live in or nearby to regions that are experiencing violent political conflict; nonetheless, there are often very few mental health specialists in these locations (Boothby, 1996; Jong, 2002; Lundgren & Lang, 1989).

Due to the rising trends of religious fundamentalism and terrorism in Pakistan, the country's most vulnerable minorities mostly Schedule Castes and Tribal Hindus are reportedly being severely persecuted on account of their religion. As a result, they are scared and flee to India,

particularly the neighbouring state of Rajasthan, in search of asylum. Around 30000 migrants (both citizens and non-citizens) are staying in more than 20 communities in Jodhpur as a transit location. One of the aforementioned communities is Anganwa in Jodhpur, where 250 families of the Kolhi group have lived for the past six years after arriving from Pakistan and seeking sanctuary there. Through migration, many people suffer throughout the world, but a Pakistani native seeking asylum in India faces the toughest hardships because of stringent legal visa requirements, persistent social animosity, and a long history of intense bilateral hostility between the two countries.

Although the most prominent of all the problems affecting migrants, the mental health issues (caused by their broken families, social isolation, and legal restrictions, as well as their lack of access to adequate means of livelihood in their new location) continue to go unnoticed and unaddressed, aggravating their other issues. This already struggling vulnerable group of migrants has been severely hurt by the recent Corona crisis-led lockdown and subsequent isolation phases as well as social and legal restrictions. Numerous incidents of life-threatening mental health issues, including suicides and murders, marital violence, group conflicts, and other forms of violence have recently come to light among the migrant community. The most recent, widely publicised case of eleven tragic deaths (likely group suicides) in a migrant family living in the village of Dechu near Jodhpur has convinced everyone involved of the pervasiveness of serious life-threatening mental health issues faced by the Pakistani minority migrant community in India.

### **MENTAL HEALTH**

To define mental wellbeing, it is not enough to merely rule out the possibility of developing mental illness. In its constitution, which dates back to 1948, definition by WHO “a state of total physical, mental, and social well-being and not only the absence of disease or disability”. One must have good mental health in order to develop harmonious relationships with other people, actively engage in, or positively contribute to, changes in one's social and physical surroundings, as well as completely realise one's potential (WHO, 2001)."

Migration and health have a relationship that is both dynamic and intricately complicated. According to Bozorgmehr and Biddle (2018), It is possible that migration will result in a greater exposure to health risks, as is the case with migrant workers who are working in conditions that are uncertain, and they lack easy access to cheap medical care. As per Abbas et al. (2018), migration may also be related with an improvement in one's health, particularly after the individual leaves behind a hostile environment in which they were persecuted and lived in constant fear that they would be attacked. This is particularly true after the individual

leaves behind a hostile environment in which they were persecuted and lived in constant fear that they would be attacked. It is of the utmost importance to recognise that physical health along with emotional and social health, are crucial components of health; this awareness underscores the significance of taking a holistic approach on health. According to Abubakar et al. (2018), the word "determinants of health" can refer to a number of different aspects, one of which being a person's access to various health services. However access to health care is just one of many factors that influence an individual's health status. Possession of health services is simply one factor in this process. A few examples of individual determinants include the epidemiological profile of a particular setting as well as the illness exposures that are related with that setting. A person's age, gender, and their genetic propensity to disease are all examples of individual factors that might influence their health. According to Brandenberger et al.'s research (2019), the legal structure and public opinions towards migrants are two examples of politically mediated structural variables that have the potential to produce a wide range of socioeconomic status discrepancies. Conditions related to a migrant's departure, travel, destination, and (in certain cases) return are all examples of social determinants of health.

Health disparities among migrants and their host communities, and also health differences between various categories of migrants, are studied in the context of a host population that could be having trouble meeting its particular mental, social, and physiological needs. Migration and health research, as explained by Javadi et al. (2019), looks at differences and similarities in health status of migrants and the local population.

Migrants and refugees make valuable contributions to society, but they can't reach their full potential unless they're in good physical and mental health. According to reports, there were two hundred and seventy-two million immigrants from abroad in 2019. Unauthorised migrants, asylum seekers, and refugees all need extra protection and help. Migrants and refugees may experience a range of stresses that have an effect on their psychological well-being and mental state prior to, during, and following their relocation journey, in addition to throughout their settlement and integration (World Migration Report, 2019).

Numerous studies have found that compared to host populations, migrants who have experienced hardship and refugees tend to have a higher incidence of PTSD, GAD and Major depression are the prevalent mental diseases (Chung & Griffiths, 2018). In general, those who seek asylum have a greater risk of taking their own life than those who do not. Reliable data indicate that migrant communities in a number of countries have a higher prevalence of psychoses, and all of these has been contributed to the persistent impact of negative



consequences before, during and after the relocation (Devakumar et al., 2019). Many refugees and immigrants have trouble accessing mental health care or don't have any at all. They also encounter breaks in the continuity of care (WHO, 2020).

## PERSONALITY

The term "human being" emphasises the biosocial, body-mind basis of man, whereas the term "personality" is primarily related to social and psychological elements of human beings. The visage that greets us is the personality (Latin persona = mask). A person with a personality is a socially evolved individual, a member of a particular historical and environmental setting, a member of one or more social groups, and an individual who possesses a largely stable set of personally relevant social cues and plays corresponding social roles. The intellectual framework of the personality is comprised of components such as the essentials, the interests, the frame of reference, the characteristics of temperament and emotion, the capacity for self-control and motivation, the value orientations, and the autonomy of thinking, consciousness, and self-awareness (Mehrad, 2020). In 1950, Cattell coined the phrase "that which permits a prediction of what a person would do in a particular scenario" to describe personality.

### The Big Five Factors Model

A substantial volume of factual data supports the Big Five factors. The Big Five represent fundamental aspects of personality. Goldberg developed the "Big Five" five-dimension personality model in 1983. The primary component is extraversion, which compares persons who are quiet and avoid stimulus with those who are outgoing.

1. The very first among these five factors is **extraversion**. It could be defined by energy or spontaneity, or on aggressiveness. It might be built around dominance, confidence, and agency, or it can be based on happiness. Extraversion is frequently mistaken for openness (Cooper et al., 2014). Some people feel that feeling autonomous and being friendly are two characteristics of extraversion. Others argue that extraversion's other characteristics result in sociability as a byproduct. Extraversion and the approach personality have been linked, and some researchers now think that extraversion illustrates the overall approach method's relative sensitivity.
2. **Neuroticism**: Compared to calm, unflappable, cheerful people, neuroticism is emotionally reactive and prone to unpleasant feelings. The second element, neuroticism, is concerned with how quickly and frequently a person gets disturbed and irritated. Increased neuroticism is seen in depressive, anxious, and anxious moods (Fayombo, 2010). Although hostile feelings and other unpleasant emotions are frequently included in measurements, anxiety and general distress are what dominate them. Since avoidance temperament, which

was previously mentioned, has been connected to neuroticism, it is likely that anxiety and sensitivity to threat lie at the temperament's emotional core.

3. **Agreeableness:** Conciliatory, affable, and likeable versus aggressive, domineering, and disagreeable. People who are agreeable are kind and helpful, sympathetic, and capable of controlling their negative emotions (Gurven et al., 2013). Agreeable people are less enraged by the wrongdoings of others than less agreeable people, and this appears to stop violence in its tracks. The opposing pole may have a hostile or antagonistic nature. Individuals who lack agreeability use authority displays to resolve interpersonal disputes. The maintenance of connections is frequently described as being at the heart of agreeableness as a dimension.
4. **Conscientiousness:** being responsible, organised, and planned against being carefree, impulsive, and unreliable. Conscientiousness is the term most frequently used to describe the next characteristic, but it falls short of accurately capturing its components, which also include preparation, perseverance, and purposeful trying to achieve goals. Other titles that convey attributes of restraint and dependability include responsibility and constraint (Eley et al., 2013). The specific characteristics that make up this attribute vary a lot between measures. Being agreeable means having a wide-ranging social viewpoint and considering the needs of others. Both of these characteristics may have their roots in the effortful control temperament, according to some research.
5. **Openness to Experience:** openness to novel concepts and innovation as contrasted with traditionalism and a concentration on consistency. There is the most debate on the content of the fifth element, which is most frequently referred to as openness to experience. Some metrics (and theories) refer to this element as "intellect" because of its stronger associations with intelligence. It calls for curiosity, adaptability, creativity, and a readiness to immerse oneself in unusual situations (for a review of its involvement in social experience). High extraversion scores are associated with interpersonal skills, while low neuroticism scores and high conscientiousness ratings are related to training effectiveness (Salgado, 1997; Salgado & Rumbold, 1997).

## PERCEIVED SOCIAL SUPPORT

Being a social being, man has depended on his interactions with other people for the majority of human history. Therefore, it is possible to imagine that having healthy, secure relationships can satisfy a fundamental biological need (Baumeister & Leary, 1995). Furthermore, a notion of social support, which can be defined as the impression of others, receiving support and/or assistance from those who are a part of one's social network, has been investigated for a very

long time and in a variety of settings. It is generally accepted that Caplan, Cobb, and Kaplan (2001) were pioneering academicians (Lakey & Cohen, 2000).

It is "the presence or availability of individuals on whom we can rely, people who let us know that they care about, value, and love us," and "people who let us know that they care about, value, and love us" (Sarason 1983). To begin "a collection of personal contacts through which the person preserves his social identity and receives emotional support, material assistance and services, information, and new social contacts" (Walker et al., 1977).

Perceived social support, according to Taylor (2011), is the belief that an individual feels appreciated by another and that one has a solid support system to rely on through trying times. Family members, intimate companions, and romantic partners can all sense it (Zimet et al., 1988). Support from society, which is frequently described as the regularity with which others engage in supportive behaviours, can be seen as the individual's subjective sense of receiving assistance (Santini et al., 2015). Four alternative types of assistance are additionally available, including instrumental, evaluative, and informational support (Sarason et al., 1990).

According to Shensa et al.'s (2020) research, a person's impression of the social assistance they receive is an important indicator on both life satisfaction & bad affect. Because having great emotional support can significantly improve one's mental health. Several research have looked into the relationship between depression and perceived social support (Kleiman et al., 2020). Cohen (2010) additionally discovered a link between social links and perceived social support and both physical and mental wellness (Uchino et al., 2022; Wang et al., 2018). According to research, perceived social support correlates positively with psychological well-being. This shows that perceived social support might be viewed as a protective mechanism that can improve psychological well-being by preserving happiness while decreasing distress (Chu et al., 2010). According to Siedlecki et al. (2014), several components of an individual's perceived support from others can be utilised to predict various facets of psychological well-being. These facets include life satisfaction and positive and negative effects. Furthermore, researchers, like, Pots and Cassidy (2020) state that the perceived presence of social support plays a role as a mediator in the connection between stress and well-being (Goodyke et al., 2022).

## **COPING**

Coping is fundamental to the discipline of psychology including is characterised as the continuous, dynamic, cognitive and behavioural strategies employed in response to perceivably stressful conditions. As per Lazarus and Folkman (1984), "Coping is thus putting

forth an intentional effort to address one's own and other people's issues while attempting to manage, reduce, or tolerate stress or conflict." Coping is "putting forth intentional effort to address one's own and other people's issues." However, some coping mechanisms are maladaptive, which means they actually make stress levels worse. The term "coping" refers to methods that can be used to reduce levels of stress.

It is "a stabilising mechanism that can aid individuals in maintaining psychosocial adaptation during stressful situations," according to Holahan, Moos, and Schaefer (1996). It includes all efforts to cut down or stop, including cognitive and behavioural.

In order to maintain one's physical and mental welfare, coping involves using behavioural and cognitive techniques to deal with difficult or risky situations (Braun-Lewensohn & Mayer, 2020). A coping method is any deliberate or unintentional action that brings relief or consolation under stressful conditions. Coping skills are the behavioural choices a person takes in response to a stressor. In general, adaptive behaviour is regarded as wise, healthy choices for reducing stress. Before the day begins or after a tiring day at the office, many people use meditation as a typical coping mechanism. Maladaptive behaviour is perceived unfavourably and frequently makes the initial stressor worse, escalates, or intensifies it (Powell, Wegmann & Backode, 2021). For instance, someone may retaliate by bingeing or dieting inappropriately if they feel self-conscious and worried about gaining weight. They experience an increase in anxiety and self-consciousness as a result, which can compound the original stressor and have a detrimental effect on their health.

Unhealthy coping mechanisms include self-criticism, conflict or revenge, drug or alcohol misuse, and bingeing or purging food. Healthy coping mechanisms, such as prayer or meditation, vacationing, being adaptable, using positive self-talk, and brainstorming, all have a favourable effect.

Coping mechanisms can be classified into two broad types. When dealing with stressful events, problem-solving coping approaches attempt to modify the environment or situation, while emotion-focused coping techniques attempt to control emotional reactions.

## **LITERATURE REVIEW**

A 1998 survey concluded that 87% of the natives perceived that the country was letting lot many foreigners to enter in. 25% of the natives of South Africa favor a complete ban on migration and immigration which is comparatively more than of the other countries in the regions (Crush, 2000).

In 2004, Johannesburg conducted a survey in Wits University stated that 64.8% of the South Africans supported that it would be beneficial for the country if the African refugees and immigrants leave the country.

A 2011 survey by the Institute for Democracy in Southern Africa (IDASA) concluded that the natives of South Africa who are opposed to immigrants exhibit various forms of xenophobia citing that immigrants and migrants threatens the health of the nation and also weakens society.

Turrini et al. 2017, concluded that in US one out of three asylum seekers and refugees along with immigrants experiences high rates of anxiety, depression and Post traumatic stress disorder.

In a study conducted by Priebe et. al 2016, when the individuals and the families who are the refugees seek safety by leaving their homes, culture and community wherein they were living due to threats of violence and persecution, the chances of emotional distress can be heightened.

When the situational forced people reach the U.S., they undergo multiple stressors caused by the migration such as poverty, isolation; legal issues which also stressful, insecure housing facility in the host country, general disadvantage in host country which directly affects the mental health of the refugee.

Once forcibly displaced persons reach the U.S., they often face multiple post migration stressors of poverty, insecure housing, unemployment, multiple moves with changes in neighborhoods, isolation, stressful legal issues, poor access to services, and general disadvantage in the host country, which can all adversely impact mental health

## **METHODOLOGY**

### **Objectives**

The study has been conducted with the following objectives:

1. To study then prevalence of mental health of refugees.
2. To study mental health in relation to gender.

### **Procedure**

The total number of subjects for the present investigation consisted a group of 180 (N = 180) Pakistani refugees. The refugees across different settlements of Jodhpur were included in the study.

The survey was administered between March 2022 and June 2022 through the offline survey.

### **Inclusion Criterion**

1. Refugees who have migrated from Pakistan and presently staying in refugee settlements.
2. Age between approximately 20-40 years of students were included

### **Exclusion Criterion**

1. This study excludes those refugees who are taking any pharmacological and psychological interventions.
2. Patients with any organic disorders are excluded.
3. Refugees who had any medical, neurological or psychiatric illness in the past.

### **Measures**

#### **Socio- Demographic measures**

The initial questions provided information on:

1. Gender (i.e., male, female, or other),
2. Socio demographic details

#### **The General Health Questionnaire (GHQ12)**

GHQ is a measure of current mental health and since its development by Goldberg in the 1970s it has been extensively used in different settings and different cultures. Items are rated on a 4-point likert scale assessing how health has been in general over the last few weeks. These items showed a very good internal consistency as the cronbach's alpha of the GHQ-12 is 0.9. Factor analysis reveals two significant components which accounted for 59% of the variance. The GHQ-12 shows adequate reliability among the older population in India.

#### **Multidimensional scale of Perceived social support**



The level of perceived social support was evaluated using a scale developed by Zimet and colleagues (1998). There are seven points on the scale, ranging from extremely strong disagreement (point 1) to very strong agreement (point 7). It is comprised of 12 questions that are designed to evaluate the level of support that you receive from loved ones, friends, and significant others. These are the numbers: 3, 4, 8, and 11 for those in the family; 6, 7, and 9 for those in the friend group; and 12 for those in committed relationships (items 1, 2, 5 and 10). In the first part of the research, a total of 275 male and female undergraduates from Duke University were given the MSPSS as well as the Hopkins Symptom Checklist (HSCL; Derogatis, Lipman, Rickels, Unlenhuth, & Covi, 1974). In this preliminary research, a factor analysis of the key components provided support for the proposed subscale structure. In addition, the coefficient alpha values for the family, friends, and significant other subscales varied from .81 to .90, from .90 to .94, and from .83 to .98, respectively, suggesting strong internal reliability for the scale as a whole, which ranged from .85 to .91. Test-retest scores, which ranged from 0.72 to 0.85, exhibited high consistency, as was previously mentioned.

### **Ethical considerations**

Participation in the study was voluntary, and the participants were given freedom to withdraw from the study at any time, consent was obtained from the refugees, written consent was obtained from the participants, which had description of the overall study details and confidentiality issues and on request, individual results of the questionnaires were communicated to the interested participants. For statistical analysis descriptive statistics is used with the help of SPSS 22.0.

### **Results**

**Table 1: Correlation between social support and distress among Pakistani refugees**

Levels of distress	GHQ		
	Pearson correlation	Sig. (2 tailed)	N
Significant other	-.522**	.000	180
Family	-.572**	.000	180
Friends	-.529**	.000	180
Social support	-.602**	.000	180

Table 1 indicates the correlation between social support and mental health. It can be understood from the table that there is significant negative relationship between distress and social support of the Pakistani Refugees,  $r = -.602$ ,  $p$  (two tailed)  $< 0.01$ . In regard to the sub scales there is significant negative relationship between distress and sub scales like significant other and distress  $r = -.522$ ,  $p$  (two tailed)  $< 0.01$ ; family and distress  $r = -.572$ ,  $p$  (two tailed)  $< 0.01$ ; friends and distress  $r = -.529$ ,  $p$  (two tailed)  $< 0.01$ . Similar correlation was found in research that has been carried out to investigate the connection between one's level of social support and one's psychological well-being (Bolger and Eckenrode 1991; Fyrand et al. 1997), this link might just be a reflection of a person's personality or temperament. To put it another way, it is unknown whether there is a connection between having social support and having good mental health as the product of continuing, dynamic interpersonal processes or whether personality traits inadvertently mask the linkage.

### **Conclusion**

The correlation of the distress and social support is shown in the study which signifies high correlation between distress and total social support among the refugees and even across the sub scales. According to the findings of Wong and colleagues, substantial amounts of mental distress are experienced by refugees because of the oppression they face in the host nation as well as the lack of resources, infrastructure, or access there and social support works as a protective factor. The current investigation is focused on mental health, particularly in light of the fact that screening and diagnosis of mental health issues lag significantly behind those of effective treatment and detection of such issues. It is necessary to pay attention to the experiences of people who have been forcibly relocated, to highlight the expanding body of research comprehension of about stress and possibilities for interventions, and to provide calls to action for everyone who is part of the global community at all stages to engage in joint efforts to improve the mental health of refugees.

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**Chapter: 2****Education Policy Shaping Teacher Education in National Education Policy 2020****Sheo Prakash Dwivedi****Principal, Department of Education****Basundhara Teachers Training College, Muzaffarpur, Bihar****E-mail: dr.spdwivedi1@gmail.com**

**Abstract:** Education is the foundation stone of the nation as it plays a powerful role in the growth and development of the country and its citizens. One cannot deny the fact that education is a powerful tool and based on the recommendations by a panel headed by Dr Kasturirangan former chairman of Indian space research former Indian Space Research Organization (ISRO), the New Education Policy has been drafted that focuses on equity, quality, affordability, and accountability of education in our country. In this paper, the author is going to explore about issues and the challenges in the implementation of various policies mentioned in national education policy 2020, the key areas that remain missing, and the complexities involved. Last but not the least, the paper also discusses the divide between the policy and practices together with the recent data statistics. All the details related to the possible challenges due to the changes in the new education policy have been analyzed in the forthcoming sections of this paper. **Keywords:** National Education Policy, Higher Education, Challenges

**I. Introduction**

India has always been a destination for learners all around the world. From ancient sciences to arts, philosophy, and literature, the country has offered a variety of choices for centuries. That is why it is also known as the land of learning. With the advent of time, not a lot of changes in the education system in India have been made to cope up with the outside world. To boost the growth of the Indian education sector, recently the ministry of education has proposed the new education policy 2020 which will replace the 34-year-old national policy of education, 1986. As per Prime Minister Narendra Modi, the new education policy of 2020 focuses on learning instead of studying, goes beyond the curriculum to focus on critical thinking. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge.

## **I. HIGHLIGHTS OF NEP 2020**

### **A. Primary School**

1. The new policy targets to achieve 100% gross enrollment ratio in school education by 2030 along with universalization of education from pre-Primary School to grade 12. The 5+3+3+4 curricular structure concerning ages 3-8, 8-11, 11-14, and 14-18 years respectively will replace the 10+2 structure of the school curriculum.
2. For children up to the age of 8, National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be established by NCERT for attaining universal foundational literacy and numeracy in all primary schools by 2025, National Mission on Foundational Literacy and Numeracy will be set up by Education Ministry.
3. Extra-curricular, vocational, and academic streams in schools will be given equal importance without any rigid separation. Local language/mother-tongue be used as a medium of instruction for classes till 5 preferably till 8. This holistic 360-degree multidimensional report card will track the progress of students within all areas.
4. PARAKH(Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a new assessment center that will be set up for improving the system of evaluation in schools.
5. In consultation with NCERT, a new National Curriculum Framework for teacher education (NCFTE) 2021 will be established. By 2030, a 4-year integrated B.Ed. degree will be the minimum degree qualification for teaching Higher Education.

### **B. Higher education**

1. Gross Enrolment Ratio in higher education including vocational Education to be raised from
2. 26.3 % in 2018 to 50 % by 2035 and aims to add new seats to 3.5 crores in higher education institutions.
3. To facilitate digital storage and transfer of credits earned from different HEIs academic Bank of credit will be established.
4. The new policy provides multiple entry and exit points with certificates at every stage and envisages multidisciplinary education with a flexible curriculum and creative combination of subjects.



5. Multidisciplinary Education and Research Universities (MERUs), to be established to provide the best multidisciplinary education of global standards in the country, at par with IITs, IIMs.
6. The National Research Foundation an umbrella body will be established to foster quality research across the country and strengthen the overall research ecosystem.
7. The entire higher education excluding legal and medical education will come under the purview of the Higher Education Commission of India (HECI) which will be set up as single Apex body.
8. The same set of norms for regulation, accreditation, and academic standards will be applicable to both public and private higher education institutions.
9. In the upcoming 15 years, the affiliation of colleges is to be phased out and the graded autonomy concept will be introduced to encourage healthy competition between universities.
10. the National Educational Technology Forum (NETF), will be set up to foster a free exchange of ideas on the use of technology.
11. Increase in public spending on education from around 4% to 6% of gross domestic product with the collective efforts of the centre and the state government.

### **III. ISSUES AND CHALLENGES**

#### **[1] Lack of infrastructure and funding**

The national education policy 2020 aims at making our home country a global choice for education by providing high quality, different variety and dynamic education hub to all the people in abroad. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. The education policy is not a newly structured policy, rather it is a compilation of different phases. Time by time it has been reshaped, restated and recapitulated several times. It was first introduced in 1968, restated in 1986, recapitulated in 1992 review of policy and now reshaped in 2020. Economic survey gives us clear instances about spending of India on education. As per the 2019-20 economic survey, India spends only 3.1 % of its GDP on education sector even after 52 years since the recommendation. If we dig deeper, we will be able to uncover that although since 2014-15, spending on education has expanded in total term from 2.8% to meagre 3.1% in 2019-20 yet it has been stagnant at around 10.5 of the total government budget.

The Centre Government has deduced the expenditure on education as a percentage of budget from 4.14 % in 2014-15 to 3.2% in 2020-21. Even this budgeted amount will see a further downfall due to the ongoing Corona pandemic. There is a lot of speculations on how the government will be financing the increase in 6% GDP when the present condition of the economy is not as good as it should be. There is no such funding available for such an increase in India's current education budget.

According to Protiva Kundu, a researcher at the Centre for Budget and Governance Accountability (CBGA), "All the areas are underfunded in Indian education... our entire education budget pie is very small and stagnant for years,". For instance, there are so many permanent posts that are unfilled because states do not have funds to hire permanent teachers though salary make up the largest proportion of education spending across states. As per the analysis by accountability initiative, the education budgets fell in 16 large States in 2020-21. In nutshell, it sheds light that there is a consistent lack of political will for public investment in education. Presently, economy is slow along with the ongoing covid-19 crisis, The biggest query arise here is that how will the government implement the new economic policy 2020 ? how will it make huge investment with such decrease in allocated amount in budget 2020-2021. It requires a heavy investment for upcoming years which includes targets like achieving 6% GDP in education, digital literacy, trained teachers, infrastructure, and increasing the gross enrollment ratio to 50% by 2035. Funding would have been a great challenge for the government, even if COVID like contingent situation occurs or not. This is because of the difficult to achieve targets under NEP 2020. Even in the past it has been seen the govt was not able to fully fund the education system.

## **[2] Mother tongue as a medium of instruction**

The new education policy 2020 has advised that mother tongue / local language/home language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with a lot of challenges. Although the government has not made it mandatory but it has lead to a huge controversy and left us with a lot of questions. The most common criticism is that it will widen the gap between those who can communicate in English and those who cannot. Another challenge is that developing new learning material for languages that have not been standardized or those that do not have a script will be a tedious task that will require a heavy initial investment. This poses a serious question on who will bear this additional cost, will it be the government or the schools or an indirect burden will be laid on parents, or will it be shared by all of them equally.

Another point that needs to be taken care of is which mother tongue/ local language should be used as a medium of instruction in school and which should not. For instance, students who speak local languages such as Rabha, Santhali, and Nepali attend Assamese-medium schools in the Kokrajhar and Chirang areas, then these children who should have benefited from being taught in their home language will lose out, said Parismita Singh, who works with a Pratham after-school programme that provides support to children in their mother tongue in tribal and non-tribal rural areas in Assam's Kokrajhar and Chirang and the same will be the case with children whose parents have Transferable jobs. I would again like to quote an example here suppose the child is studying in a primary school in North India where the medium of instruction is Hindi and then his or her father got transferred to Kerala now there the medium of instruction in schools is Kannada then it becomes very difficult for the child to catch up or understand anything.

If the policy is implemented the way it is proposed then it will also pose a challenge for higher education institutes where the medium of instruction is not mother tongue but usually a common language like English or Hindi, the language barrier will be created among the students and it may happen they find it difficult to communicate with each other. Eventually, it becomes a tug of war for students as well as the teachers. In nutshell issues ranging from lack of proficient language teachers, inadequate instructional materials and lack of proper road map still exist. Language is used as a vehicle to protect the culture of a particular place but at the same time one should not forget that English is a Global Language of communication and empowerment and the government needs to seek a midway out to create a balance between the two thereby ensuring that people stay connected with the roots as well be able to communicate with the outside world confidently.

### **[3] Vocational education and skilling**

National education policy 2020 has mandated vocational courses starting from 6th grade and states that every child will be taught skills like local crafts, carpentry, cooking, gardening, etc. One of the major challenges with regard to vocational training is the lack of proper resources. For introducing vocational courses in school, majorly 3 things will be required i.e infrastructure, set up and trained personnel and the same question arises who will bear these additional costs because this requires high investment. One of the solutions can be that schools can do a partnership with local craftsmen who have proper infrastructure and setup. Though this option is a better one in terms of money saving it also have its pros and cons. Again the challenge here is that there are risk factors when you take students to these kinds of places. It

is an overhead to school with respect to transportation and that is an overhead on the parents to pay fees. Also, a lot of time is wasted in travelling if the place is far away given that school has to cover a lot of syllabus within a limited time.

Another solution can be that schools can bring local craftsmen to their campus and ask children to observe their demonstration. It will not only save time but also the cost of travelling. For instance vocational courses like gardening, pottery does not have special infrastructure requirements so these can be done at school premises as well but courses like carpentry require a good setup so for practical purposes later on students can be taken to more sophisticated places. The amalgamation of both the solutions will be more effective although challenges still exist.

Another concern is that there is a majority of students who belong to unprivileged sections. It is feared that this policy might have an adverse effect when in practice, firstly it can lead to distractions especially for the poor students who would opt for low skilled jobs at a young age which will lead to more dropout rates.

#### **4] Lack of trained teachers**

NEP 2020 has brought about a Paradigm shift in the way of learning which is a welcome change. For the foundational years- preschool nursery kindergarten class 1 and class 2, the school curriculum and pedagogy have been restructured. Experimental learning will be transacted across the discipline for the preparatory stages of classes 3,4 and, 5. More Emphasis will be given on subject-oriented pedagogy for classes 6 to 8. Greater flexibility of subjects selection for classes 9 to 12. For the first time skills will be woven across teaching strategies, crafts, and practices and will run like a thread through the curriculum. To make this extremely creative curriculum successful it has to be transacted by the teachers very effectively and efficiently. The most common challenge we will be facing is lack of trained teachers. The current uninspiring job profile, exploitation, and disincentivized service conditions leave the teachers unmotivated and dispirited which in turn affects their way of teaching. Justice JS Verma Committee Report, 2012 said, 'a broken teacher education sector is putting over 370 million children at risk ..... upon inspection scores of private Teacher Education Institutes (TEI) were found to have only a foundation stone in the name of infrastructure and 99% passing rate.' The report also revealed that on an average 85% of teachers failed to qualify for the post-qualification competency test – Central Teacher Eligibility Test (C-TET).

Providing training to the teachers in contrast with the new curriculum also comes with a lot of challenges. At The Grass root level, a large number of teachers are stuck in administrative work and other responsibilities leaving little or no time for such kinds of training programs.

Although any NEP2020 talks about the teachers' education and training where a (National Curriculum Framework for Teachers Education) NCFTE 2021 will be implemented but it's a far-sighted dream. The present reality is that it will be a tough fight for everyone in the upcoming years. Since the whole curriculum has changed, teachers need to inculcate new skills starting from pre Nursery to class 12 to HEIs to make this a success, but imparting training to such a large number of teachers is a tedious task. The major question arises here is who will be imparting training to these teachers? Do we have competitive skillful trainers available and if we have are they sufficient to provide training to such a large number of teachers. Who will ensure that the new curriculum is implemented and to which extent?

### **[5] Digital divide**

The new policy emphasizes the use of technology, digital literacy, and coding from an early age. While there is a ton of spotlight on utilizing technology in each part of the education sector - teaching, learning, and appraisal, setting up virtual labs, preparing schools, coaching, and setting up discussions - the strategy ignores the digital partition between the urban and rural, the absence of advanced foundation and admittance to gadgets/web. All this can be seen through the lenses of covid 2019, so many students who belong to the rural areas were not able to attend classes online because they did not had access to mobile phones and internet. Some students had to travel far away places from home to attend classes because of low connectivity issues. A rise in the use of virtual platforms not only affects the children physically but also can expose them to harmful virtual content. The digital divide is considerably more unpredictable when seen from the focal point of sex, class, rank, and metropolitan country provincial contrasts. According to NSSO's 75th round national survey (2017-2018), there exists a significant male- female digital literacy gap in rural and urban areas with respect to the ability to operate a computer and use the internet. As you can see in table 1 only 7 % of females in rural India are able to operate a computer as compared to their male counterparts (17.1%). For urban areas, the gender gap remains although the level of users is higher.

Ability	Rural		Urban	
	Male	Female	Male	Female

Able to Operate a Computer	12.6%	7%	37.5%	26.9%
Able to Use Internet	17.1%	8.5%	43.5%	30.1%

Source: Ministry of Statistics and Programme Implementation 2019

With respect to introduction of coding from class 6, it requires a lot of practice and enough computers so that each child can practice individually. There are a lot of challenges here first a proper lab is needed and Data from UDISE+ shows that in 2016-17 only 35.1% of government schools had access to functional computers. Even many private schools do not have proper Labs and most of the time students share the computers in class labs. Secondly, since coding requires a proper laptop or a computer setup set up, students from marginalized sections have to suffer because they can't afford such expensive gadgets. One solution can be that computer Labs be available for use during school time accompanied by a lab assistant so that interested students can practice. An increased role of Technology and artificial intelligence in the education sector with no proper infrastructure will be a complete disaster that can further deepen the urban rural digital divide.

#### IV. Conclusion

The New Education Policy 2020 that has been proposed last year is yet to be implemented. It is an ambitious move to revive the Indian education system with a modern approach. No matter how good this may look, the implementation of any policy has its own importance. An efficient implementation can make a policy a huge success and on the other hand, if the implementation is not good, it can be a huge disaster. The review paper discusses the challenges and issues in the implementation of NEP 2020. The on-ground reality is that the most important 3 pillars- infrastructure, funding, and a well-detailed plan strategy are still missing. Many other factors have been discussed in this review paper and each factor is genuine in its own term. The analysis of the goods and bads is very important to point out. The NEP 2020 may look good on the paper but it is much more complicated in a Real-world environment.



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**Chapter: 3****Spinning Towards Success: The cognitive Benefits of Rotatory Vestibular Stimulation in Learning Enhancement and Memory Boosting****Dr Devi. N. P.**

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**Abstract**

**Objective:** To investigate the impact of rotatory vestibular stimulation on rat cognition, through exploring behavioural patterns, neuromorphological analysis, and biochemical studies. By analysing these aspects, the study aims to understand the influence of rotatory vestibular stimulation on cognitive processes in rats comprehensively.

**Methods:** In this study, a cohort of male *Wistar* albino rats were utilized and were randomly allocated into distinct groups, each consisting of 18 rats. One group underwent 30 days of rotatory vestibular stimulation, administered through a rotatory vestibular stimulation apparatus at a rate of 50 rpm for 5 minutes. Another group received 0.3 mg/kg of physostigmine, serving as the standard drug. The control group did not receive either rotatory vestibular stimulation or physostigmine. Following the vestibular stimulation period, behavioural analysis, neuromorphological assessments, and biochemical analysis also conducted to evaluate the effects of the interventions on the rat's cognitive functions.

**Results:** The rats subjected to rotatory vestibular stimulation exhibited a significant reduction in the number of trials required for both task acquisition and retention compared to the control group. Moreover, all treated rats demonstrated a substantial increase in dendritic arborisation and a significant decrease in acetylcholinesterase (AChE) activity in comparison to the control group.

**Conclusion:** Rotatory vestibular stimulation enhances learning and memory by promoting dendritic arborisation and inhibiting acetylcholinesterase activity in rats.

**Keywords:** Rotatory vestibular stimulation, learning, memory, hippocampal pyramidal neurones.

**Introduction**

Vestibular stimulation has emerged as a promising avenue in cognitive neuroscience, particularly in the realm of memory enhancement. Several studies have explored the intricate relationship between vestibular stimulation and memory, shedding light on the mechanisms underlying this phenomenon. Rotatory vestibular stimulation (RVS) involves controlled

rotational movement or spinning, stimulating the vestibular system located in the inner ear. This stimulation influences the brain's perception of spatial orientation and balance, potentially leading to cognitive benefits such as improved memory, learning, and spatial cognition.

The constantly evolving nature of life places increasing demands on cognitive abilities, essential for a more efficient environment. The rapid pace of development necessitates diverse cognitive skills which can only be acquired through gradual, challenging, and resource-intensive education and training processes. Similarly, these abilities can become outdated in our rapidly changing world or diminish with age. Additionally, individuals differ in their mental capacities, allowing some to learn specific skills faster or slower, leading to significant impacts on their life trajectories. Therefore, finding ways to enhance the acquisition and retention of cognitive skills is becoming increasingly crucial at both individual and societal levels. Addressing these contemporary challenges has spurred the exploration of methods to boost human brain function.

Throughout history, individuals have always endeavoured to enhance their capabilities. What sets the present era apart is the rapid growth of challenges, coupled with the swiftly advancing technologies that pledge to address these challenges. Much like the hacking culture prevalent in computer software and hardware domains, more people are now exploring inventive ways to surpass the inherent limitations of human cognitive abilities, essentially, attempting to hack brain function. This trend has sparked a mix of excitement and apprehension. Observers hold diverse opinions about the practicality, usefulness, risks, and ultimate influence of enhancement technologies on the world [1].

Individuals often claim to use various methods to enhance their cognitive abilities, relying on their remarkable memory. Neurological disorders such as Alzheimer's disease (AD) and dementia are associated to problems in synaptic transmission and impulse reception. Hypothetically, individuals with AD might regain knowledge, and the modulation of neurotransmitters like acetylcholine, norepinephrine, and dopamine through pharmacological means can influence the establishment and reconstruction of neuronal networks. By manipulating specific neurotransmitters alongside vestibular stimulation therapy, there is potential to support the preservation and restoration of functional connectivity within semantic networks, which form the basis of neuroplasticity. Significant progress has been made in researching synaptic changes necessary for memory encoding. [2].

### **Mechanisms of Vestibular Stimulation**

Vestibular stimulation involves the activation of the vestibular system, which contributes to spatial orientation and balance. Recent research has demonstrated that vestibular stimulation

can modulate neural pathways associated with memory formation and retrieval [3]. The vestibular system's anatomical connections with brain regions involved in memory, such as the hippocampus and prefrontal cortex, highlight its potential in memory enhancement [4]. Vestibular stimulation not only influences memory-related brain regions but also promotes neural synchronization, particularly in the hippocampus. Studies by Chen *et al.* (2017) have demonstrated that vestibular inputs enhance the synchronization of neuronal activity in the hippocampus, facilitating efficient information processing and memory consolidation [5].

Recent research by Garcia-Pardo *et al.* (2020) has revealed that vestibular stimulation plays a crucial role in memory reconsolidation processes. It has been observed that vestibular inputs during memory reactivation stages strengthen memory traces, leading to more robust and enduring memories, which could have significant implications for memory enhancement strategies [6]. Vestibular stimulation is also associated to increased hippocampal neurogenesis, a phenomenon crucial for memory functions. Research by Lee and Kim (2019) has demonstrated that vestibular inputs promote the proliferation and differentiation of neural stem cells in the hippocampus, contributing to the enhancement of spatial memory and learning abilities [7].

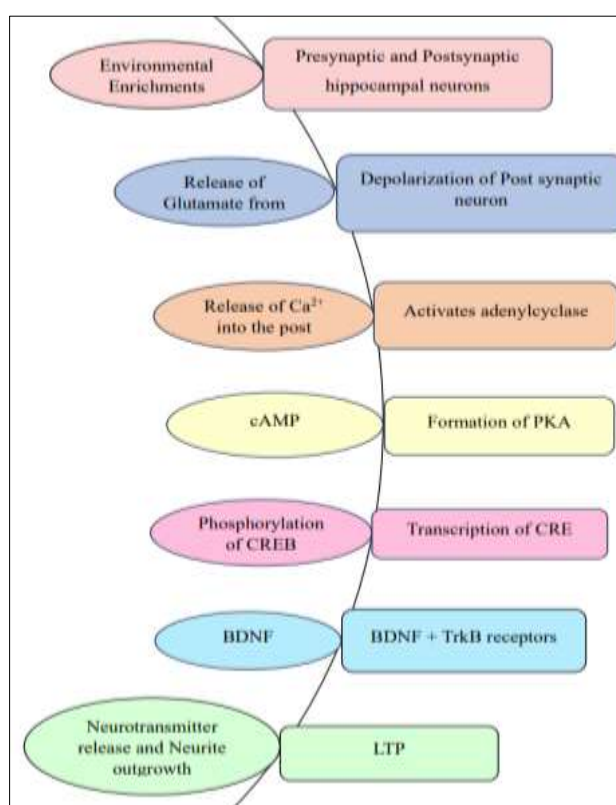
Vestibular inputs have been found to modulate emotional memory processing. Studies by Schmidt *et al.* (2018) have shown that vestibular stimulation influences the amygdala, a key structure in emotional memory circuits. Such modulation could influence the consolidation and retrieval of emotionally charged memories, highlighting the multifaceted role of vestibular stimulation in memory enhancement [8]. Vestibular stimulation exhibits potential as a therapeutic intervention for age-related memory decline. Research by Smith and Johnson (2019) has indicated that vestibular inputs mitigate age-related hippocampal impairments, restoring synaptic plasticity and memory functions in older animals. These findings offer valuable insights into addressing memory decline associated with aging through vestibular stimulation [9].

### **Neuroplasticity and Synaptic Changes**

Studies employing animal models have revealed that vestibular stimulation induces neuroplasticity, including increased synaptic density and neuronal connectivity within memory-related brain regions [10]. These changes are fundamental to the enhancement of synaptic plasticity, a process crucial for memory consolidation [11]. Vestibular stimulation induces changes in dendritic spine density within memory-related brain regions. Studies by Lee *et al.* (2018) have demonstrated that vestibular inputs lead to a significant increase in

dendritic spine density in the hippocampus, promoting synaptic plasticity and facilitating memory consolidation [12].

Vestibular stimulation modulates the activity of N-methyl-D-aspartate (NMDA) receptors, essential for synaptic plasticity. Research by Wang *et al.* (2021) has revealed that vestibular inputs enhance the function of NMDA receptors in the hippocampus, facilitating long-term potentiation and contributing to memory enhancement [13]. Vestibular stimulation influences glutamate release, a key neurotransmitter involved in synaptic transmission. Studies by Garcia *et al.* (2019) have demonstrated that vestibular inputs enhance glutamate release in the hippocampus, promoting excitatory synaptic activity and synaptic plasticity, thereby enhancing memory functions [14]. Vestibular stimulation induces structural changes at the synaptic level. Research conducted by Johnson *et al.* (2020) has revealed that vestibular inputs promote the formation of new synapses and increase synaptic density in the hippocampus, leading to enhanced synaptic plasticity and improved memory consolidation [15].



**Figure 1: Release of neurotransmitter and formation of Long Term Potentiation (LTP)**

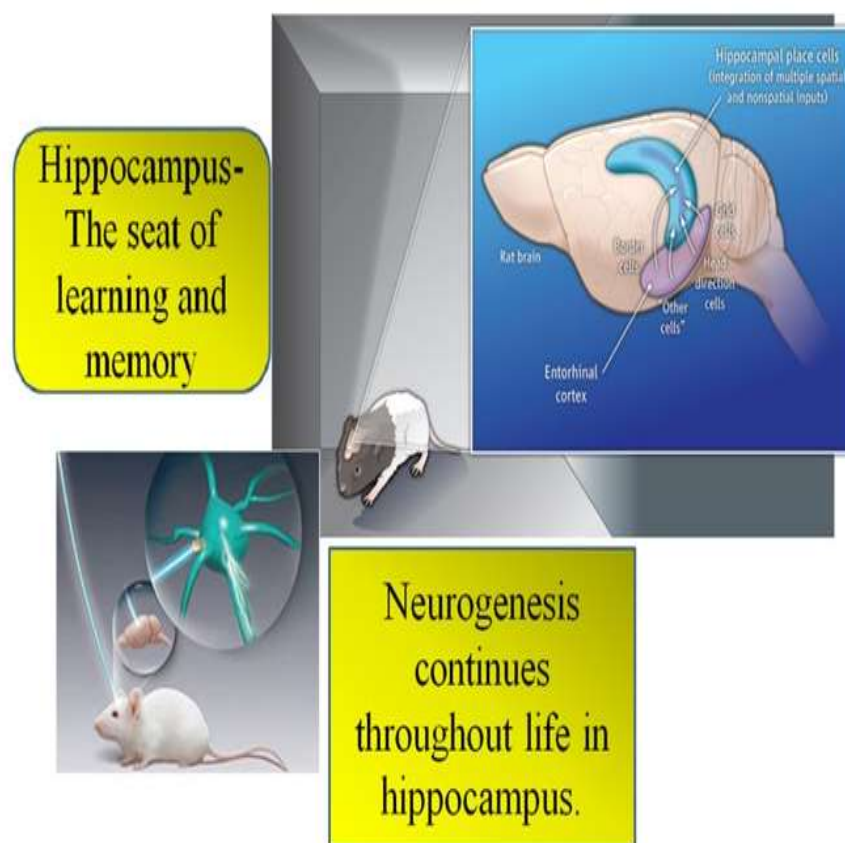
### Role of Neurotransmitters

Vestibular stimulation influences neurotransmitter systems, especially acetylcholine, which is pivotal in memory processes. Research findings indicate that vestibular stimulation can

modulate acetylcholine levels, indirectly enhancing memory functions by regulating cholinergic transmission [16].

Living in a stimulating environment leads to molecular and structural changes in animal's brains, enhancing their learning and memory abilities. These improvements linked to increased neurogenesis, synaptic density, and neurotropic factors [17]. The brain exhibits ongoing neural plasticity during both aging and exposure to enriched environments in young and elderly animals [18].

The present research emphasizes the impact of an enriched environment, specifically Vestibular Stimulation, on cognitive brain regions. Hence examined the effects on neurons, dendrites, and the activity of Acetylcholinesterase (AChE) in the hippocampus. AChE, a highly active enzyme, plays a crucial role in breaking down neurotransmitters like acetylcholine, essential for neuronal communication [19]. AChE majorly found at neuromuscular junctions and cholinergic chemical synapses, where its role is to terminate synaptic transmission. Each AChE molecule degrades approximately 25,000 acetylcholine (ACh) molecules per second, a rate close to the diffusion limit of the substrate [20, 21]. During neurotransmission, ACh is released from the presynaptic neuron into the synaptic cleft, binding to ACh receptors on the postsynaptic membrane and transmitting the nerve signal. AChE, located on the postsynaptic membrane, terminates this signal transmission by breaking down ACh. The released choline is reabsorbed by the presynaptic neuron, and ACh is synthesized by combining with acetyl CoA through the action of choline acetyltransferase. Cholinomimetic drugs disrupt this process by mimicking cholinergic neurotransmitters, rendering them resistant to acetylcholinesterase's enzymatic action [22, 23].



**Figure 2: Hippocampal Place cells and HD cells**

Vestibular stimulation functions as an enriching environmental factor, facilitating the heightened release of neurotransmitters and improving the efficiency of acetylcholine by inhibiting the activity of AChE, the enzyme responsible for acetylcholine breakdown. Consequently, it expedites the transmission of action potential through increased synaptic connections. The hippocampus, a vital hub for learning and memory, sustains neurogenesis throughout life and involves the activation of two essential types of neurons such as place cells and HD cells (head direction cells) that are pivotal for spatial behaviour [24]. Refer to Figure 2 for a visual representation of Hippocampal HD cells and Place cells.

Vestibular stimulation has been linked to improvements in learning and spatial memory tasks. Studies have demonstrated that animals subjected to vestibular stimulation exhibit enhanced performance in maze-based tasks, indicating a positive correlation between vestibular stimulation and spatial memory [25]. Engaging in a complex behavioral task or excessive physical activity can disrupt an animal's homeostasis, requiring more energy and causing physiological stress. This stress triggers the production of free radicals, leading to oxidative stress, which can harm proteins or DNA involved in dendritic growth. Consequently, this affects learning and memory performance. Environments that offer enrichment and calming physical activities can serve as effective solutions for memory issues. They achieve this by

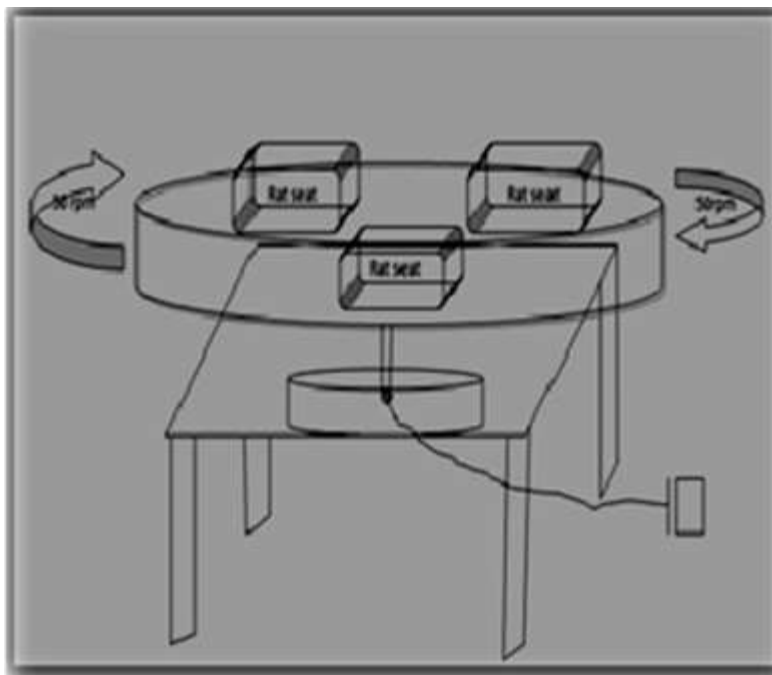
enhancing the production of necessary neurotransmitters, thereby improving learning and memory abilities.

## Materials and Methods

### Animals used for the study

The study was conducted using Male *Wistar* albino rats of 30 days old weighing about  $120 \pm 30$  gm.

### Rotatory Vestibular Stimulating Apparatus



**Figure 3: Schematic representation of the Rotatory Vestibular Stimulating Apparatus**

In our earlier publications, we provided detailed descriptions of the vestibular stimulation device that we designed and employed in our laboratory [19]. Figure 3 illustrates a schematic representation of the Rotatory Vestibular Stimulating Apparatus.

### Experimental Design

Eighteen rats were randomly assigned to various groups. Group B received Physostigmine (the standard drug), while Group C underwent Rotatory Vestibular Stimulation. Both treatments were administered for 30 days before the behavioral task commenced and also 15 minutes before the initiation of the acquisition phase, as well as before each retention test.

Group A: Control group (neither Vestibular Stimulation, nor the drug was administered).

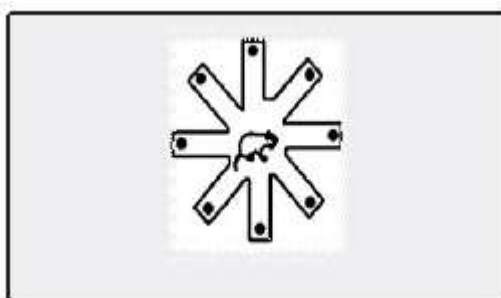
Group B: Standard drug Physostigmine Treated Group (Rats of Group B were administered with the standard drug Physostigmine, 0.3mg/kg intraperitoneal)

Group C: Rotatory Vestibular Stimulated Group (RVS).

### Experimental design for behavioral analysis and administration of rotatory vestibular stimulation and physostigmine



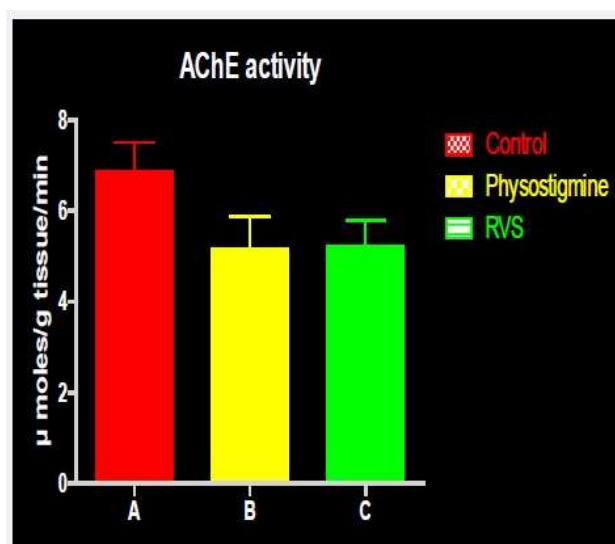
Following 30 days of vestibular stimulation, the rats underwent behavioral studies in an 8-arm Radial Arm Maze (see Figure 4). The specifics of these behavioral experiments were previously documented in our published papers [19]. To evaluate learning and memory, it was recorded the number of trials taken to accomplish the task. Additionally, Long-Term Potentiation (LTP) was measured by conducting retention tests involving various sessions on the experimental rats [26]. Control rats (Group A) underwent the same behavioral task procedure without receiving any drug or vestibular stimulation. Rats in Group B were given the drug physostigmine (0.3mg/kg, orally) for 30 days without vestibular stimulation and were designated as the standard drug group [27, 28].



**Figure 4: Schematic Representation of Eight Arm Radial Maze (Baited)**

#### **Acetylcholinesterase activity**

AChE activity was assessed using the method established by Ellman *et al.* [29] with a UV Spectrophotometer. Immediately after the final retention test, the rats were euthanized, and their hippocampus was carefully removed in ice-cold 0.1M phosphate buffer saline (pH 7.2). The hippocampal tissue (10mg/ml) was homogenized in ice-cold 0.1M phosphate buffer saline (pH 7.2) using a Teflon homogenizer. The resulting homogenate was centrifuged at 5000 rpm for 10 minutes at 4°C. The supernatant (0.4ml) was mixed with 2.6ml of phosphate buffer (0.1M, pH 8) and 0.1ml of DTNB (0.01M). Subsequently, 0.1ml of acetylthiocholine iodide was added, and the absorbance was measured every minute for 10 minutes at 412nm using a Spectrophotometer.



**Figure 5: Acetylcholinesterase activity in rat hippocampus**

### Results

Rate of Acetylcholinesterase of Group B ( $5.17 \pm 0.71$ ) and C ( $5.24 \pm 0.55$ ) is significantly decreased when compare with the Group A ( $6.87 \pm 0.65$ ,  $p < 0.001$ ). There is no significant difference between group B and C. From the result, it is clear that rate of AChE activity is reduced in treated groups of rats and this in turn results in an improved learning and memory. Results shown in Figure 5.

### Discussion

Rotatory Vestibular Stimulation enhances long-term potentiation (LTP) by strengthening anatomical connections between the vestibular nuclei and hippocampus. This improvement in cognition is attributed to the activation of two essential types of hippocampal neurons such as place cells and HD cells vital for spatial behaviour. Vestibular stimulation triggers the hippocampal formation, boosting neuronal activity and synaptic connections by promoting dendritic arborization. The rotation-induced activation of horizontal semi-circular canals leads to enhanced learning and memory. This effect is achieved by increasing hippocampal activity and indirectly elevating acetylcholine levels through the inhibition of acetylcholinesterase. Consequently, this phenomenon can be regarded as the foundational neural basis for the enhanced cognitive functions observed in the treated rats.

### Clinical Implications and Memory Disorders

The implications of vestibular stimulation extend to clinical settings, particularly in the context of memory disorders. Research exploring vestibular stimulation in patients with Alzheimer's disease and other forms of dementia has shown promising results, suggesting that targeted vestibular interventions could potentially alleviate memory impairments in these populations [30].

## Conclusion

In conclusion, the mushrooming body of research on vestibular stimulation and memory enhancement emphasizes its significance in the field of cognitive neuroscience. By elucidating the underlying mechanisms, investigating neuroplasticity, understanding neurotransmitter modulation, and exploring clinical applications, scientists are unravelling the full potential of vestibular stimulation in enhancing memory functions.

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**Chapter: 4****Gender Equality and Women's Rights: Role of Women in Leadership Positions and Its Impact on the Organization****Dr. Malini Nair****Associate Professor and Head Department of Sociology****Dr. D. Y. Patil Arts, Commerce and Science College Pimpri Pune 18****E-mail: dydept.sociology@gmail.com**

**Abstract:** Gender equality and women's rights have been central issues in discussions surrounding workplace dynamics and organizational performance. This research paper explores the role of women in leadership positions and its impact on organizations, shedding light on the multifaceted aspects of gender diversity in the workplace. The research begins by discussing the historical context of gender inequality in leadership and the evolution of women's participation in top positions. It further delves into the importance of gender diversity as an essential element of organizational success, citing research on the positive correlation between diverse leadership teams and improved decision-making, innovation, and financial performance. Moreover, this paper investigates the barriers and biases that women often encounter while aspiring to leadership roles, including the glass ceiling and unconscious bias. Strategies and initiatives, such as mentoring, leadership development programs, and diversity and inclusion policies, are analyzed to address these issues and foster a more equitable workplace. The research also examines the personal and professional qualities that women leaders bring to their roles, emphasizing traits like empathy, collaboration, and adaptability that contribute to inclusive and effective leadership styles. Furthermore, this paper explores the societal impact of women in leadership positions, emphasizing the role models they become for future generations and the broader implications for gender equality beyond the workplace.

**Keywords:** Gender equality, Women's rights, Leadership positions, Women in leadership, Organizational impact, Workplace diversity, Gender diversity, Glass ceiling, Unconscious bias, Leadership development etc.

**Introduction:** Gender equality, also referred to as sexual equality or equality of the genders, signifies a state where individuals have equal and unimpeded access to resources and opportunities, regardless of their gender. This encompasses economic participation, decision-making processes, and an acknowledgment of the equal worth of various behaviors,

aspirations, and needs, regardless of whether they align with traditional gender norms or expectations.

While gender equality serves as the ultimate objective, gender neutrality and gender equity represent approaches and mindsets that contribute to its realization. Gender parity, which gauges gender balance within a specific context, can facilitate progress toward gender equality, yet it is not an end in itself. Gender equality goes beyond mere numerical representation; it is deeply interconnected with women's rights and often necessitates policy reforms. It is noteworthy that, as of 2017, the global movement advocating for gender equality has primarily focused on the binary conception of genders women and men without extensively incorporating discussions about gender identities that exist beyond this binary framework.

UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike."

Gender inequality in leadership refers to the persistent disparity in the representation and access to leadership positions between men and women. This inequity is deeply rooted in historical and societal norms that have traditionally favoured men in positions of authority and decision-making. Despite significant progress in many areas, women continue to be underrepresented in leadership roles across various sectors, including politics, business, academia, and more. This inequality manifests in the form of the glass ceiling, unconscious biases, and structural barriers that hinder women's career advancement, limiting their ability to contribute fully to organizations and societies. Addressing gender inequality in leadership is not only a matter of social justice but also a strategic imperative for promoting diversity, innovation, and better decision-making within organizations and ensuring a more equitable and inclusive world. The historical context of gender inequality in leadership can be understood through various sociological and feminist theories that shed light on the root causes and perpetuation of this inequality. One prominent theory that helps explain this context is patriarchy theory.

**Patriarchy Theory:** Patriarchy is a social system where power and authority are predominantly held by men, and it shapes societal norms and institutions in ways that maintain male dominance. In the historical context of gender inequality in leadership, patriarchy theory suggests that men have historically controlled and monopolized positions of leadership due to deeply ingrained social norms and structures. These norms, often rooted in traditional gender

roles and beliefs, have historically assigned men as the primary providers and decision-makers, while women were relegated to domestic roles.

Patriarchy theory posits that these gendered power dynamics were established and perpetuated over centuries, creating a deeply entrenched system of male leadership and female subordination. Women's exclusion from leadership roles was justified and maintained through various mechanisms, such as laws, cultural practices, and religious beliefs that reinforced the idea of women's inferiority or unsuitability for leadership positions.

This theory also emphasizes the interplay between patriarchy and economic systems. In many historical contexts, economic power and political power were closely linked, further cementing men's control over leadership roles. Women's access to education and economic resources was limited, making it challenging for them to challenge the existing power structures. Patriarchy theory provides a framework for understanding how historical gender inequality in leadership emerged and persisted through the reinforcement of social norms, cultural practices, economic systems, and legal frameworks that favoured men's domination in leadership positions. This historical context is crucial for comprehending the ongoing struggle for gender equality in leadership and the need for systemic change to dismantle deeply rooted patriarchal structures.

**The Evolution of Women's Participation in Top Positions:** The evolution of women's participation in top positions has been a complex and multifaceted journey shaped by historical, social, and cultural factors. Over the years, there have been notable milestones and shifts in attitudes that have gradually paved the way for greater gender diversity in leadership roles.

**Early Barriers:** Historically, women were largely excluded from top positions due to deeply ingrained gender norms and discriminatory practices. Throughout much of history, traditional gender roles confined women to domestic responsibilities, limiting their access to education and professional opportunities.

**Suffrage Movement:** The late 19<sup>th</sup> and early 20<sup>th</sup> centuries saw the emergence of the suffrage movement, which led to women gaining the right to vote in many countries. This marked an important early step toward women's participation in politics and public life.

**World War II:** During World War II, women stepped into roles traditionally held by men who were away at war. This period demonstrated women's capabilities and contributed to a shift in perceptions about their capacity for leadership and responsibility.



**Second Wave Feminism:** The 1960s and 1970s witnessed the rise of the second wave of feminism, which challenged societal norms and advocated for women's rights in various spheres, including the workplace. This movement pushed for greater equality in leadership positions.

**Legal Reforms:** Legal reforms and anti-discrimination legislation in many countries began to address gender-based barriers in the workplace, making it illegal to discriminate against women in hiring, promotion, and pay.

**Corporate Diversity Initiatives:** In the late 20th century and into the 21st century, corporations and organizations began to implement diversity and inclusion programs, acknowledging the benefits of having women in leadership roles. These initiatives aimed to break down barriers and create opportunities for women to rise to the top.

**Women's Education and Empowerment:** Increasing access to education for women has been a crucial factor in their ascent to leadership positions. As more women pursued higher education and professional development, they became better equipped to compete for top roles.

**Role Models and Trailblazers:** The presence of prominent women leaders in various fields, such as politics, business, and academia, has inspired future generations of women to aspire to leadership roles and helped normalize the idea of women in top positions.

While significant progress has been made, gender parity in leadership remains an ongoing challenge in many parts of the world. Barriers like the glass ceiling and unconscious bias persist, but the evolution of women's participation in top positions continues as societies increasingly recognize the value of diverse leadership and work to dismantle remaining obstacles.

### **Importance of Gender Diversity as an Essential Element of Organizational Success:**

Gender diversity is of paramount importance as an essential element of organizational success for several compelling reasons:

**Enhanced Decision-Making:** Gender-diverse teams bring a broader range of perspectives, experiences, and ideas to the table. This diversity leads to more well-rounded and informed decision-making processes, reducing the likelihood of groupthink and enabling organizations to navigate complex challenges more effectively.

**Innovation and Creativity:** Diverse teams foster creativity and innovation. When individuals from different genders collaborate, they are more likely to challenge conventional wisdom and develop groundbreaking solutions. This innovation can lead to the development of new products, services, and strategies that give organizations a competitive edge.

**Better Problem Solving:** Diverse teams excel at problem-solving. Women and men often approach challenges differently, drawing from their unique life experiences. This diversity of problem-solving approaches allows organizations to address issues from multiple angles, increasing the likelihood of finding effective solutions.

**Market Relevance:** In today's globalized and diverse marketplace, having a workforce that reflects the diversity of customers and stakeholders is crucial. Gender diversity can help organizations better understand and connect with their target demographics, leading to improved customer relationships and market relevance.

**Talent Acquisition and Retention:** Organizations that prioritize gender diversity are often more attractive to top talent. When women see that an organization values diversity and offers opportunities for advancement, they are more likely to join and stay with that company, contributing to a more skilled and committed workforce.

**Legal and Ethical Considerations:** Many countries have implemented laws and regulations promoting gender diversity in the workplace. Non-compliance with these regulations can result in legal consequences and damage an organization's reputation. Embracing gender diversity demonstrates ethical leadership and helps organizations stay on the right side of the law.

**Improved Employee Morale and Engagement:** A diverse and inclusive workplace fosters a sense of belonging among all employees. When individuals feel valued and respected for their differences, they are more likely to be engaged, productive, and loyal to the organization.

**Reduced Turnover:** Organizations that actively promote gender diversity are less likely to experience high turnover rates. When employees feel that they have equal opportunities for advancement and are treated fairly, they are more likely to remain with the company, reducing recruitment and training costs.

**Global Perspective:** In a world interconnected by technology and globalization, organizations often operate on a global scale. Gender diversity can provide a deeper understanding of cultural nuances, helping organizations navigate international markets more effectively and avoid cultural misunderstandings.

Gender diversity is not just a matter of social justice; it is a strategic imperative for organizational success in today's dynamic and competitive business environment. Embracing and actively promoting gender diversity contributes to improved decision-making, innovation, talent attraction and retention, and overall organizational performance.

**The Positive Correlation between Diverse Leadership Teams and Improved Decision-making:** The positive correlation between diverse leadership teams and improved decision-making, innovation, and financial performance is well-documented and supported by extensive research. Following are the key factors contribute to this relationship.

**Diverse Perspectives:** Diverse leadership teams bring together individuals with varying backgrounds, experiences, and perspectives. When making decisions, these teams consider a broader range of viewpoints, which helps identify potential blind spots and leads to more comprehensive and well-informed choices.

**Reduced Groupthink:** Homogeneous groups are more susceptible to groupthink, a phenomenon where individuals conform to the prevailing opinions within their group. In diverse teams, there is a greater likelihood of dissenting views, which can stimulate healthy debate and lead to better decisions by challenging assumptions and fostering critical thinking.

**Enhanced Creativity and Innovation:** Diverse teams are more creative and innovative. The collision of different ideas and approaches sparks creativity, leading to novel solutions to complex problems. Diverse perspectives drive innovation by encouraging the exploration of unconventional strategies and products that cater to a broader range of consumers.

**Market Responsiveness:** Diverse leadership teams are often more attuned to market trends and customer needs. This heightened awareness stems from the team's ability to better understand diverse customer segments and respond with products and services that appeal to a wider audience.

**Better Risk Management:** Diverse teams are more adept at identifying and mitigating risks. By considering a wider range of scenarios and potential consequences, these teams are more thorough in their risk assessments, leading to more prudent decision-making and risk management strategies.

**Improved Employee Engagement:** An inclusive and diverse leadership team can foster a culture of inclusivity throughout the organization. When employees see diverse representation

at the top, they are more likely to feel valued and engaged, which can positively impact morale and productivity.

**Attracting Top Talent:** Organizations with diverse leadership teams are often more attractive to a diverse pool of job candidates. This competitive advantage allows them to attract the best talent from a broader range of backgrounds, ensuring a pipeline of skilled professionals.

**Financial Performance:** The positive impacts of diverse leadership teams ultimately translate into improved financial performance. Research has shown that companies with diverse leadership are more likely to outperform their peers in terms of profitability and shareholder value.

**Legal and Social Compliance:** In an era of increased focus on diversity and inclusion, organizations that prioritize diverse leadership teams are better equipped to comply with legal requirements and meet societal expectations regarding fairness and equity.

The positive correlation between diverse leadership teams and improved decision-making, innovation, and financial performance underscores the business case for diversity. Organizations that recognize and harness the benefits of diversity at the highest levels of leadership are more likely to thrive in today's dynamic and competitive business environment.

**Personal and Professional Qualities of Women as a Leader:** Women leaders often bring a unique set of personal and professional qualities to their roles that contribute to inclusive and effective leadership styles. These qualities, which may include empathy, collaboration, and adaptability, play a crucial role in fostering positive workplace environments and driving organizational success.

**Empathy:** Women leaders often exhibit a heightened sense of empathy, which allows them to understand and connect with the emotions, perspectives, and needs of their team members. This empathy enables them to be approachable, compassionate, and attentive to the well-being of their employees. It also contributes to a supportive and inclusive work culture where individuals feel valued and understood.

**Collaboration:** Women leaders tend to excel in collaboration and teamwork. They prioritize collective decision-making and seek input from diverse team members, valuing the contributions of every individual. This collaborative approach not only enhances team cohesion but also leads to more innovative solutions and improved problem-solving.

**Adaptability:** Women leaders often demonstrate a high degree of adaptability and resilience in the face of change and uncertainty. They are skilled at navigating complex and dynamic environments, which is crucial in today's fast-paced business world. Their ability to pivot and make necessary adjustments contributes to organizational agility and competitiveness.

**Effective Communication:** Effective communication is a hallmark of many women leaders. They are adept at active listening, articulating their ideas clearly, and fostering open and transparent communication within their teams. This skill enhances trust, reduces misunderstandings, and ensures that organizational goals and expectations are well-understood.

**Inclusivity:** Women leaders often champion inclusivity and diversity as core values. They actively promote the inclusion of individuals from all backgrounds and perspectives, creating an environment where everyone feels valued and empowered. This commitment to inclusivity contributes to a more innovative and dynamic workforce.

**Conflict Resolution:** Many women leaders excel in conflict resolution and mediation. They are skilled at navigating interpersonal disputes and finding common ground among team members. This ability to manage conflicts constructively reduces workplace tensions and fosters a harmonious work atmosphere.

**Long-Term Vision:** Women leaders often exhibit a long-term vision for their organizations. They are forward-thinking and consider the sustainable growth and development of their teams and businesses. This visionary perspective contributes to strategic planning and organizational stability.

**Respect for Work-Life Balance:** Women leaders often place a strong emphasis on work-life balance, recognizing its importance for overall well-being and productivity. Their commitment to this balance can set a positive example for their teams and lead to greater job satisfaction and retention.

Women leaders bring a diverse range of personal and professional qualities to their roles, including empathy, collaboration, and adaptability, which contribute to inclusive and effective leadership styles. Embracing and valuing these qualities can lead to more diverse and successful organizations, where leadership is characterized by empathy, cooperation, and the ability to adapt to a rapidly changing world.

**Impact of Women Leadership Position in an Organization:** Women in leadership positions have a profound societal impact that extends far beyond the workplace. Their roles as trailblazers and role models inspire and influence future generations, contributing to positive changes in societal attitudes and behaviours. Moreover, the broader implications of women in leadership positions extend to the advancement of gender equality in various spheres of life.

**Inspiration and Role Modeling:** Women in leadership positions serve as powerful sources of inspiration for individuals of all genders, demonstrating that women can excel in traditionally male-dominated fields and challenging stereotypes and biases. Their achievements encourage young girls and women to pursue ambitious goals, instilling the belief that they too can reach leadership positions in any domain they choose.

**Empowerment:** Women in leadership positions empower other women to strive for leadership roles and assert themselves in various aspects of life. By witnessing women leaders breaking barriers and succeeding, individuals gain confidence in their own abilities and potential.

**Changing Stereotypes:** Women in leadership positions challenge and reshape societal stereotypes about gender roles and capabilities. They demonstrate that leadership qualities and competencies are not tied to gender, breaking down the perception that certain positions are reserved for men.

**Advocacy for Gender Equality:** Many women leaders actively advocate for gender equality both inside and outside their organizations. They use their platforms to raise awareness about gender-based discrimination, promote inclusive policies, and support initiatives aimed at achieving greater gender parity in various sectors.

**Legislative and Policy Change:** Women in leadership roles often influence the development and implementation of policies and legislation that promote gender equality. Their firsthand experiences with gender-based challenges inform their advocacy efforts, leading to meaningful change at the legislative level.

**Community and Social Impact:** Women leaders frequently engage in community and social initiatives, addressing issues such as education, healthcare, and poverty, which are often closely tied to gender equality. Their involvement in these areas can lead to improved outcomes for marginalized and underrepresented groups.

**Family and Household Dynamics:** Women in leadership positions can influence family and household dynamics by challenging traditional gender roles and promoting shared

responsibilities between partners. This can lead to more equitable distribution of domestic duties and child-rearing responsibilities.

**Global Impact:** Women leaders on the international stage can impact global discussions and policies related to gender equality, women's rights, and other critical issues. Their presence in international organizations, diplomacy, and peace negotiations can lead to more inclusive and effective decision-making processes.

**Conclusion:** The societal impact of women in leadership positions is far-reaching and multifaceted. They serve as role models, advocates, and change agents who inspire and empower individuals while contributing to broader societal shifts toward gender equality in all aspects of life. Their presence and influence extend beyond the workplace, leaving a lasting imprint on the fabric of society. The societal impact of women in leadership positions has been a central theme, emphasizing the inspirational role models they become for future generations and their broader implications for advancing gender equality well beyond the confines of the workplace. In today's evolving world, achieving gender equality in leadership is not only a moral imperative but also a strategic necessity. Organizations that champion diversity and inclusion in leadership positions are better equipped to navigate complex challenges, foster innovation, and excel in the global marketplace. As we look toward the future, it is imperative that we continue to dismantle barriers, challenge biases, and create environments where women can thrive in leadership roles. Only by doing so can we realize the full potential of gender equality and women's rights, both within organizations and throughout society as a whole.

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**Chapter: 5****Art-literature against Cultural dominance – Anna Bhau Sathe, the work that emancipated millions****Pranali Bhole****Department of Sociology, Dr. DY Patil Arts, Commerce and Science College, Pimpri, Pune****E-mail: pranalibhole6474@gmail.com**

**Abstract:** As a keen and sensitive observer of the situations surrounding him, Anna Bhau Sathe felt compelled to raise voice against domination in the social structure in order to bring about reformation. In his life and in his works, Anna Bhau with great emphasis, talked about down-trodden and deprived segment of the society-Dalit. One can find the unrest psychological disposition in the literature by Anna Bhau in regard with domination of upper class people onto the lower ones. He also performed shows and delivered talks focussing on need to social reform. He knew that for any successful reform, mass involvement is necessary; hence he made his social movement strong by preaching people.

**Keywords:** Domination, social reform, Inspiration and Caste discrimination.

**Introduction:**

Dalit literature primarily arose from the lived realities of marginalised populations, including their struggle for existence, caste oppression, and uprising against inequality. It yearns for equality while opposing traditional practises and exploitation by upper class hegemony. It offers the oppressed and voiceless people a voice in a castist society. Unfairness and favouritism result from social inequality, and it follows that the more socially, economically, and culturally "advanced" group would inevitably utilise its power to oppress the more inferior group.

Anna Bhau Sathe, among others of his contemporary leaders and activists and writers, is such an iconic figure who not only dared to talk against the prevailing unjustful situations but also resolved to transform the way the weaker members of society were currently treated in an unjust manner. Anna Bhau, a perceptive and sensitive observer of the circumstances in his environment, felt impelled to speak out against societal dominance in order to bring about reformation. Throughout his writings and throughout his life, Anna Bhau placed a strong emphasis on the Dalit community. Being a man of practical approach towards life, Anna Bhau penned down what he witnessed and experienced in the society. He was very much influenced by the doctrines of Marx and Lenin- the traces of which can be noticed in his writings. Living the rich and glorious culture of revolt and reformation laid down by Mahatma Phule and B. R.

Ambedkar, Anna Bhau never diverted from his main target of liberating down trodden people from the shackles of slavery.

### **Review of Literature:**

Anna Bhau Sathe's most well-known work is his autobiographical novel, *Fakira*, which was published in 1962. The novel tells the story of a young boy growing up in a lower-caste family in rural Maharashtra, and his struggles against poverty, caste discrimination, and injustice. The novel is widely regarded as a masterpiece of Marathi literature and has been translated into several languages. The novel is set in the early 20th century, during the British Raj. *Fakira*'s family is extremely poor, and they are forced to work as laborers for upper-caste landowners. *Fakira*'s father is an alcoholic and abuses his wife and children. Despite this difficult upbringing, *Fakira* is determined to make something of himself and escape the cycle of poverty and oppression that has plagued his family for generations.

The novel follows *Fakira*'s journey as he grows up, faces discrimination and abuse, and eventually becomes a leader in the struggle for social justice and equality. *Fakira* joins a group of Dalit activists who are fighting for the rights of untouchables and lower castes. He is imprisoned for his activism but continues to work for the cause even after his release. Through *Fakira*'s story, Sathe highlights the systemic oppression and discrimination faced by Dalits and other marginalized communities in India. The novel also explores themes of poverty, casteism, and the struggle for social justice. In an article titled "*Fakira*, an inspirational Story" by Vinay Damodar focuses on Sathe's autobiographical works. The article argues that Sathe's autobiographical writings are a reflection of his own life and the struggles he faced as a Dalit. It also examines how Sathe's writing style evolved over time and the impact of his works on the literary landscape of India. Damodar analyzes Sathe's two major autobiographical works, "*Fakira*" and "*Zadazadati*," and traces the evolution of Sathe's writing style over time. He also examines the ways in which Sathe's works have been received by literary critics and scholars, and the impact of his writing on the literary landscape of India. The article highlights the importance of Sathe's autobiographical works in providing insights into the lives of the Dalit community and their struggles for social justice. Damodar also explores the themes of caste, poverty, and oppression in Sathe's writing and the ways in which he challenged dominant narratives through his works.

In "*Anna Bhau Sathe and the Struggle for Social Justice*" by Sanjay Mukherjee, the author explores Sathe's activism and the role of literature in the struggle for social justice. The article discusses Sathe's involvement in the Dalit movement and the ways in which his writing inspired and mobilized the marginalized communities. The article examines Sathe's activism

and the ways in which his writing inspired and mobilized marginalized communities. Mukherjee discusses Sathe's involvement in the Dalit movement, a social and political movement that aimed to challenge caste-based discrimination and promote the rights of the lower castes. The article also analyzes Sathe's literary style and the ways in which he portrayed the lives of the marginalized communities in his works. Mukherjee argues that Sathe's writing gave voice to the oppressed and challenged dominant narratives, making a significant contribution to the struggle for social justice in India.

### **Annabhau Sathe; The works that emancipated millions.**

#### **Main themes laid out through his literature-**

Sathe's work is significant in the sense that it challenged dominant narratives and provided a unique perspective on the *social and political realities* of India. His writing brought attention to the issues faced by the lower castes and contributed to the ongoing struggle for social justice in India. Sathe's writing style was characterized by a rawness and intensity that captured the struggles of the Dalit community and the impact of social oppression on their lives. He used simple language and vivid imagery to depict the harsh realities of poverty, caste-based discrimination, and social inequality.

The literary creations of Annabhau Sathe hold significance in garnering an inside look into the lives of *oppression of the marginalised section of the society*. His various works have put forward the series of *exploitative perennial actions that the dominant section of the society has conducted*. His work has directly challenged and questioned the dominance of the upper caste and the *structural exploitation* of their community. Annabhau himself came from a denotified tribe called 'Mang' which at that point was classified as one of the criminal tribe by the British in the colonial times. He has lived through this oppression not only by the society in large but also by the judicial system that sidelined an entire community and labelled them as criminal. As he passed through this journey of structural exploitation he encountered Marx and along with it he not only assimilated but lived the ideas of Dr. Bhimrao Ambedkar. He followed his journey closely and chose to raise the voice against this domination of the upper caste and the structures and system put in place by them in order to trap the weaker section of the society. *He also challenged the dominant views of the upper caste, their teachings, the rich and also the religion and its notions in his work*. One such work of his titled 'जग बदल घालूनी घाव' questions these notions, and is an example of how his work, *raised consciousness* amongst the marginalised section. The poem goes as follows;

जग बदल घालूनी घाव । सांगुनी गेले मज भीमराव ॥  
 गुलामगिरीच्या या चिखलात । रुतुन बसला का ऐरावत ॥  
 अंग झाडूनी निघ बाहेरी । घे बिनीवरती घाव ॥  
 धनवंतांनी अखंड पिळले । धर्मांधांनी तसेच छळले ॥  
 मगराने जणू माणिक गिळीले । चोर जहाले साव ॥  
 ठरवून आम्हा हीन अवमानीत । जन्मोजन्मी करुनी अंकित ॥  
 जिणे लादून वर अवमानीत । निर्मुन हा भेदभाव ॥  
 एकजुटीच्या या रथावरती । आरूढ होऊनी चलबा पुढती ॥  
 नव महाराष्ट्र निर्मुन जगती । करी प्रगट निज नाव ॥

The first line of his poem ‘जग बदल घालूनी घाव’ represents his ideology, his message that he want to pass on to his people, this line itself talks about changing the world. The world will not change by submitting to the powerful, to the dominant but the world will change by making a strike, this philosophy also highlights his marxian ideology. How then it is evident in the teachings of Dr. Babasaheb Ambedkar as the next line highlights. Babasaheb Ambedkar gave a message to his followers, in order to pick yourself up and escape from the shackles of unjust domination and exploitation you should ‘organise, agitate, educate.’ This strikes should be made on the system that is resilient to change and tries to maintain its status quo. This system has tried to pin down the downtrodden section of the society. The next line of this poem asks that why this marginalised section who is like as he puts ‘Airavat’ (the elephant of Indra, referring to the symbol of strength) still gravelling in the swamps of slavery? He ask this question to awaken the consciousness of the marginalised class. He says the rich of the society that is the advantaged class of the society has brought us to this point. The religion itself has become a tool for our oppression. The Varna system has been trapped us in this swamp of

slavery. The people currently controlling the administration act as they are 'Shau Maharaj' but in reality they keep this oppression continued. In the later part of his poem he talks about there should be a revolution of the oppressed class, and they should overturn the system and should be followed by the rule of the Dalits and the working class. The Dalits and the other marginalised sections of the society should open their eyes to the reality of the world and fight for their Dignity and rights. A new Maharashtra should be created in the light of this new thinking which would be oppression free and society of morality and equity.

### **Exposition of Sathe's work and examining his literary ideas:**

Sathe's literary style is characterized by its raw and authentic portrayal of the lives of marginalized communities. He wrote with empathy and compassion, creating characters that were complex and relatable. His use of colloquial language and dialects added to the authenticity of his work, making it accessible to a wider audience. Sathe's activism was rooted in his commitment to Marxism and his belief in the power of collective action. He used his writing and his voice to fight against caste discrimination, poverty, and inequality. His feminist perspective was also evident in his work, as he challenged patriarchal norms and advocated for gender equality. Sathe's interest in folk art and music was a reflection of his belief in the power of culture to bring about social change. He believed that folk art was a way to connect with people and create a sense of community. His work in this field was significant in preserving and promoting traditional forms of art and music. Some of the main arguments highlighting his work are as follows;

1. **Contribution to Marathi Literature:** Anna Bhau Sathe's literary works were significant in the Marathi literary world. His works are known for depicting the lives of the working class and marginalized communities. He wrote about their struggles and hardships in a way that was relatable and moving.
2. **Social Justice Activism:** Anna Bhau Sathe was not only a writer but also an activist who fought for the rights of the working class and oppressed communities. He was associated with the Communist Party of India and worked to mobilize people against social injustices such as caste discrimination, poverty, and inequality.
3. **Feminism:** Anna Bhau Sathe was also a feminist who believed in gender equality. He wrote about women's issues and challenged patriarchal norms in his work. He also actively participated in women's movements and supported the cause of women's rights.

4. Folk Art: Anna Bhau Sathe was interested in folk art and music, and he used these forms to express her ideas and connect with people. He believed that folk art was an effective way to communicate with people and bring about social change.

**Conclusion:**

Anna Bhau Sathe's work is an important contribution to Marathi literature and social justice activism. His legacy continues to inspire generations of writers and activists who strive to create a more just and equitable society. Anna Bhau Sathe's work remains relevant and important in contemporary times, as it provides a unique perspective on the struggles of marginalized communities, reinforces the need for social justice and equality, and promotes the preservation of traditional forms of culture. Her legacy continues to inspire writers, activists, and artists who strive to create a more just and equitable society. Anna Bhau was an excellent performer. He took part in the Freedom Struggle, the Samyukta Maharashtra Movement and Goa Freedom movement as a revolutionary artist. Through his art forms, Anna Bhau lit a spark in all his followers and brought forth energy in them. Paving a fine path for harmonious life for all, Anna Bhau not only attempted to make the downtrodden realize their situation but positively made his efforts to bring all deprived into the mainstream social, cultural, and economic lines. Above all the most significant discourse is society needs to be oriented with the teachings of prolific and visionary leaders and writers like Anna Bhau Sathe, who really inspired the universe, for the peaceful life of the generations to come.

Along with this one of the criticism about Anna bhau Sathe is that his political beliefs and activism sometimes overshadow her literary work. While his commitment to social justice and equality is admirable, some argue that his writing can be didactic and polemical. This can detract from the aesthetic value of her work and limit its reach to a wider audience.

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**Chapter: 6****‘Am I Competent Enough?’: Exploring Impostor Phenomenon among Indian College Students****Dr. Tarundeep Kaur<sup>1\*</sup> and Nidhi Jain<sup>2</sup>****<sup>1</sup>Head, Department of Psychology, Goswami Ganesh Dutta Sanatan Dharma College, Sector-32, Chandigarh, India****<sup>2</sup>Ph.D. Scholar, Department of Psychology, Goswami Ganesh Dutta Sanatan Dharma College, Sector-32, Chandigarh, India****E-mail: tarun1deep1@gmail.com****Abstract**

**Background:** Impostor phenomenon, also known as impostor syndrome, is characterised by the feelings of self – doubt, incompetence, and a failure to internalize their success with a fear of getting exposed as frauds.

**Aim:** The study was conducted to evaluate the prevalence of impostor phenomenon among college students, to examine the differences between gender, family type – nuclear and joint, year of college course in relation to impostor phenomenon along with difference in impostor phenomenon level among students who prepared and who did not prepare for the competitive exams.

**Method:** The present study was conducted among 255 college students of G.G.D.S.D. College, Chandigarh. Clance IP Scale and demographic questionnaire was used to measure the variables. Data was collected online using google forms.

**Result:** Majority of the students (45.8%) experienced moderate Impostor Phenomenon characteristics, followed by 36.4% experiencing frequent impostor characters, 9% and 8.6% with low and intense impostor characters respectively. Gender, family type and year of college did not significantly affect impostor phenomenon. A significant difference (p value <0.05) was found among the impostor scores of students who prepared for competitive exams and who did not prepare for any competitive exam.

**Conclusion:** Majority of the college students were found to exhibit moderate to frequent impostor characters. No difference was found among impostor scores in relation to gender, family type and year of college. Impostor feelings were found to be high among students who prepared for competitive exams than students who did not prepare for exams i.e., students who indulge in the preparations of competitive exams often experience impostor feelings which affect their performance.



**Implications:** It is necessary to develop intervention programmes that minimise the feelings of impostor among college students, as the study indicates that it has a detrimental impact on their academic performance.

**Keywords:** Impostor, gender, academics, competitive exams, college students.

### **Introduction**

College students entering to college from school, experience a transition to a new phase and encounter new challenges. Majority of the college students undergo academic competition and pressure while adjusting to the new environment – both academically and psychologically. As they step in the highly competitive academic environment, they often experience pressure to excel, perform their best and be perfect. The pressure to survive in the competitive environment of the college often leads to the formation of high expectations and often setting high goals to excel. Moreover, college and academic competitive environment leave students to compare one's capabilities and intelligence with their peers. Constant comparison may lead students to perceive others as more intelligent and competent and thus giving rise to the feelings of inadequacy and incompetent.

College students often experience thoughts like 'I am not intelligent enough as others think of me,' 'what if people find out that I am not enough,' 'I do not deserve this success and it's just because of my luck and not of my hard work'.

Clance & Imes (1978) defined this as Impostor Phenomenon after observing 150 highly successful women in a clinical setting. They described the phenomenon as "an internal experience of intellectual phonies than those who feel like fraud despite achieving great heights in academic and profession."

In other words, it is a situation where an individual despite being smart and competent enough, doubt their own capabilities and competence. Even though if they succeed in each task, they find it difficult to internalize their success and think that the success is because of luck or by chance and not because of their own capabilities and intelligence. Individuals experiencing impostor phenomenon feel they are less intelligent and thus, if they achieve a given task, they attribute it to chance and luck than giving the credit of success to their capabilities. Such people also live with a continuous fear of getting exposed. Others think that they are smart and capable enough but deep down they know it is not the true case and they have this fear of what it they get exposed or others get to know that they are not as capable as they thought of them to be. (Clance & Imes, 1978; Clance & OToole, 1987; Clance & O'Toole, 2014)

Impostor phenomenon was initially believed to affect women only but significant studies shows that impostor phenomenon is experienced widely by both the genders. Impostor feelings

has been observed in all the fields and profession – ranging from academics, college students, medical profession to managers and work context.

The phenomenon has been associated with various psychological attributes such as self-esteem, locus of control, perfectionism, personality traits thus impacting one's psychological wellbeing and leading to psychological distress.

Family environment and parenting style factors also contribute in the formation of impostor feelings. Family conflict, lack of communication and control plays a role in emergence of impostor phenomenon while family cohesion and expressiveness negatively correlate with impostor feelings (Hawbam & Singh, 2018; Hinduja et al., 2023; Yaffe, 2021, 2022). In addition, perceived parental control and overprotection influences impostors (Sonnak & Towell, 2001). Lack of positive reinforcements and messages of approval of child's accomplishment give rise to the feeling of shame and self - doubt in the child.

Students with impostor feelings often have low self - esteem stating a negative relation of impostor phenomenon and low self – esteem (Cozzarelli & Major, 2011; McElwee & Yurak, 2010; Thompson et al., 1998). Naser et al. (2022) stated low self - esteem as a strong predictor and precondition of impostor phenomenon as low self - esteem refers to the negative appraisal of oneself thus giving rise to impostor feelings. Unstable high self - esteem also makes an individual exposed to impostor tendencies. (Schubert & Bowker, 2019).

Impostor individuals often indulges in maladaptive perfectionism, concern over mistakes, doubt their actions and are high on socially prescribed perfectionism and They tend to set unrealistic and often unattainable goals (Hu et al., 2019). Impostor individuals are high on perfectionistic striving and perfectionistic concern (Pannhausen et al., 2022). Such individuals seek validation from outer sources, are more sensitive to criticisms and ruminate about their performance. (Dudău, 2014)

One of the factors influencing Impostor Phenomenon is neuroticism personality trait (Bernard et al., 2002). Individuals with avoidance and dependent personality characterised by neuroticism, self-consciousness heightens impostor feelings (Ross & Krukowski, 2003).

Psychological distress and poor mental wellbeing can be observed as a consequence of impostor phenomenon (Henning et al., 1998; Sonnak & Towell, 2001). Kananifar et al. (2015) provided evidence that impostor phenomenon showed a positive association with somatic symptoms, anxiety, insomnia, and social dysfunction. In addition, high level of burnout, fatigue and emotional exhaustion is also experienced by impostors. (Villwock et. al., 2016)

It is expected that approximately about 70% of the individuals will experience impostor phenomenon for once in their lifetime (Gravois, 2007). Among students, impostor

phenomenon has a negative effect on academic and career outcomes. Students entering with impostor feelings perceive high pressure of classroom competition, low classroom engagement and attendance further increasing the rate of dropout intentions (Canning et al., 2020). Feeling of inadequacy and incompetency may further lead to academic burnout thus, affecting their ability and engagement in academics (Chadha & Pawar, 2022) and also impact their academic persistency (Tao & Gloria, 2019). Impostor phenomenon directly affects student's academic motivation level in a negative way (Krishnan & Sankar, 2023). It is a matter of concern as impact of impostor phenomenon can affect a student's career and professional life in a negative way.

Every student feels that they are alone experiencing such thoughts but research suggests that these feelings are a normal part of the graduation study (Craddock et al., 2011). Impostor phenomenon negatively affects ones academic and professional life making them less likely to indulge in taking challenges and holding a growth mindset towards career growth.

### Review of Literature

S. No	Author and year of publication	Country	Purpose	Sample	Scale used	Result and findings
1	Kananifar et al. (2015)	Iran	to assess the relationship between imposter phenomenon and mental health in Isfahan universities students	400 students of Isfahan University	CIPS, General Health Questionnaire	Students with high Impostorism scored high on anxiety, insomnia, somatic symptoms, social dysfunction, and depression showing a significant association
						of mental health and its aspect with impostor phenomenon.

2	Villwock et al. (2016)	USA	to investigate the association between IP, burnout and its component	138 medical university students	Not provided	female respondents scored higher on impostor phenomenon, double the male respondents.  A strong association between burnout and its component - exhaustion, cynicism and depersonalization was found.
3	Hawbama & Singh (2018)	India	to determine the role of family environment in impostor phenomenon and to study the gender differences among impostor phenomenon	126 participants	CIPS, Family Environment Scale	prevalence- 30% of the sample experienced frequent to intense impostor feelings a significant gender difference was observed 2 components of family environment - family cohesion and competitive framework associated significantly with impostor phenomenon
4	Mascarenhas et al. (2018)	India	to understand the prevalence of impostor phenomenon among medical interns and its association with self esteem	150 medical interns of Goa, India with age range of 22-25 years.	CIPS Rosenberg self-esteem scale	prevalence - 44.7% with moderate impostor characters 41.3% with high impostor characters mean IP score - 57.86  self-esteem inversely correlated with impostor phenomenon suggesting that more the Impostor feelings, lower the self-esteem or vice versa. no gender difference was

						found
5	Cannin g et al. (2020)		to study the effect of perceived classroom competition on	818 students enrolled in r	assesse d imposto	students who perceived STEM more competitive experienced greater
			impostor phenomenon among college students	STEM courses	feelings using 4 items adapted from Leary, Patton, Orlando , and Funk (2000)	impostor feelings. Higher the perceived competition in the classroom, higher the impostors further leading to low engagement and attendance further increasing the dropout intentions among the STEM students.
6	Fabyani (2020)	India	to study the relation between impostor phenomenon and self-esteem, number of sleeping hours, GPA, and age among management students	386 manageme nt students aged 18 to 25 years	CIPS Rosenb erg self- esteem scale	a negative correlation was found (-0.79) between impostor phenomenon and self- esteem. No association of impostor phenomenon was found significant with sleep pattern, GPA and the age

7	Rosenstein et al. (2020)	US	to study the prevalence of Impostor Phenomenon among computer science students	203 graduate and undergraduate computer science students of North American institution	CIPS	57% of the sample showed impostor feelings. No evidence of group differences was found between undergraduate and graduate students, age groups and racial identity a significant gender difference came out concluding that females experience more impostor feelings than males.
8	Thomas & Bigatti (2020)		to understand the prevalence and relationship of impostor phenomenon with perfectionism and mental health among medical students	narrative literature review was done which included Sixteen articles based on inclusion and		prevalence- 22.5% to 46.6% of the medical students experienced impostor phenomenon self-esteem, burnout, depression, anxiety and psychological distress showed a significant association with IP the study concluded
				exclusion criteria		that more the IP, more the emotional exhaustion and burnout.

9	Fahira & Hayat (2021)	Indones ia	to study the effect of family relationships, general anxiety, and personality on impostor phenomenon	439 first and second-year students	CIPS, Brief Family Relationship Scale, Four-Dimensional Anxiety Scale, Big Five Inventory Scale	there is a significant effect of general anxiety and personality traits on IP a positive relation between emotional, cognitive and behavioural anxiety and IP is been observed family relationships and its aspect did not show a significant effect personality traits - extraversion and conscientiousness showed a negative relation i.e. higher these traits, lower the presence of Impostor phenomenon.
10	Kansar a et al. (2021)	India	to study the prevalence of Impostor Phenomenon in Physiotherapy Professionals	200 physiotherapy professionals, clinicians, and academicians all over India	CIPS	58% showed moderate impostor characters, followed by 32%, 7.5% and 2.5% showing often, few and intense impostor characteristics respectively. Physiotherapy clinicians exhibited more impostor characters as compared to the academicians. No gender difference was found.

11	Rosenthal et al. (2021)	US	to determine the prevalence rate and association of impostor phenomenon with personality measures and well-being	257 students enrolled under Pennsylvania medical school	CIPS, Jefferson Scale of Physician Empathy, Self-Compassion	prevalence- 55% followed by 32% and 13% for moderate, high and low intensity of impostor feelings among the sample. High IP scores showed negative association with self-compassion, sociability self-esteem
					Scale- Short Form, UCLA Loneliness Scale, Rosenberg Self-Esteem Scale, Zuckerman-Kuhlman Personality Questionnaire	and getting along with peers. The frequency and intensity of IP increased by the end of the school year. women exhibited more impostor feelings than men.
12	Nanda (2021)	India	to explore the relationship of impostor phenomenon with self-esteem and locus of control among college students	60 university students aged 18 to 24	CIPS, Rosenberg Self-Esteem scale, Rotter's Locus of Control scale	A high prevalence rate of impostor phenomenon was found among the college students a very strong negative correlation was seen between IP and self-esteem a positive relation was observed between locus of control and IP i.e., more the external locus



						of control, more the feelings of impostors
13	Singh Gaur & Bhukal (2022)	India	to study the prevalence and relation of impostor phenomenon with mental wellbeing among medical graduates	100 medical students aged 20-22 from north western medical colleges of India	Clance Impostor Phenomenon Scale (CIPS) Depression, Anxiety and Stress Scale (DASS – 21)	prevalence- 54% exhibited moderate impostor feelings while 37% showed frequent impostor feelings. About 72% of students with impostor characters showed some or the other psychological condition majority depression and anxiety.

14	Pawar & Chadha (2022)	India	to evaluate the association between Impostor Phenomenon, academic burnout, growth mindset and perceived social support	100 MBBS students of year 1 <sup>st</sup> to 4 <sup>th</sup> from various medical colleges of Maharashtra, India.	CIPS, Dweck's Mindset Instrument, The Multidimensional scale of Perceived Social Support and student version of Oldenberg Burnout Inventory	prevalence - 73% of the total population experience moderate Impostor feelings. Impostor Phenomenon have a positive relation with academic burnout (0.274). more the academic burnout, more the chances of Impostor characteristics among MBBS students.
15	Alrayyes et al. (2020)	Saudi Arabia	To investigate the prevalence of imposter phenomenon and its association with burnout.	384 adults in Saudi Arabia aged 18 to 25 years	young imposter scale, Maslach burnout inventory and DASS 21	prevalence - 57.8% of the sample experienced impostorism. significant associations were revealed between Imposter syndrome and the different domains of burnout, stress and depression.
16	Singh & Arora (2023)	India	to examine the prevalence of impostor phenomenon and gender difference among athletes	31 sports performers with mean age of 21.35	CIPS	a moderate impostor experience was found among the sports performers 54.8% exhibited moderate IP characters following 32.3%, 6.5% frequent, intense and few IP characters. No gender difference was found

17	Krishna n & Sankar (2023)	India	to evaluate the prevalence and relationship of impostor phenomenon with academic motivation and study engagement	186 students of college aged 18 to 25 years.	CIPS, Academic Motivation scale, Utrecht Work Engagement Scale-S	females showed higher impostor characteristics than males. A negative relation was found between impostor phenomenon and academic motivation. Impostor feelings influences and lowers the students' academic motivation
18	Pákozd y et al. (2023)	US	to assess the gender differences and relationship between imposter phenomenon and self-efficacy, perfectionism, happiness, belonging and perceived competition in university students	261 university students majorly aged between 18 to 22	CIPS, New General Self- Efficac y scale, the Big Three Perfectionism Scale – Short Form , Oxford Happin ess Questio nnaire,	women scored higher on impostor scale than men. The results showed an inverse relation of IP with self - efficacy and happiness and a positive relation with perfectionism more the impostor feelings, higher the perfectionism level and lower the self - efficacy and happiness  impostor phenomenon mediated the relation of perfectionism and happiness

19	Hinduja et al. (2023)	India	to find out the relationship between impostor phenomenon and perceived parenting style in young adults	155 individual s aged 16 to 24	CIPS, Scale of Parenti ng Style	the responsiveness dimension of perceived parenting style negatively correlated with IP i.e. lower the responsiveness, higher the Impostor feelings. Control dimension did not showed a significant association with IP
20	Duncan et al. (2023)	US	to evaluate the prevalence of IP and study other variables in relation to IP in data science students	86 students from data science program of southeast	CIPS, achieve ment goal questio nnaire, statistic	out of 86, 35 students experienced moderate impostor feelings while 38 experienced frequent impostor feelings showing that majority of the sample exhibits
				universitie s	motivati on questio nnaire, clinical perfecti onism questio nnaire	moderate to frequent impostor feelings. No race and gender differences were found. It was found that students with impostor feelings showed high levels of perfectionism, avoidance of goals and low self - efficacy levels. further, students with even low impostor characters exhibited heightened anxiety.

## Objectives

1. To study the prevalence rate of impostor phenomenon among college going students.
2. To study the gender difference in relation to impostor phenomenon among college going students.

3. To study if there is any significant difference among the college students living in joint and nuclear families in relation to impostor phenomenon.
4. To study if there is any significant difference among 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of college students in relation to impostor phenomenon among college going students.
5. To study if there is any significant difference among the students who prepared for competitive exams and students who did not prepare for competitive exams in relation to impostor phenomenon among college going students.

### **Hypotheses**

1. Impostor phenomenon will be prevalent among college going students.
2. There will be no gender difference among the college going students in relation to impostor phenomenon.
3. There will be no difference among students living in joint family and students living in nuclear family in relation to impostor phenomenon.
4. There will be no difference among students of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year in relation to impostor phenomenon.
5. There will be no difference among students who prepared for competitive exams and students who did not prepare for competitive exams in relation to impostor phenomenon.

### **Research Methodology Research Design**

Purposive random sampling was used to determine the sample from G.G.D.S.D. College, Chandigarh. The data was collected using google forms. After screening the data as per the criteria, descriptive, t test and anova was applied to study the objectives and hypotheses.

### **Sample/Participants**

The sample comprised of students aged 17 years to 21 years studying in G.G.D.S.D. College, Chandigarh. Purposive random sampling technique was used to select the participants for the research. Total 255 students participated in the study and filled the google forms. Out of 255, only 93 participants fulfilled the criteria of frequent impostor phenomenon characteristics and the rest of the participants were excluded from the study.

### **Inclusion Criteria**

- Currently pursuing undergraduate program from a college.
- Age between 17 to 21 years
- Students scoring between 61 to 80 on CIPS (frequent impostor characters)

### **Exclusion Criteria**

- Students scoring low or high on impostor Phenomenon

### Tools Used

Clance Impostor Phenomenon Scale (CIPS, 1985) developed by Pauline Clance was used to measure the impostor phenomenon characteristics among the participants. The scale consists of 20 items ranging from 1 (not true at all) to 5 (very true). The reliability coefficient of the test is 0.92.

Personal data questionnaire was prepared to collect the necessary details for the study. The questionnaire comprised of the following details – gender of the participant, year of the undergraduate course, family type and if they prepared for any competitive exams or not.

### Data Collection

The data was collected from the students using google forms. After data collection, the scores were analysed and screening based on inclusion and exclusion criteria was done. All ethical considerations – informed consent, anonymity of the subject and confidentiality of the subject, were taken care of.

### Statistical Analysis

Descriptive statistics – (frequency and percentage) was applied to study the prevalence rate and inferential statistics - t test and Anova was used to study the difference among the mentioned groups. The data was entered into excel spreadsheet and was analysed. The statistical level of significance was set at  $p < 0.05$  level. The results were considered significant if the p value was less than 0.05, indicating a significant difference among the groups.

**Table 1**

*Shows the frequency and % of prevalence of impostor phenomenon among college going students.*

Level of impostor phenomenon	Frequency of respondents (%)
Low	23 (9)
Moderate	117 (45.88)
Frequent	93 (36.47)
Intense	22 (8.62)

## Results

Out of total 255 participants who participated in the study and completed the questionnaire, 23 (9%) respondents exhibited low level of impostor characters. Majority of the respondents scored moderate level of impostor phenomenon i.e., 117 (45.88%). 93 (36.47%) of the respondents showed frequent impostor characters while 22 (8.62%) experienced intense impostor characters.

Hence, from the table a high prevalence rate of impostor phenomenon among college students can be observed.

Out of 255 respondents, 162 respondents were excluded from the study for not meeting the study criteria. The total number of respondents who scored frequent impostor phenomenon was 93. Thus, the study sample comprised of total 93 participants. Further descriptive and inferential statistics were performed on the 93 respondents.

**Table 2**

*Shows the frequency and % of the respondents with frequent impostor characters as per the study variables among college students*

Variable	Frequency of frequent impostor characteristics among the college students (%)
GENDER	
Male	16(25.39)
Female	77 (40)
TYPE OF FAMILY	
Nuclear	72 (36.36)
Joint	21 (36.84)
YEAR OF GRADUATION	
1 <sup>st</sup> year	43 (32.82)
2 <sup>nd</sup> year	24 (48)
3 <sup>rd</sup> year	26 (35.13)
COMPETITIVE EXAMS	
Prepared	21 (26.92)
Did not prepared	72 (36.36)

**Table 3**

*Shows the mean gender difference among Impostor Phenomenon among college students*

Variable	Mean score of males	Mean score of females	t value	df	p value
Test result	66.81	67.61	0.512	91	0.609

Note: \* $p \leq 0.05$ ; df = 91

An independent-sample t-test was conducted to compare the scores of male and female on impostor phenomenon. The mean scores of males came out to be (M=66.81) and of females (M=67.61);  $t = 0.512$ ,  $p = 0.609$ .

Since the p value is greater than 0.05, the result is not significant. Hence, we fail to reject our hypothesis that there will be no gender difference among the college going students in relation to impostor phenomenon.

**Table 4**

*Shows the mean difference among respondents living in joint family and nuclear family on Impostor Phenomenon among college students*

Variable	Mean score of respondents living in joint family	Mean score of respondents living in nuclear family	t value	df	p value
Test result	67.38	67.5	-0.08	91	0.932

Note: \* $p \leq 0.05$ ; df = 91

An independent-sample t-test was conducted to observe the difference in the scores of impostor phenomenon for respondents living in joint and nuclear family. The mean scores for respondents living in joint family came out to be (M=66.81) and for respondents living in nuclear family came out to be (M=67.61);  $t = 0.512$ ,  $p = 0.609$ .

Since the p value is greater than 0.05, the result is not significant. Hence, we fail to reject our hypothesis that there will be no difference among students living in joint family and students living in nuclear family in relation to impostor phenomenon.

**Table 5**

*Shows the mean difference among respondents of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year on Impostor Phenomenon among college students*

	Sum of squares	df	Mean square	F	p value
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Between groups	87.56	2	43.781	1.384	0.255
Within groups	2845.61	90	31.618		
Total	2933.18	92			

Note:  $*p \leq 0.05$ ;  $df = 92$

Anova was conducted to check if there is a significant difference in the scores of impostor phenomenon of students of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of college. The F value came out to be 1.384; p value 0.255

Since the p value is greater than 0.05, the result comes out to be non-significant. Hence, we fail to reject our hypothesis that there will be no difference among students of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year in relation to impostor phenomenon.

**Table 6**

*Shows the mean difference among respondents who prepared for competitive exams and who did not prepare for competitive exams on Impostor Phenomenon among college students*

Variable	Mean score of respondents who prepared for competitive exams	Mean score of respondents who did not prepare for competitive exams	t value	df	p value
Test result	70	66.73	2.839	91	0.018*

Note:  $*p \leq 0.05$ ;  $df = 91$

An independent-sample t-test was conducted to observe the difference in the scores of impostor phenomenon of respondents who prepared and who did not prepare for competitive exams. The mean scores for respondents who prepared for the competitive exam came out to be (M=70) and for respondents who did not prepare for competitive exam came out to be (M=66.73);  $t = 2.839$ ,  $p = 0.018$

Since the p value is smaller than 0.05, the result stands significant. Hence, we reject our hypothesis that there will be no difference among students who prepared for competitive exams and students who did not prepare for competitive exams in relation to impostor phenomenon.

There is a significant difference among the students who prepared for competitive exams and students who did not prepare for competitive exams in relation to impostor phenomenon.

Students preparing for competitive exams experienced more impostor feelings.

## Discussion

The study was conducted to evaluate the prevalence of impostor phenomenon among college students along with other variables in relation to impostor phenomenon. Understanding the rate of prevalence and other associated variables is necessary to further understand the

phenomenon and help designing the intervention programmes.

The findings indicated that most participants had an impostor phenomenon at a moderate to frequent level. The findings clearly show that college students experience the impostor phenomenon at a high prevalence. The impostor phenomenon can be considered one of the most prevalent issues affecting college students nowadays.

The research further studied differences among gender, family type, college year and preparations for competitive exams in context to impostor phenomenon.

The research found no conclusive gender differences. Studies by Singh & Arora (2023) on sport performers and Duncan et al. (2023) on data science students, which found no gender differences in the impostor phenomenon, validated our findings. The findings were at contrast with Krishnan & Sankar (2023), which found that female college students typically suffer a higher level of impostor than male students. Khurana & Sinha (2023) revealed that there was a considerable gender difference in young people' impostor scores, with females scoring high. Similar findings were observed in Cusack et al. (2013) study, which found that women exhibit more impostor beliefs than men. As a result, the data regarding gender differences are mixed.

Other difference, family type – joint and nuclear in relation to impostor phenomenon stood insignificant. There were no significant differences on the scores of impostor phenomenon and college year of the students. Further stating that the scores on impostor phenomenon of the students were similar irrespective of family type and student's course year in the college.

Surprisingly, a significant difference was observed in impostor phenomenon scores among the students who prepared for the competitive exams and students who did not prepare for the competitive exams. Students preparing for competitive exams scored high on impostor scores. The reason could be stated to the competitive pressure and its association with impostor characteristics. The results were consistent with the study of Canning et al. (2020) stating that college students who perceive more classroom competition scored high on impostor phenomenon.

Competitive exams often leave room for comparisons. With the addition of comparisons among peers, students begin to doubt their abilities and worry about performing successfully. Impostors, high on maladaptive perfectionism, seek for high positions and set high, unrealistic goals. They invest a lot of hard work and overprepare for the exam. They live in constant fear that if they fail to achieve the standards of excellence, they had set for themselves and observe others performing better than they did, other people would begin to perceive them as

incompetent, not intelligent enough to crack the exam and incapable of achieving a task.

Feeling of failure and getting exposed as frauds goes hand in hand for an impostor. Students think that if they fail at competitive exams, they would be humiliated. Therefore, they go to great heights to avoid any failure. The continuous thought that ‘what if I fail in competitive exams, others will get to know that I am not intelligent enough as they think of me’ make them to overprepare hard for the competitive exams. They fear that if they fail in the competitive exams, others will get to know that they are not smart and capable enough as they thought of them to be. The fear of getting fail and then exposed as frauds among others further heightens their impostor feelings.

Therefore, the stress of competitive exams fosters impostor traits including maladaptive perfectionism, doubting one’s own intelligence and capabilities, fear of failing, and being exposed as a fraud.

### **Conclusion**

After analysing data from 255 college students, it was discovered that 45.8% of respondents fall into the category of frequent impostor level, while around 36% of respondents into the category of moderate impostor level. According to earlier study findings, college students were statistically more likely to experience the imposter phenomenon. No gender differences were identified in the imposter phenomenon. Additionally, there were no differences in imposter scores between students from nuclear and joint families. Students who prepared for competitive examinations were found to statistically exhibit the impostor phenomenon more frequently. The cause of this could be attributed to the traits of impostors, including their fear of failure—fear of failing an exam, overpreparing for a task, maladaptive perfectionism, and desire to perform at their highest level—as well as their concern over being exposed as frauds. All these characteristics intensify the feelings of impostor among the students preparing for their competitive exams

Since most of the students' academic performance and career advancement are reported to be negatively impacted by the imposter phenomenon, intervention programmes that reduce impostor feelings and enhance college students' overall well-being must be implemented.

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**Chapter: 7****सोशल मीडिया के युग में हिंदी पत्रकारिता की दशा और दिशा**

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**सारांश :** वर्तमान दौर सोशल मीडिया का दौर है। सूचना क्रांति के इस युग ने प्रत्येक व्यक्ति को सूचनादाता बना दिया है। जहां मुख्यधारा के मीडिया की अपनी सीमाएं हैं। वहीं, सोशल मीडिया पर मौजूद अधिकांश सूचनाएं प्रत्यक्षदर्शियों द्वारा प्रेषित होती हैं। मुख्यधारा के मीडिया में ऐसी संभावनाएं संयोगवश होती हैं कि घटनास्थल पर पत्रकार घटना के वक्त मौजूद हो। जबकि सोशल मीडिया पर सूचनादाता घटना का आंखों देखा हाल बयां करता है। तकनीक के रूप में हिंदी पत्रकारिता के अधिकांश पत्रकार तकनीकी रूप से बहुत सक्षम नहीं हैं। किंतु सोशल मीडिया के सूचनादाता समाज में मौजूद हर तरह के लोग हैं। जिसमें कम पढ़े-लिखे, पढ़े-लिखे डॉक्टर, इंजीनियर, शिक्षक, छात्र, तकनीकीविद् सभी शामिल हैं। बाजार के दबाव में काम करने वाले हिंदी पत्रकार फिलहाल अपने वजूद से जूझ रहे हैं। जबकि शौकिया लिखने वाले पर कोई दबाव नहीं है। मुख्यधारा के मीडिया की दुनिया और सोशल मीडिया की दुनिया में फर्क सिर्फ संपादन और गेटकीपिंग का है। जहां मुख्यधारा का मीडिया तथ्यों को जांच-परख कर, संपादित कर, कई नजरों से गुजरने के बाद पाठक को परोसता है। वहीं, सोशल मीडिया नग्न सच्चाई को ठेठ देसी अंदाज में हू-ब-हू रख देता है। यह तथ्यों को जांचता-परखता नहीं है। कोई इसे संपादित नहीं करता। ऐसे में फेक न्यूज की संभावना भी कम नहीं बनती है। इसके बावजूद भी सोशल मीडिया की दुनिया ने मुख्यधारा के मीडिया के लिए एक बड़ी चुनौती पेश की है। जिससे निपटना मुख्यधारा के मीडिया



के लिए कम से कम निकट भविष्य में आसान नहीं है। ऑर्कुट, फेसबुक से शुरू हुई सोशल मीडिया की यह दुनिया ट्विटर के एक्स में तब्दील होने जाने के बाद भी निकट भविष्य में थमती नजर नहीं आ रही है। मोबाइल ने जिस तरह से कैमरा और पर्सनल कंप्यूटर को चलन से बाहर किया है, उसी तरह पूरी संभावना है कि एआई निकट भविष्य में मोबाइल को भी प्रचलन से बाहर कर इतिहास बना देगा। जो मुख्यधारा की मीडिया के लिए सोशल मीडिया की दुनिया के द्वारा एक और बड़ी चुनौती होगी।

**बीज शब्द (KEY WORD):** सोशल मीडिया, हिंदी पत्रकारिता, सूचना क्रांति, मुख्यधारा मीडिया, सूचनादाता, पत्रकार, मोबाइल, गेटकीपिंग।

**प्रस्तावना :** स्वतंत्रता मिलने के बाद बीते दो दशक में हिंदी पत्रकारिता की दशा में जितना बदलाव आया है उतना दो सौ वर्षों में भी नहीं आया। अब यह बाजारवाद के प्रभाव व दबाव में एक व्यवसाय और उद्योग का रूप ले चुका है। महात्मा गांधी ने 1909 में 'हिंदी स्वराज' में भारतीय पत्रकारिता के तीन कार्य बताए- अखबार का एक काम है लोगों की भावनाएं जानना और उन्हें जाहिर करना। दूसरा काम है लोगों में जरूरी भावनाएं पैदा करना और तीसरा काम लोगों में जो दोष हों चाहे कितनी मुसीबतें आने पर भी बेधड़क होकर उनको दिखाना।<sup>1</sup>

सोशल मीडिया के आगमन के साथ प्रिंट और इलेक्ट्रॉनिक मीडिया जैसे पारंपरिक रूपों ने उनके संचालन के तरीके में उल्लेखनीय बदलाव देखा है। सोशल मीडिया ने हमारे संवाद करने के तरीके में क्रांति ला दी है। इसने हमारे समाचार तक पहुंचने और उपभोग करने के तरीके को भी बदला है। पारंपरिक मीडिया जो कभी समाचार और सूचना का प्राथमिक स्रोत हुआ करता था, अब अपने दर्शकों व पाठकों तक पहुंचने के लिए खुद को सोशल मीडिया मंच के साथ प्रतिस्पर्धा करता हुआ नजर आ रहा है। प्रिंट मीडिया दशकों से समाचार और सूचना के प्राथमिक स्रोत रहे हैं। उन्होंने खुद को समाचारों के द्वारपाल के रूप में स्थापित किया है। हालांकि सोशल मीडिया के उदय के साथ उन्हें फेसबुक, एक्स (ट्विटर) और इंस्टाग्राम जैसे ऑनलाइन मंचों से नई प्रतिस्पर्धा का सामना करना पड़ा रहा है। सोशल मीडिया मंच हर किसी के लिए सुलभ है, लगातार अपडेट होते हैं और लोगों को रीयल-टाइम में समाचारों के साथ-साथ बातचीत करने का अवसर प्रदान करते हैं। सोशल मीडिया मंच सामाजिक मुद्दों, राजनीति और मनोरंजन के बारे में बातचीत के लिए अवसर देते हुए समुदायों और संपर्कों के निर्माण की अनुमति देता है। सोशल मीडिया नागरिक पत्रकारिता, शौकिया पत्रकारों के लिए एक अवसर प्रदान करता है जो ब्रेकिंग न्यूज इवेंट्स या

<sup>1</sup> मित्तल, डॉ. सतीश चंद्र, □□□□□□ □□□□□□ - □□□□ □□ □□□□ □ □□ □□□□□□□□□□, 15 दिसंबर 2014

<https://panchjanya.com/2014/12/15/207104/archive/rf36946c1/>

आपात स्थिति के स्थल से रिपोर्ट करते हैं। जबकि पारंपरिक मीडिया को अभी भी समाचार घटना होने के बाद रिपोर्ट करने के लिए समय की आवश्यकता होती है।<sup>2</sup>

## अध्ययन का उद्देश्य

- 1- क्या सोशल मीडिया ने हिंदी पत्रकारिता के स्वरूप को बदला है?
- 2- सोशल मीडिया ने मुख्यधारा की मीडिया के सामने क्या चुनौतियां पेश की हैं?

**सोशल मीडिया : जन-जन का जन-जन तक संचार** – पारंपरिक प्रिंट मीडिया की तुलना में सोशल मीडिया के जरिए जन-जन तक संचार करना सरल और उनकी राय से तत्काल परिचित होना सुलभ है। सोशल मीडिया, मीडिया का नवीनतम चेहरा और तकनीक है। अब तक जितने भी मीडिया के रूप विकसित हुए उनमें सोशल मीडिया न सिर्फ तकनीकी तौर पर सबसे विकसित, जटिल और प्रयोग में आसान है बल्कि सभी माध्यमों की महत्वपूर्ण विशेषताएं इसमें शामिल हैं। सोशल मीडिया तक पहुंच के लिए इंटरनेट का कनेक्शन होना जरूरी है। इसके द्वारा ऑनलाइन होकर, सुनकर, देखकर और लिखकर इससे जुड़ सकते हैं। दुनिया के विभिन्न कोनों में बैठे उन लोगों से संवाद करने का माध्यम सोशल मीडिया बनकर उभरा है, जिनसे बात करना कल्पना से परे था। प्रिंट मीडिया की तरह सोशल मीडिया पर एकतरफा संवाद नहीं होता, बल्कि यह परस्पर संवाद के आधार पर कार्य करता है। सोशल मीडिया के माध्यम से प्रयोक्ता असंख्य लोगों तक अपनी बात महज एक क्लिक की सहायता से पहुंचा सकता है। यहां तक कि सेल्फी सहित तमाम घटनाओं की तस्वीरें भी लोगों के साथ शेयर करता है। उन पर त्वरित प्रतिक्रिया प्राप्त कर सकता है। सोशल मीडिया के माध्यम से हम परस्पर विचार-विमर्श कर सकते हैं। सोशल मीडिया पर भेजे गए संदेश को प्राप्त करने वाला व्यक्ति अपनी सुविधा के अनुसार देख सकता है, पढ़ सकता है और उस पर प्रतिक्रिया दे सकता है। ऐसे असंख्य संदेशों को प्राप्तकर्ता जमा रख सकता है और उसे डिलीट भी कर सकता है। अब तो सोशल मीडिया सामान्य संपर्क, संवाद या मनोरंजन से हटकर नौकरी ढूँढ़ने, उत्पादों के प्रचार आदि में भी सहायक साबित हो रहा है। सोशल मीडिया अपने से मिलते-जुलते विचारों वाले अनेक लोगों से जुड़ने, संदेशों का आदान-प्रदान करने का मौका उपलब्ध कराता है। कई बार अपने परिचितों, दोस्तों, रिश्तेदारों, पूर्व परिचितों और बहुत दूर बैठे लोगों से भी अनायास संवाद का अवसर सोशल मीडिया के माध्यम से मिलता है। इस माध्यम के द्वारा बिना किसी अतिरिक्त शुल्क

<sup>2</sup> सिंह, डॉ. जगदीप, कुमारी, डॉ. ममता, सोशल मीडिया बनाम पारंपरिक मीडिया, किडल एडिशन, 20 अप्रैल 2023

के, बिना किसी समय के बंधन के आस-पड़ोस में बैठे लोगों से लेकर देश-विदेश तक में मौजूद लोगों से जितना चाहें संदेशों का आदान-प्रदान कर सकते हैं। लक्षित व्यक्ति, संस्था या समूह की तात्कालिक अनुपलब्धता की स्थिति में भी संदेश छोड़ा जा सकता है। संदेश लिखित, मौखिक या दृश्य-श्रव्य किसी भी रूप में हो सकता है। सोशल मीडिया के अतिरिक्त तकनीकी संचार के अन्य किसी भी प्रकार में संवादों का आदान-प्रदान काफी महंगा होता है। सोशल मीडिया से जुड़कर, बहुत सारे दोस्त, फॉलोअर्स बनाकर, उनसे विचार-विमर्श कर लोकप्रिय होने का यह सबसे सरल माध्यम है। विशुद्ध इंटरएक्टिव माध्यम में संदेश को अक्षर, चित्र, ऑडियो, विडियो आदि अनेक रूपों में अलग-अलग या एक साथ भी भेजा और प्राप्त किया जा सकता है। विशुद्ध तकनीक पर आधारित यह माध्यम समय और स्थान निरपेक्ष होकर कार्य करता है। एक नए तरह का लोकतांत्रिक माहौल बन रहा है। हालांकि इसकी अपनी चुनौतियां, अपनी समस्याएं हैं, जिनसे निपटना सरल नहीं है। मौजूदा दौर में इसकी बढ़ती उपयोगिता निर्विवाद है। टेलीकॉम सर्विस प्रोवाइडर कंपनियों द्वारा छोड़ी गई डेटा वार, इंटरनेट की बढ़ती लोकप्रियता और इस तरह सोशल मीडिया के बढ़ते वर्चस्व की ओर संकेत करता है। सोशल मीडिया पर कोई भी संदेश लिखने-पढ़ने के लिए कोई अवरोध नहीं है। किसी लेखक, संपादक या प्रसारक की आवश्यकता नहीं है। प्रयोगकर्ता टिप्पणी या लेखन के लिए स्वयं विषय का चुनाव कर सकता है, स्वयं उसका मानक तय कर सकता है, उसे रोकने वाला कोई नहीं। इसमें लेखक, संपादक, प्रसारक सब आप स्वयं हैं। इसमें असंख्य लोगों तक संदेश पहुंचता है परंतु सबसे निजी पत्राचार की तरह। व्यक्ति विशेष के अनुरूप उसी संदेश को बनाया या बदला जा सकता है। इसके लिए किसी अतिरिक्त निवेश की जरूरत भी नहीं। यही नहीं, यह सब कुछ आप स्वयं अपनी वास्तविक पहचान के साथ कहें या किसी नकली पहचान के साथ, यह आप पर निर्भर करता है। न्यू मीडिया को बढ़ावा देना सरकारी नीति और रणनीति का हमेशा से हिस्सा रहा है। बात भाषा की हो या नए माध्यमों की, सरकारें प्रायः उन माध्यमों के हक में रही हैं, जिनमें समाज के वर्चस्वशाली तबके की पहुंच रही हो। सोशल मीडिया के संदर्भ में सरकारों की नीति को भी इसी संदर्भ में देखा जा सकता है। विभिन्न सरकारी विभागों तक उनकी नीतियों और कार्यकलापों के संदर्भ में सहयोग, सुझाव और आलोचना पहुंचाना किसी भी पूर्व समय की अपेक्षा ज्यादा सरल हुआ है। इससे उन विभागों को अपनी कार्यशैली बेहतर बनाने, अपनी प्राथमिकताएं तय करने तथा अपनी गतिविधियों के संचालन में मदद मिलती है। सरकारी सूचनाएं, संदेश, अपील एवं जनजागरण के अभियान ज्यादा विश्वसनीय ढंग से तथा कम खर्च में लोगों तक पहुंचाए जा रहे हैं।<sup>3</sup>

<sup>3</sup> रानी, डॉ. संगीता, सोशल मीडिया – संभावनाएं और चुनौतियों, 2022, श्री नटराजन प्रकाशन, दिल्ली (पृष्ठ 11, 12, 13)।

भूमंडलीकरण और उदारीकरण के समय में तकनीकी क्रांति ने मनुष्य के जीवन में काफी परिवर्तन ला दिया है। परंपरागत मीडिया के अलावा नए मीडिया ने लोगों को अधिक प्रभावित किया है। नए मीडिया का जन्म 1994 में **geocities.com** व **tripod.com** नाम की वेबसाइट्स से हुआ था। इनमें मुफ्त में अपनी बात कहने के लिए जगह मिल जाती थी। ब्लॉग इससे पहले से मौजूद थे लेकिन 1998 के बाद इसे पहचान मिल सकी जब **livejournal.com** का जन्म हुआ। **sixdegree.com** को 1997 में शुरू किया गया। यह पहली अधिकृत सोशल नेटवर्किंग साइट थी, जहां लोग मित्रों के साथ जुड़ सकते थे। सोशल नेटवर्किंग साइट्स मुख्य धारा में 2003 में शामिल हुआ जब लिंकडइन आया। 2003 में माई स्पेस, 2003 में ही ऑर्कुट (2014 में बंद कर दिया गया), 2004 में फेसबुक, 2005 में यूट्यूब, 2006 में एक्स (ट्विटर), 2009 में व्हाट्सएप, 2010 में इंस्टाग्राम और 2013 में टेलीग्राम अस्तित्व में आया। फेसबुक डॉट कॉम को अमेरिकी विद्यार्थियों के लिए हारवर्ड कॉलेज से शुरू किया गया था। इसकी लोकप्रियता को देखते हुए 2004 में इसने सबके लिए रजिस्ट्रेशन खोल दिया। आज फेसबुक सर्वाधिक लोकप्रिय सोशल नेटवर्किंग साइट में शामिल है। सोशल मीडिया या वेब जर्नलिज्म आज व्यावसायिक रूप ग्रहण कर रहा है। इसे समूह या एकल प्रयास से संचालित किया जा रहा है। इसकी आय का प्रमुख स्रोत विज्ञापन है। इंटरनेट मीडिया पर आज अरबों रुपये के विज्ञापन दिखाए जा रहे हैं। योग गुरु स्वामी रामदेव ने फेसबुक व एक्स (पहले ट्विटर) पर सक्रियता रखते हुए भारत स्वाभिमान यात्रा के माध्यम से लोगों को जोड़ा। पूरे देश भर में हजारों किमी की यात्रा की। योग के जरिए लोगों को अपने आंदोलन से जोड़ा। उन्होंने कहा, देश का काला धन देश में वापस आना चाहिए और भ्रष्टाचार दूर करने की मांग को लेकर आंदोलन और दिल्ली समेत देश के अन्य शहरों में धरना-प्रदर्शन किया। काला धन भारतीय संपत्ति घोषित करने की मांग की। इसे बड़े पैमाने पर जनसमर्थन मिला। इस जनसमर्थन को सोशल मीडिया पर पूरे विश्व के लोगों ने देखा। स्वामी रामदेव व उनके समर्थकों के साथ आधी रात हुई बर्बरता भी पूरे विश्व ने सोशल मीडिया के माध्यम से देखा। मीडिया ने सरकार की कलाई खोलकर रख दी। सोशल साइट्स पर आ रही प्रतिक्रिया से सरकार हिल गई थी। अभी स्वामी रामदेव का आंदोलन ठंडा भी नहीं पड़ा था कि अन्ना हजारे व उनकी टीम के सदस्यों ने केंद्र सरकार के खिलाफ भ्रष्टाचार समाप्त करने की मांग करते हुए आर-पार की लड़ाई का एलान कर दिया। 'इंडिया अगेस्ट करप्शन' के लोगों ने सूचना का अधिकार में मांगी जानकारी के आधार पर भ्रष्टाचार, कालाधन समाप्त करने के लिए लोकपाल बिल पास करने की मांग की। अन्ना हजारे के आंदोलन को सोशल मीडिया ने पूरी तरह सफल बनाया। दिल्ली में चलती बस में दुष्कर्म के बाद हत्या के मामले को देशव्यापी बनाने और अपराधियों को सजा दिलाने में सोशल मीडिया ने नैतिक जिम्मेदारी की सार्थक पहल की। इसी तरह पाकिस्तानी सैनिकों द्वारा भारतीय जवानों के सिर काट ले जाने और उनके सिर के साथ फुटबाल खेलने के विडियो यूट्यूब पर दिखाने तथा बांग्लादेश के सैनिकों द्वारा भारतीय

सीमा में घुसकर जवानों को मारने का मामला हो या अरुणाचल प्रदेश व सिक्किम को चीन द्वारा अपने नक्शे में दर्शाने का मामला हो या भारत के अंदर माओवादियों के कृत्यों का मामला, सभी मुद्दों पर सोशल मीडिया का भारतीय पक्ष में सकारात्मक रूप देखने को मिला। सोशल मीडिया ने जनमत बनाने और सरकार पर दबाव बनाने का काम किया, जिसके सार्थक परिणाम देखने को मिले।<sup>4</sup>

21वीं सदी को साइबर सदी के रूप में जाना जाता है। उसमें सोशल मीडिया ने भारतीय मीडिया जगत में अपना एक अलग मुकाम बना लिया है। इंटरनेट और मोबाइल आधारित एक ऐसी तकनीक जिसके माध्यम से संस्थाओं, समुदायों और लोगों के बीच परस्पर संवाद स्थापित किया जा सके, सोशल मीडिया कहलाती है। इसको मीडिया का नया संस्करण माना जा रहा है। परंपरागत रूप में मीडिया के अंतर्गत अभी तक एक तरफा संवाद हो रहा है। हालांकि अब यहां भी पाठकों और दर्शकों के बीच दोतरफे संवाद की प्रक्रिया ने तेजी पकड़ी है। आज दुनिया में यह तकनीक कई रूपों में प्रभावशाली माध्यम के रूप में कार्य कर रही है। इंटरनेट फोरम, वेब, सोशल ब्लॉग, माइक्रोब्लॉगिंग, विकीज, सोशल नेटवर्क्स, पॉडकास्ट, फोटोग्राफ या पिक्चर्स, वीडियो, रेटिंग और सोशल बुकमार्किंग जैसे इसके उदाहरण हैं। इसमें जनसंवाद की अभिव्यक्ति का माध्यम भाषा है। यह सच सोशल मीडिया की भाषा में काफी बदलाव देखने को मिला है। बाबूराव विष्णु पराडकर ने मीडिया की भाषा को आमजन, मजदूर व पानवाड़ी, अशिक्षित या कम शिक्षितों की भाषा बनाने का विचार दिया था, लेकिन वे व्याकरण या शब्द रचना को बिगाड़ने नहीं देना चाहते थे। यह जरूरी है कि संवाद समस्त जन के पास पहुंचे लेकिन भाषा के साथ अन्याय न हो। यह सही है कि सोशल मीडिया की भाषा आमजन की भाषा होनी चाहिए, परन्तु आज का नया मीडिया खुद अपनी भाषा गढ़ रहा है। वरिष्ठ पत्रकार राहुल देव के अनुसार, सोशल मीडिया ने सार्वजनिक अभिव्यक्ति और एक बड़े समुदाय तक बिना रोक-टोक अपनी बात पहुंचाना संभव बनाकर करोड़ों लोगों को एक नई ताकत दी है।” वरिष्ठ टीवी पत्रकार रजत शर्मा के अनुसार, “सोशल मीडिया ने पिछले एक साल के भीतर 100 फीसदी की बढ़ोतरी दर्ज की है। यहां इनके यूजर्स की संख्या 2.5 करोड़ पहुंच चुकी है। जबकि बाहरी इलाकों में मीडिया यूजर्स की संख्या 12 करोड़ पहुंच चुकी है। लेकिन सोशल मीडिया अभी शैशव काल से गुजर रहा है, इसका प्रभाव सीमित है।” मनोरंजन के तमाम साधनों को पीछे छोड़ते हुए स्मार्टफोन पर ही आपके मन अंगुलियों के प्रयोग से फिल्म, गाने, नाटक, डिस्कवरी चैनल,

<sup>4</sup>उपाध्याय, डॉ. नीरेन कुमार, हिंदी समाचार पत्रों पर सोशल नेटवर्किंग साइट्स का प्रभाव, 29 जून 2015

<https://communicationtoday.net/2015/06/29/impact-of-social-networking-sites-on-hindi-newspapers/>

समाचार, भोजन बनाने की विधि, ऑनलाइन शोपिंग, गेम्स, कहानियां, कवितायें, खेल और लाफ्टर शो आदि देख-सुन सकते हैं।<sup>5</sup>

**मुख्यधारा की पत्रकारिता से टक्कर और चुनौतियां-** एक समय था जब लोग किसी भी तरह की सूचना या जानकारी के लिए केवल समाचार-पत्र और पत्रिकाओं या सरकारी एजेंसियों पर निर्भर रहा करते थे। टीवी चैनलों पर समाचार सुनने के लिए लोगों की भीड़ लगती थी। विश्वसनीयता भी इतनी थी कि किसी समाचार-पत्र या चैनल में कोई खबर या जानकारी पढ़ी या सुनी हो तो आंख बंद करके लोग विश्वास करते थे। लेकिन बदलते दौर और समय की मांग के चलते आज हर व्यक्ति सूचनादाता का कार्य कर रहा है। वर्तमान सोशल मीडिया सूचना क्रांति में आए परिवर्तन का प्रमुख हिस्सा है। इसके प्रयोग ने हर इंसान को सूचना तंत्र से जोड़ दिया है। हर व्यक्ति आज अपनी बात को कभी भी किसी भी रूप में अभिव्यक्त कर सकता है। एक दौर था जब मुख्य मीडिया के द्वारा कही गई बात अटल सत्य मानी जाती थी तथा मीडिया भी अपनी जिम्मेदारी को बखूबी निभाता था जिस पर जनता तुरंत विश्वास कर उसे अमल में ले लेती थी। लेकिन धीरे-धीरे मीडिया ने अपनी वास्तविक छवि को खो दिया है। खबरों की सत्यता पर संदेह होने लगा है। सोशल मीडिया के बढ़ते उपयोग से अब हर व्यक्ति अपनी समझ के हिसाब से सच्चाई का आंकलन करता हुआ दिखाई देता है। जब से मीडिया पर रसूखदारों और सत्ताधीशों का हस्तक्षेप शुरू हुआ है तबसे खबरों को प्रस्तुत करने के तरीके और निष्पक्षता पर सवाल उठने शुरू हो गए हैं जिसने उक्त पंक्ति के भावार्थ को ही बदल डाले। वर्तमान में सोशल मीडिया मुख्य मीडिया से बेहतर, अबिलम्ब व निष्पक्षता से काम कर रहा है। कम समय में लोगों को सब कुछ उपलब्ध हो जाता है। चाहे वह समाज में किसी जन अभियान की बात हो या कोई समाचार। समाज में हो रहे किसी प्रकार के अत्याचार की बात हो या किसी के इन्साफ के लिए आवाज बुलंद करने का जरिया। आज सोशल मीडिया हर व्यक्ति की आवाज है। लोग हर समय अपडेट रहते हैं वो सही गलत का निर्णय भी करते हैं। मुख्य मीडिया की भूमिका संदेह से घिरी दिखाई देती है। प्रिंट मीडिया हो या इलेक्ट्रॉनिक दोनों ही बदलते परिवेश में नजर आते हैं। कभी-कभी खबरों की निष्पक्षता से दूर-दूर तक कोई नाता दिखाई नहीं देता। ग्लैमर और चकाचौंध की दुनिया में मीडिया की निष्पक्षता पर भी सवाल उठने लगे हैं लेकिन वर्तमान में आधुनिक भारत का सोशल मीडिया मुख्य मीडिया को आईना दिखा रहा है। सोशल मीडिया हर इंसान की अभिव्यक्ति का प्रमुख माध्यम बन गया है, जिस दौड़ में मुख्य मीडिया कई मील पीछे नजर आता है।

<sup>5</sup> झा, प्रवीण कुमार, सोशल मीडिया : दशा और दिशा, 19 जुलाई, 2017, AA/

वर्तमान में हमारे देश की पत्रकारिता के स्वरूप में आए बदलाव और मूल्यों की गिरावट होने की परिस्थितियों को देख कर ऐसा लगता है कि अब पत्रकारिता केवल व्यवसाय का एक जरिया मात्र है। रसूखदारों के बढ़ते प्रभाव ने मीडिया की निष्पक्ष भूमिका पर प्रश्नचिह्न लगा दिया। जनता का मुख्य मीडिया से भरोसा उठने लगा। लेकिन वास्तव में मीडिया की भूमिका निभा रहा है आधुनिक सोशल मीडिया जिसमें हर व्यक्ति पत्रकार और संपादक है।<sup>6</sup> सोशल मीडिया को समाज का पांचवां स्तंभ कहे तो कोई अतिशयोक्ति नहीं। सोशल मीडिया मनुष्य की आपूर्ति का साधन बन गया है। कितनी सारी साइट्स आ गई हैं, जिससे व्यक्ति आसानी से अपने मुश्किल से मुश्किल काम को चुटकी बजाते कर सकता है। जब से स्मार्टफॉन आ गया है, तब से और आसान हो गया है सोशल मीडिया से कनेक्ट रहना। पत्रकारिता के बनाये गए मापदंडों में एक नया मापदंड सोशल मीडिया का गिना जाएगा। आज की पत्रकारिता में सोशल मीडिया की अहम भूमिका मानी जाएगी। पलक झपकते आप दुनियाभर में घटी कोई भी घटना की जानकारी प्राप्त कर सकते हैं। आज की हिंदी पत्रकारिता का रूप बदल गया है। ढेर सारे परिवर्तन देखने को मिलते हैं। इसका कारण है कि अब इंटरनेट के द्वारा किसी भी घटना का तुरंत कवरेज हो जाता है। यहां तक की कोई भी व्यक्ति पत्रकार बन सकता है। घटना पर मौजूद प्रत्यक्षदर्शी पत्रकार की भूमिका में रिपोर्टिंग कर सकता है, वीडियोग्राफी करके किसी भी न्यूज़ चैनल को भेज सकता है। इसीलिए न्यूज़ चैनल्स भी दर्शकों को अपने कार्यक्रम का भागीदार बनाकर उनको इनाम भी देने का आयोजन करते हैं। अब तो न्यूज़पेपर्स मंगवाने वालों की संख्या में भी कमी हो रही है। कारण- सबकुछ तो इंटरनेट पर उपलब्ध है। सोशल मीडिया पर अनेक न्यूज़ पोर्टल मौजूद हैं। कोई सामाजिक बातें करता है तो कोई क्राइम की तो कोई मेडिकल रिपोर्ट द्वारा गंभीर, असाध्य बीमारी पर चर्चा करता है तो कोई शरीर और स्वास्थ्य संबंधी बातें करता है। कुछ वेब न्यूज़ चैनल्स विशेष वर्ग के लोगों की न्यूज़ को प्रसारित करते हैं। जैसे – **DNN MEDIA**, दलित न्यूज़ **NETWORK** सामाजिक अन्याय के खिलाफ जंग। जिसमें समाज के पिछड़े लोगों के समाचार दिए जाते हैं। इस प्रकार के वेब चैनल्स शुरू करने के पीछे का कारण शायद यही हो सकता है कि मुख्य धारा का मीडिया इन उत्पीड़ित लोगों के समाचार को अहमियत नहीं देता। यह सब वेबपोर्टल पर देखने को मिलता है। हिंदी पत्रकारिता का साम्राज्य आज सोशल मीडिया के हर क्षेत्र में विद्यमान है। सभी समाचार चैनल और समाचार पत्रों ने अपनी – अपनी वेबसाइट लांच कर दी है। यही नहीं अपना – अपना एप भी लांच कर दिया है। एप डाउनलोड करने पर विशेष आकर्षण भी मुहैया कराया जाता है। सोशल मीडिया का कमाल है कि आज इसने ईश्वर का रूप ले लिया है – यत्र तत्र सर्वत्र। आज 'सूचना विस्फोट' का युग है। एक पत्रकार के शब्दों में - "समाचार पत्र जनता की संसद

<sup>6</sup> शर्मा, आलोक, मुख्य मीडिया की भूमिका निभा रहा सोशल मीडिया, <https://hindivivek.org/1060>

है, जिसका अधिवेशन सदैव चलता रहता है।"विश्वसनीयता और जिम्मेदारी के आधार पर मीडिया को भी लोकशाही के चौथे स्तंभ के रूप में गिना जाता है। मीडिया को यह रूतबा मिला है, क्योंकि मीडिया समाज का आयना है। दैनिक अखबार में प्रकाशित होते समाचार हो या टीवी- रेडियो पर प्रसारित होते बुलेटिन हो या चर्चाएं, लोगों पर एक असर छोड़ जाती हैं। आज के डिजिटल युग में न्यूज लोगों की ऊंगली पर है। 7 तहरीर चौक पर हुई विशाल क्रांति की तस्वीरें, लाइव समाचार और निजी ब्लॉग जिस तेजी से दुनिया भर के लोगों तक पहुंचे, वह सभी के लिए अभूतपूर्व अनुभव था। वर्ष 2012 में लगभग 80 लाख लोगों ने फेलिक्स बोमगर्टनेर की अंतरिक्ष से छलांग को यूट्यूब पर लाइव देखा। पिछले कुछ वर्षों में मीडिया परिदृश्य में ऐसे अनगिनत बदलाव आए हैं जबकि पारंपरिक खबरिया चैनलों के सामने अनगिनत चुनौतियां हैं। पहली है पूंजी की समस्या, जहां एक औसत खबरिया चैनल को चलाने के लिए करोड़ रुपये और ढेर सारे कर्मचारियों की आवश्यकता होती है, वहीं, लाइव न्यूज ब्लॉग को कोई व्यक्ति अकेले सिर्फ अपने लैपटॉप या मोबाइल फोन की मदद से बहुत कम खर्च में चला सकता है। माइक्रो-ब्लॉगिंग वेबसाइटें जैसे एक्स (ट्विटर) और किसी घटना विशेष की पल-पल की खबर देने वाले लाइव ब्लॉग जिस गति से खबरें और उन पर टिप्पणियां लोगों तक पहुंचा रहे हैं, 24 घंटे चलने वाले न्यूज चैनल तो उसके आस-पास भी नहीं ठहरते हैं। दूसरी चुनौती यह है कि लगातार प्रसारण इन चैनलों की मजबूरी होती है और अगर ताजा खबर न हो या किसी खबर का इंतजार हो रहा हो तो उन्हें दर्शकों को बांधे रखने के लिए बेवजह समय बिताना पड़ता है। 8 सोशल साइट्स प्लेटफॉर्म द्वारा वर्ष 2015 में कहा गया था कि वह स्वनियमन करेंगी। आपत्तिजनक सामग्रियों को स्वचालित टूल के माध्यम से हटाएंगी। लेकिन जब व्हाट्सएप और अन्य कई सोशल नेटवर्किंग कंपनियों द्वारा एंड टू एंड इंक्रिप्शन की बात की जा रही है तो किस तरह से कंपनियां किसी व्यक्ति विशेष की मैसेजेस को पढ़ सकेंगी। यह भी अपने आप में एक चुनौती है। स्वचालित टूल का उपयोग फेसबुक में हो सकता है। इसलिए कंपनियों को आवश्यकता है कि ऐसी तकनीक विकसित की जाए जिससे आपत्तिजनक मैसेज टाइप ही ना हो सके। लेकिन भारत जैसे बहुभाषी देश में जहां एक ही शब्द का अलग-अलग भाषाओं में अलग-अलग अर्थ होता है। ऐसे में कंपनियों के लिए कुछ चुनौतियां अवश्य हैं। अभिव्यक्ति की स्वतंत्रता और निजता के अधिकार की आड़ में व्यक्ति कोई आपराधिक गतिविधि, आतंकी गतिविधि और आंतरिक सुरक्षा से संबंधित चुनौती नहीं उत्पन्न कर सकता, ऐसा नहीं कहा जा सकता। इसलिए अभिव्यक्ति की स्वतंत्रता वहां समाप्त हो जाती है, जहां से

<sup>7</sup> गोहिल, डॉ. मनीष, सोशल मीडिया का बढ़ता साम्राज्य और हिंदी पत्रकारिता, 04 अगस्त 2019, [https://www.apnimaati.com/2019/08/blog-post\\_65.html](https://www.apnimaati.com/2019/08/blog-post_65.html)

<sup>8</sup> श्रीवास्तव, मुकुल, डिजिटल मीडिया का सामाजिक पक्ष, 2018, यश पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्रा. लि., नई दिल्ली।



आपराधिक कानून शुरू होता है। जहां एक तरफ समाचार पत्रों और समाचार चैनलों पर किसी आपत्तिजनक सामग्री के लिए संपादक जिम्मेदार होते हैं। वहीं दूसरी तरफ सोशल मीडिया प्लेटफॉर्म पर कोई भी सामग्री व्यक्ति विशेष द्वारा डाली जाती है। जिसमें सोशल मीडिया ग्रुप इसके लिए जिम्मेदार नहीं होता है। इसलिए लोगों में डिजिटल और साइबर साक्षरता बढ़ाने की जरूरत है। लोगों की मानसिकता यह है कि यदि समाचार पत्र या न्यूज़ चैनलों में कोई आपत्तिजनक चीजें होती हैं। तो उसको गलत मानते हैं लेकिन सोशल मीडिया प्लेटफॉर्म पर गलत चीजों को भी गलत नहीं मानने की परिपाटी चली आ रही है। सोशल साइट्स पर ऐसी आपत्तिजनक सामग्रियों को आम जनमानस मनोरंजन के हिस्से के रूप में स्वीकार कर चुका है। लोगों को यह जानकारी नहीं है कि उनके द्वारा सोशल मीडिया पर डाली गई गलत जानकारियों, आपत्तिजनक सामग्रियों का फैलाव कितने बड़े पैमाने पर होगा। सोशल मीडिया के माध्यम से आम जनता को एक ऐसा प्लेटफॉर्म मिल गया है। जहां से वह आसानी से अपनी बातों को महत्वपूर्ण पदों पर बैठे हुए लोगों तक पहुंचा सकते हैं। जहां पहुंचना आम आदमी के लिए कभी संभव नहीं था। उदाहरण के लिए तत्कालीन विदेश मंत्री सुषमा स्वराज के कार्यकाल में किस तरह से आम लोगों ने अपनी बातों को विदेश मंत्रालय तक पहुंचाया था और उसमें उनको मदद भी मिली थी। इसके साथ-साथ सुरेश प्रभु के रेलमंत्री के पद पर रहने के दौरान भी आम जनता ने बखूबी ढंग से सोशल मीडिया का उपयोग कर अपनी समस्याओं का निराकरण कराया था। लेकिन दुर्भाग्य है कि इसी तेजी से सोशल मीडिया प्लेटफॉर्म का दुरुपयोग भी हुआ है और इनका उपयोग अपराध, पॉर्नोग्राफी, समाज को दूषित करने में, अफवाहों को फैलाने में हो रहा है।<sup>9</sup> सूचना प्रौद्योगिकी ने न सिर्फ संचार को गति दी है बल्कि लोगों को अभिव्यक्ति के नए अवसर भी उपलब्ध कराए हैं। इस क्रांति से पत्रकारिता भी अछूती नहीं रह गई है। इससे सूचना और समाचार की दुनिया में बड़ा अंतर देखने को मिला है। इस परिवर्तन से पत्रकारिता और समाचार की दुनिया में मौलिक और संरचनात्मक बदलाव हुए हैं। एक प्रकार से इंटरनेट के साथ ही सूचना प्रौद्योगिकी के विकास ने समाचारों को परंपरागत माध्यम (रेडियो, टेलीविजन और मुद्रित) से अलग ऑनलाइन यानी कि इंटरनेट पर भी उपलब्ध करा दिया है। इससे विभिन्न वेबसाइटों के माध्यम से सूचना और समाचार ऑनलाइन प्राप्त होने लगे हैं। यह बदलाव सिर्फ सूचना के नए माध्यम तक ही सीमित नहीं है, बल्कि परम्परागत सूचना के साधनों के अस्तित्व पर भी सवाल पैदा करता है। पश्चिमी देशों में हुए विभिन्न शोध इस बात के द्योतक हैं कि परंपरागत समाचार माध्यमों जैसे समाचार पत्रों में लगातार गिरावट देखने को मिल रही है। वहीं, दूसरी तरफ ऑनलाइन समाचार माध्यमों का तेजी से विकास हुआ

<sup>9</sup> टाक, सुमित, सोशल मीडिया का बढ़ता दायरा और चुनौतियां, 26 सितंबर, 2019,  
<https://sanjeevnitoday.com/editorial/increasing-scope-and-challenges-of-social-media/cid4178994.htm>

है। अमेरिका में 2004 से 2019 के बीच 2100 अखबारों में गिरावट दर्ज की गई है (यूनिवर्सिटी, 2018)। साथ ही यह संख्या दिनोंदिन बढ़ती जा रही है। अमेरिका ही नहीं बल्कि विश्व के कई अन्य देशों में भी यह स्थिति उत्पन्न हो रही है जिस वजह से मुद्रित समाचार पत्रों का भविष्य खतरे में देखा जा रहा है। डिजिटल मीडिया की तात्कालिकता के कारण सूचनाएं चंद सेकंड में फैल जाती हैं, इसी का लाभ उठाकर राजनीतिक सन्दर्भ में “ऑनलाइन मीडिया अभियानों का उपयोग जानबूझकर पक्षपाती या गलत जानकारी द्वारा जनता को गुमराह करने के उद्देश्य से व्यक्ति विशेष के खिलाफ घृणात्मक अभियानों तथा व्यक्तिगत हमलों द्वारा, खासतौर पर राजनीतिक संदर्भ में, लोकतांत्रिक राजनीतिक प्रक्रियाओं को नुकसान पहुंचाने के उद्देश्य से किया जाता है” (राय, 2018) वास्तव में डिजिटल मीडिया का दुर्भाग्यपूर्ण उपयोग व्यक्ति विशेष की छवि को धूमिल करने के लिए बड़ी संख्या में किया जा रहा है। नव माध्यमों पर खासतौर पर “पारंपरिक मीडिया के विज्ञापनों की तुलना में कम आय अर्जित करने वाले ऑनलाइन विज्ञापनों के बारे में चिंता; पारंपरिक पत्रकारिता संस्कृति और पत्रकारों के दृष्टिकोण; पत्रकारों के मल्टीमीडिया कौशल के लिए पारिश्रमिक की कमी और अभिसरण के लिए आवश्यक प्रशिक्षण और तकनीकी संसाधनों में दुर्लभ संगठनात्मक निवेश” (मिश्रा, 2016) भी शामिल है।<sup>10</sup>

### भारत में सोशल मीडिया की स्थिति

भारत की कुल जनसंख्या- 1.42 अरब

भारत में सक्रिय सोशल मीडिया उपयोगकर्ता- 0.467 अरब

भारत में इंटरनेट उपयोगकर्ताओं की संख्या- 0.692 अरब

भारत में मोबाइल इंटरनेट उपयोगकर्ताओं की संख्या- 0.627 अरब

इंटरनेट पर दैनिक बिताया गया औसतन समय- 6 घंटा 23 मिनट

सोशल मीडिया पर दैनिक बिताया गया औसतन समय – 2 घंटे 50 मिनट

भारत में औसत ब्रॉडबैंड इंटरनेट स्पीड- 49.09 एमबीपीएस

भारत में मोबाइल इंटरनेट कनेक्शन की औसत गति- 18.26 एमबीपीएस

<sup>10</sup> राजावत, मोनू सिंह, अमिता, डॉ., भारत में वेब पत्रकारिता का विहंगावलोकन, 31 मार्च 2022, [https://www.apnimaati.com/2022/03/blog-post\\_82.html](https://www.apnimaati.com/2022/03/blog-post_82.html)

भारत में मोबाइल कनेक्शनधारक- 1.10 अरब

भारत में सर्वाधिक लोकप्रिय सोशल मीडिया प्लेटफॉर्म

<b>MOST USED SOCIAL NETWORK PLATFORMS IN INDIA</b>	<b>PERCENTAGE</b>	<b>ACTIVE USERS (IN MILLIONS)</b>
इंस्टाग्राम (Instagram)	74.70%	516.92
फेसबुक (Facebook)	71.20%	492.70
एक्स X (Twitter)	42.90%	296.87
लिंकडइन (LinkedIn)	35.70%	247.04
मौज (Moj)	29.50%	204.14
पिनटरस्ट (Pinterest)	29.00%	200.68
मौज लाइट+ (Moj Lite +)	26.20%	181.30
टिक टॉक (TikTok)	21.40%	148.09
स्काइप (Skype)	20.30%	140.48
हेलो (Helo)	19.40%	134.25

(स्रोत – <https://www.theglobalstatistics.com/india-social-media-statistics/>)

सोशल मीडिया पर हिंदी समाचार पत्रों की स्थिति

अमर उजाला- वेबसाइट- <https://www.amarujala.com>, फेसबुक (8.4 मिलियन फॉलोअर्स), इंस्टाग्राम (एक मिलियन फॉलोअर्स), एक्स (ट्विटर) (2.1 मिलियन फॉलोअर्स), व्हाट्सएप चैनल (2,692 फॉलोअर्स), टेलीग्राम (15,925 फॉलोअर्स), यू-ट्यूब (5.68 मिलियन फॉलोअर्स), लिंकडइन (23,813 फॉलोअर्स), कू (43,901 फॉलोअर्स)<sup>11</sup>

दैनिक जागरण- वेबसाइट-<https://www.jagran.com>, फेसबुक (15 मिलियन फॉलोअर्स), इंस्टाग्राम (4.33 लाख फॉलोअर्स), एक्स (ट्विटर) (2.2 मिलियन फॉलोअर्स), व्हाट्सएप चैनल (2.7 लाख

<sup>11</sup> <https://www.amarujala.com>

फॉलोअर्स), टेलीग्राम (7,095 फॉलोअर्स), यू-ट्यूब (6.12 मिलियन फॉलोअर्स), लिंकडइन (34,766 फॉलोअर्स), कू (2.7 मिलियन फॉलोअर्स)<sup>12</sup>

हिंदुस्तान- वेबसाइट- <https://www.livhindustan.com>, फेसबुक (3 मिलियन फॉलोअर्स), इंस्टाग्राम (2.17 लाख फॉलोअर्स), एक्स (ट्विटर) (6.82 लाख फॉलोअर्स), व्हाट्सएप चैनल (83,078 फॉलोअर्स), टेलीग्राम (28,469 फॉलोअर्स), यू-ट्यूब (6.57 मिलियन फॉलोअर्स), कू (47,406 फॉलोअर्स)<sup>13</sup>

नवभारत टाइम्स- वेबसाइट- <https://navbharattimes.indiatimes.com>, फेसबुक (11000 फॉलोअर्स), इंस्टाग्राम (52,400 फॉलोअर्स), एक्स (ट्विटर) (1.2 मिलियन फॉलोअर्स), व्हाट्सएप चैनल (34,210 फॉलोअर्स), टेलीग्राम (6,270 फॉलोअर्स), यू-ट्यूब (8.93 मिलियन फॉलोअर्स), लिंकडइन (17,544 फॉलोअर्स), कू (23,008 फॉलोअर्स)<sup>14</sup>

दैनिक भाष्कर- वेबसाइट- <https://www.bhaskar.com>, फेसबुक (14 मिलियन फॉलोअर्स), इंस्टाग्राम (1.8 मिलियन फॉलोअर्स), एक्स (ट्विटर) (11,300 फॉलोअर्स), व्हाट्सएप चैनल (2.7 मिलियन फॉलोअर्स), टेलीग्राम (6,181 फॉलोअर्स), यू-ट्यूब (1.2 मिलियन फॉलोअर्स), लिंकडइन (7,553 फॉलोअर्स), कू (4,816 फॉलोअर्स)<sup>15</sup>

निष्कर्ष : सोशल मिडिया के आगमन ने संचार की परिभाषा बदलकर रख दी है। हर आदमी पत्रकार बन गया है। वह अपने आसपास जो देखता है उसका तत्काल वीडियो बनाकर सोशल मीडिया पर शेयर कर देता है। वह अपने आसपास के बारे में जो सोचता है, वह विचार तुरंत सोशल मीडिया पर लिखकर शेयर कर देता है। इस पर उसे तत्काल लाइक, कमेंट भी मिल जाते हैं। कई बार सोशल मीडिया पर वायरल वीडियो मुख्यधारा के मीडिया की सुर्खियां बन जाते हैं। जिसे मुख्यधारा का मीडिया कवर करने में पीछे रह जाता है। सोशल मीडिया ने हर आदमी को विश्व ग्राम का निवासी बना दिया है। कोई भी व्यक्ति अपने

<sup>12</sup> <https://www.jagran.com>

<sup>13</sup> <https://www.livhindustan.com>

<sup>14</sup> <https://navbharattimes.indiatimes.com>

<sup>15</sup> <https://www.bhaskar.com>

कमरे बैठकर दुनिया के सुदूर कोने में बैठे व्यक्ति से सोशल मीडिया की जरिए संवाद स्थापित कर सकता है। सोशल मीडिया ने जहां लोगों को अभिव्यक्ति का मंच उपलब्ध कराया है, वहीं, इस माध्यम ने हिंदी पत्रकारिता के सामने कई चुनौतियां भी खड़ी की हैं। इन चुनौतियों से निपटने का तरीका अभी तक हिंदी पत्रकारिता के विशेषज्ञ ढूंढ़ नहीं पाए हैं। एक तरफ सोशल मीडिया पर फेक न्यूज की बढ़ती संख्या चुनौती बनी हुई है, वहीं, मुख्यधारा की मीडिया में ऐसी चुनौती कम देखने को मिलती है। फिर सोशल मीडिया पर लोगों की उपस्थिति दिनोंदिन बढ़ती जा रही है। समाचार पढ़ने के लिए लोगों को ऑनलाइन-नए-नए मंच उपलब्ध हो रहे हैं। ऐसे में हिंदी पत्रकारिता के संस्थान अपनी उपस्थिति इस पर बढ़ाने में लगे हुए हैं। पारंपरिक तरीके से समाचार प्रस्तुतीकरण के साथ-साथ सोशल मीडिया पर नए तरीके से खबरें प्रसारित कर पाठकों को अपने से जोड़ने के लिए प्रयासरत हैं।

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**Chapter: 8****Legal Recognition of Transgender Identities in India: Progress, Issues and Challenges****Deepak Kumar Joshi<sup>1</sup>, Sukhmeen Kaur<sup>2</sup> and Akhilesh Ranaut<sup>3</sup>****University Institute of Legal Studies,****Chandigarh University, Punjab****E-mail: [advocatedeepakkumarjoshi@gmail.com](mailto:advocatedeepakkumarjoshi@gmail.com)**

**Abstract:** There has been a major evolution in the legal recognition of transgender people in India, many obstacles still need to be overcome before they can achieve social acceptance and equal rights. In India, the issue of societal discrimination and lack of legal identification has long plagued transgender individuals. The 2014 Supreme Court decision, which recognized the "third gender" category, does, nevertheless, demonstrate advancement. Redressing historical injustices and defending transgender people's fundamental rights were the goals of this NALSA ruling. Substantial problems still prevent their complete inclusion into society, notwithstanding these advances. The difficulties transgender people endure on a daily basis are highlighted by the persistence of discrimination, harassment, and violence against them. More aggravating these issues are the lack of specific anti-discrimination legislation.

Their socioeconomic progress is further hampered by inadequate educational options and access to healthcare. Many transgender people lack access to necessary services since it is still difficult to get high-quality medical care, particularly for procedures that alter one's gender. But progress is unquestionable. Many states have implemented welfare, scholarship, and career training programmes to support the transgender community's economic emancipation. Since advocacy groups and legal organisations have been fighting nonstop for transgender rights, state and federal legislation that promote inclusivity have been developed. Achieving true equality and respect for the transgender population in India requires acknowledging these obstacles and pushing towards extensive legal reforms.

**Keywords:** "Transgenders," "Legal recognition," "Fundamental Rights," "Discrimination," "Challenges", "Progress"

**1. Introduction**

In 2014, India's judiciary officially acknowledged transgender people as a "third gender" in the NALSA Judgment. The Indian Parliament approved the Transgender Persons (Protection of Rights) Act, 2019 in response to growing acceptance of transgender people. The Act was

widely applauded in India as it paved the way for bans on discrimination and funding community welfare programs. However, the law's fundamental meaning of "Transgender" is being questioned, and it disagrees with the NALSA recommendations in several key areas. India's transgender community has gained greater institutional support in recent years, reflecting in legislative and judicial action. The option to identify as "other" in the national census in 2011 attracted roughly 500,000 people. However, the transgender community continues to endure prejudice due to the absence of formal acknowledgement. The Indian Supreme Court issued its first directive for the constitutional recognition of a third gender in 2014, but it recognized the difficulties transgender people face in claiming inheritance. The issue of civil rights is often overlooked in India, with the Transgender Persons (Protection of Rights) Act 2019 being silent about inheritance rights. This makes it difficult for transgender people to decide between acting in accordance with their assigned gender or forgoing their rights.

To ensure equal protection, India should learn from country case studies and apply international law rules if not conflicting with local legislation. The Transgender Persons (Protection of Rights) Act should be updated to include gender-neutral language, provide legal identification documents to transgender people, and prevent discrimination in the area of inheritance.

## **2. The "Third Gender" Recognition**

In the past few decades, some academics and judges have written about the tolerance of transgender people in ancient India. As a result of British colonial authority in India, this perspective shifted. As a result of the Criminal Tribes Act of 1871, eunuchs were classified as criminals, forced to register, and given broad arrest powers on suspicion of engaging in sexually explicit behaviour. Eunuchs were also forbidden to give away their possessions voluntarily. British standards and a complicated collection of local influences, particularly the views of elite Indians, led to this criminalization. There are still relics of the Act in Indian law, such as the 2011 revision to the Karnataka Police Act, even though it was officially repealed in 1952. The amendment mandated registration in an attempt to rein in eunuchs' potentially disruptive behaviour. However, transgender people's rights have advanced in several ways. The government established an Expert Committee to look at transgender concerns two years later. The report made suggestions for boosting opportunities in the fields of education, health care, and employment. The Supreme Court of India's decision in NALSA v Union of India in



2014 was a landmark for transgender rights, as it recognised a third gender and ordered the government to enact welfare policies to support trans people. Several state governments have since introduced transgender regulations to protect fundamental liberties in the wake of the verdict. Lastly, the Transgender Persons (Protection of Rights) Act was passed in 2014. Its purpose is to safeguard transgender people's rights and promote welfare policies. Although these advancements did not primarily address inheritance or related property rights, it is nevertheless important to take them seriously and get an awareness of transgender rights.

## **2.1 NALSA v Union of India**

Following a number of publications detailing transgender people's experiences with prejudice, the National Legal Services Authority of India (NALSA) petitioned the Supreme Court of India in 2012 to investigate the issue. Petitioners alleged they were denied rights accorded to all citizens (such as the right to vote and participate in elections, access healthcare and employment, and own property). In April of 2014, Justice Radhakrishnan and Justice (Dr.) Sikri of the Supreme Court of India handed down their decision. Specifically, it broadened the Constitutional definition of sex by addressing the question of whether or not individuals have the right to be recognised according to their perceived gender. Now, any unlawful discrimination based on sex under Articles 15 and 16 would encompass discrimination based on gender identity. All transgender people were to be treated as equal citizens and guaranteed the same basic freedoms. The court ruled that Article 19(1)(a) of the Constitution protects a person's right to express their gender because doing so is consistent with each individual's inherent character and identity. Last but not least, the court noted that transgender people are protected by the Constitution because its provisions are not discriminatory based on gender. They are not bound to strict interpretations of the male or female gender. These findings were reflected in the spate of remedies awarded to the petitioners. The court issued vague (address the issues transgender people experience and guarantee them a respected role in social and cultural life) and detailed (offer healthcare centres) directives to the Central and State governments, respectively. The court recognised the difficulties transgender people confront when attempting to exercise their inheritance and property rights, but it did not have to do so because of the nature of the case. It gave two explanations for this phenomenon:

When it comes to marriage, adoption, inheritance, succession, and other legal matters, the gender of a person is always assumed to be the one assigned at birth in India. This is also the case for the majority of the world.

The ability to properly identify one's gender is important to the full realisation of civil liberties for this population. The rights to vote, own property, marry, and claim a formal identity, among others, that come with sexual identification as "third gender" will only be legitimately extended to this population at that point.

## **2.2 Transgender Persons (Protection of Rights) Act, 2019**

In 2016, in response to the NALSA ruling, the Transgender Persons (Protection of Rights) Bill was submitted in Parliament. However, it was lost when the previous Parliament was dissolved and was later brought up for a vote and ultimately ratified in 2019. In light of the recent Supreme Court ruling, Section 2 now has the following inclusive definition:

Persons with intersex variations, genderqueer people, and people with sociocultural identities like kinner, hijra, aravani, and jogta are all considered transgender people under this definition, as are trans-man and trans-woman who have not undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy.

In regards to (a) education, (b) employment, and... (g) the right to reside, purchase, rent, or otherwise occupy any property, the Act outlaws discrimination against transgender persons. But it is not clear from the Act if the definition clause has any bearing on other laws, and it lacks anti-discrimination protections for other aspects of property rights (including inheritance). How, for instance, should transmen and women be handled in laws that only refer to men and women? Similarly, how are people who don't fit into either gender category handled? Furthermore, there is little clarification on whether or not one can inherit or leave property, despite the fact that individuals cannot discriminate against transgender persons regarding rent, etc. Equally quiet on these issues, the Act's implementing regulations instead recommend social programmes for low-cost housing.

The Act also mandates the implementation of welfare programmes, recognises transgender status, and places restrictions on a variety of businesses. Any individual seeking the protections of the Act must first apply for and receive a transgender identification certificate. The District Magistrate, who has the authority to verify the legitimacy of the application, must give a new certificate to those who have undergone medical intervention to alter their gender. It might be especially challenging for transgender people, who are often without identifying documents and don't have a stable place to live, to show residency within the Magistrate's jurisdiction.

The statute violates the right to self-determination recognised in *NALSA v. Union of India* by increasing the discretion involved in identifying a person's gender.

### **3. Ongoing Issues and Challenges**

#### **3.1 The Act for the Succession of Hindu Rulers,**

The rights of Hindus, Sikhs, Buddhists, and Jains are spelled out in detail under the Hindu Succession Act.

Prescribed succession procedures are laid out in great detail. However, transgender people are not a part of the Act's framework. The definition section makes this clear by stating that only male and female humans can be heirs. It also establishes agnates and cognates' rights based on a binary notion of gender. One is considered to be an agnate of another if and only if there is a direct male-to-male line of descent between them, whether through biological or adoptive means. Cognate refers to a relationship between two people who share a common ancestor but are not linked to one other exclusively through males, whether by blood or adoption. Any person, male or female, who inherits property from an intestate under this Act is called a "heir." Sons and daughters both benefit from the Act's inheritance protections. Gender nonconformity and transition are not considered.

Further, the rules of inheritance for males and females are each addressed in their own parts. Property left to male heirs after death is distributed according to a strict hierarchy established by Section 8. Class I heirs include, broadly, the male intestate's mother and lineal descendants. The father, siblings, lineal descendants of siblings, and the siblings of the male intestate's parents make up Class II heir. However, the laws of succession for female intestates are laid out in Section 15 (1). There is no hierarchical grouping of heirs into distinct categories. Instead, it specifies who can inherit the property and in what proportions. The property first devolves to the deceased's children, followed by her husband's heirs. In terms of the Act's application, there is a clear gender gap. However, there is no clarification on who is included inside either of these words. The Act does not specify whether a transgender individual who identifies as male would be eligible to inherit.

#### **3.2 The Shariah Application Act for Muslim Personal Law**

In India, the Muslim community has no standardised system of property law. Normative norms are used to establish who gets what in an inheritance. Both the Quran and classical Islamic law

serve as inspiration for them. They were, however, also influenced by colonial and postcolonial policies. As a result, there is a wide range in the ways in which people receive inheritances. That's because, depending on the distance between them, there may be no noticeable difference between the sexes. In still others, the male relative receives twice as much of the inheritance as the female relative, along with the obligation to provide for the female. This is due to the fact that a wife is expected to get Mehr and maintenance from her husband upon marriage. The Muslim Personal Law (Shariat) Application Act, however, was passed in 1937 to enhance the inheritance rights of Muslim women. Except for the inheritance or acquisition of personal property by women through contracts, gifts, marriages, or the dissolution of marriage, section 2 declares that Muslim personal law should apply to all Muslims. Given the lack of a universal method to determine inheritance, it would be unfair to compare the various approaches using a single hypothetical scenario. It is unclear, however, whether transgender people will be subject to personal law or will be afforded the special protection under the Act in inheritance proceedings, etc.

### **3.3 The Act for the Succession of Indians to Land and Other Property,**

Those who fall outside the purview of these statutes are subject to the Indian Succession Act. As a broad concept, it tends toward gender-neutral words like kin and lineal descendants, and it is widely believed to control the inheritance of Parsis and Christians. In the event of an intestate distribution, the deceased's offspring, regardless of whether they are boys or daughters, receive the assets. By "children," we mean any direct offspring within the first generation. There is an attempt to establish a common etymological ground for the use of gendered terminology. Women and men are referred to in the Act differently, yet they have similar inheritance rights. The Act is not, however, completely nondiscriminatory against both sexes. Christians' inheritance rights are set forth in sections 42 and 43 (Pastors have a particular set of rules to follow) and reflect a distinction between the rights of the deceased's parents. There is no right for the mother to inherit from the deceased's estate if the father is still alive and there are no direct descendants. In the case of an intestate, even if the father has not survived, the mother must divide the estate equally among the intestate's siblings. It is possible to highlight these difficulties by slightly adjusting the fictitious scenario above.

P, who was born female but now identifies as male, decides to have sex reassignment surgery. P's late spouse left her with two children, a boy (S) and a daughter (D) (H). Neither S nor D has tied the knot yet. D dies an intestate death. If P is indeed determined to be D's mother, his

inheritance will be diminished. He and S will have to split the land down the middle. If people treated P in accordance with how they guessed his gender, this wouldn't be the case.

All of the foregoing problems also affect the legal system. There is a lack of consensus on how transgender people should be treated in romantic relationships. If, instead of being related by blood, P and D were in a guru-chela relationship followed by some transgender people, then the scenario described above would be confusing (the hijra community). The Act does not specify whether or not the former may inherit the latter's property. Some of the laws are more progressive than their Hindu Succession Act counterparts and apply equally to both sexes. There are also recorded situations where transgender folks are not allowed any rights in the property as male or female. This, however, could soon alter. The Delhi Minorities Panel asked the Law Commission of India to look into whether transgender people can be specifically included in the Indian Succession Act in 2016, however the commission has not yet begun this work.

#### **4. Progress and Welfare Schemes**

The Transgender Persons (Protection of Rights) Rules, 2020 were formulated and published in the Gazette of India on September 29, 2020. The guidelines aim to protect transgender people from discrimination and help them find success in areas including schooling, working, getting medical care, owning or selling property, running for public or private office, and receiving public benefits.

Official Statement from the National Council on Transgender Issues:

The Central Government established a National Council for Transgender People on August 21, 2020, in accordance with Section 16 of the Transgender Persons (Protection of Rights) Act, 2019.

The National Council's duties include (a) advising the Central Government on the formulation of policies, programmes, legislation, and projects pertaining to transgender persons; (b) monitoring and evaluating the impact of policies and programmes designed to achieve equality and full participation of transgender persons; and (c) reviewing and coordinating the activities of all Governmental and other Governmental and non-Governmental Organizations.

The other members of the Council include those from the relevant Ministries/Departments, five transgender community representatives, the National Human Rights Commission

(NHRC), the National Commission for Women (NCW), the relevant State Governments/UTs, and specialists from NGOs.

SMILE (Supporting Individuals from Marginalized Backgrounds to Succeed in Employment):

On February 12, 2022, an overarching programme called SMILE (Support for Marginalized Individuals for Livelihood and Enterprise) was introduced by the Ministry of Social Justice and Empowerment. With the help of State Governments/UTs/Local Urban Bodies, Voluntary Organizations, Community Based Organizations (CBOs), Institutions, etc., this scheme would cover a wide range of comprehensive welfare measures, such as those for the transgender community and for people who engage in the act of begging, with a strong emphasis on rehabilitation, the provision of medical facilities, counselling, education, skill development, economic linkages, etc.

Scholarships for transgender students from ninth grade through graduate school, vocational training to help them support themselves, access to medical care for gender reassignment surgery and related pre- and post-operative care, and other health services are all part of the plan. Additionally, each state will be required to establish a Garima Greh to house transgender children who have been abandoned or are orphaned. For the years 2021-2025, the Ministry has set out a total of 365 crores (approximately \$70 million) for the programme. Transgender People's Online Resource Center On November 25, 2020, the National Portal for Transgender Persons was released by the Ministry of Social Justice and Empowerment.

A certificate of identity and identity card can be issued to a transgender applicant without the applicant having to visit the office of issuance. It is the right of the individual who has been awarded a certificate of identity to change their first name on their birth certificate and any other legal documents that pertain to their identity. The Portal provides a streamlined end-to-end mechanism allowing transgender people to apply for a certificate and identity card from anywhere in the country, without the need for a physical interface. The Ministry of Social Justice and Empowerment issues nationally recognised Transgender certificates and identification cards. To receive the SMILE welfare benefits, you must present this certificate. The sum total of certificates and ID cards distributed over the platform. Transgender People's Economic Independence from Society Through Training The gender and social class differences in education in India have been steadily narrowing thanks to the efforts of the education system and the policies of successive governments. Several other steps are being

taken to focus on socio-economically disadvantaged groups who have been historically underrepresented in schooling.

Goals for the Nation's Schools in 2020:

The new direction for India's educational system is laid out in the National Education Policy of 2020 (NEP 2020), which was adopted by the Union Cabinet on July 29, 2020. The goal of the policy is to increase the Gross Enrollment Ratio (GER) for all school-aged children to 100 percent by the year 2030. Transgender children are included in the list of Socio-Economically Disadvantaged Groups (SEDGs) in National Education Policy 2020, which guarantees them access to a high-quality education on par with other disadvantaged children. This includes measures to ensure transgender children have equal access to education, as well as funding for community-based interventions to remove barriers to transgender children's participation in school. Under the new policy, a "Gender-Inclusion Fund" would be established to strengthen the country's ability to deliver equal quality education to all females and transgender pupils.

The National Education Initiative for the Poor: Samagra Shiksha Abhiyan

Samagra Shiksha is an all-inclusive plan for elementary through high school education. The reworked plan has a number of important goals, including the improvement of educational opportunities for underrepresented groups and the promotion of gender equality. Programs Offering Scholarships in the SMILE The Ministry of Social Justice & Empowerment is providing scholarship studies in India to Transgender students studying in classes IX and above5 thereby reducing incidences of drop-out and aiding the transition from the elementary to the secondary stage for transgender students through an automated online system using a single login credential. Transgender students are eligible for certain scholarship categories under the programme.

## 5. Conclusion

India has made significant strides in recognizing and safeguarding transgender rights, with the National Legal Services Authority v. Union of India (NALSA) judgment in 2014 establishing the right to self-identify and access to social welfare programs, education, healthcare, and employment opportunities. The Transgender Persons (Protection of Rights) Act was enacted

in 2019, but faced criticism for certain provisions. Indian courts have also played a significant role in advancing transgender rights, with several High Courts delivering progressive judgments. However, challenges persist worldwide, including discrimination, violence, and social stigma. To address these issues, ongoing efforts are needed to improve awareness, education, and sensitization. Engaging in dialogue with transgender communities and advocacy groups is crucial for developing comprehensive legislation and policies. By drawing lessons from international experiences and continuing dialogue, India can continue its journey towards a more inclusive and supportive society for transgender individuals.

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**Chapter: 9****Mob Lynching: A Trend of Victimization in Democracy by Mobocracy****Vikas Kumar Sharma****Ph.D. Research Scholar, Criminology****Department of Criminology and Forensic Science****Dr. Harisingh Gour Vishwavidyalaya (A Central University), Sagar (M.P.)****E-mail: cr.vikas1318@gmail.com**

**Abstract:** India is a democratic land that is now turning into its immoral phase of intolerance, which leads to a new form of Victimization. The cases of mob lynching against vulnerable groups are a matter of great concern in contemporary Indian society, which is the worst form of crime against humanity. In addition, cases of mob lynching are committed due to suspicion of beef consumption, cow slaughtering, skinning of dead cows, child lifting and theft, etc. It has also indicated that most of the cases of mob lynching are committed due to fake news, rumours and hate speeches which are circulated on social media platforms. Today, people belonging to vulnerable groups such as minorities and Dalits are seriously attacked and assaulted to death by a mob people of a particular community. The horrendous act of mobocracy has taken away 160 lives of democratic people from 2015 to 2021. This study has adopted a content analysis method of research. It will explore the nature and causes of crime in India. The universe of this study has taken all states of India. The researcher has taken secondary data for this study, which covers seven years of reported cases from 2015 to 2021. A total of 301 cases were observed during this seven-year duration. The details of data were collected from various newspapers such as The Hindu, Times of India, India Today, The Indian Express, Dainik Bhaskar, Patrika, etc. The researcher has found that a maximum 27% of cases were reported against beef smugglers, and 23% of cases were reported against child lifters. At the same, 23% of cases were reported against others, and 16% of cases were reported against suspicious/alleged cow slaughters. Moreover, a minimum 1% of cases were reported against rivalry. While, state wise analysis shows that a maximum of 12% of cases were reported in Gujarat. In comparison, 10% of cases were reported in Maharashtra, and 9% of cases were reported from Uttar Pradesh, Rajasthan and West Bengal. However, a minimum of 1% of cases were reported from Kerala, Chhattisgarh, and Himachal Pradesh. At last, the study will create awareness and help the government to minimize the scenario of mob lynching cases in the new arena of developing society.

**Keywords:** Intolerance, Mob Lynching, Minorities, Social Media, Content Analysis etc.

## Introduction

Mob lynching is an incident when common people take the law into their own hands and, in an attempt to achieve their distorted version of justice, violate the basic human rights of others by killing them and neglecting the due process of law. It constitutes a grand failure on the part of the State, which, as a signatory of various international conventions and treaties, must prevent the violation thereof and must further protect the fundamental rights guaranteed to its citizens under its Constitution (Bhat et al., 2020). Taking India as an example to succinctly explain this idea. International Humanitarian Laws and the violations thereof shall also be highlighted. Further, pre-existing Indian legislation shall be analyzed in an attempt to answer the most question of whether India is abiding by its international obligations and, if so, why have instances of mob lynching consistently increased. Media-driven menace, as in recent cases, signifies that social media platforms are misused as rumour platforms and take away lives of their own kind (Kohli, 2022).

The cases of mob lynching are definitely affecting the way of life and sense of well-being of the individual to a large extent, causing a fracture in their social bonds and human rights. On the one hand, mob lynching is weakening the social bonds (attachment, involvement, belief and commitment) of individuals of such communities towards the democratic structure of society (Pandey, 2018). On the other hand, mob lynching violates the rights to life and the right to freedom of such people. Mob Lynching involves the injury or murder of an individual who is considered as a criminal or accused by the other community. The individuals are targeted for lynching under the rumours and pretext of being such as beef eaters, child lifters, practitioners of witchcraft, Romeos, anti-nationalists and blasphemous (Patel, 2020).

Mob is the English word that means unrestrained crowd. Lynching can be considered an Americo-Latin word, which means awarding the death sentence without any legal proceeding. That is when an uncontrolled crowd kills an accused/criminal person or otherwise kills him in some other way, and then it is called Mob Lynching. In addition, the term lynch was derived during the American Revolution by two Americans known as Charles Lynch and William Lynch, who were from Virginia that was used as the phrase “Lynch Law”, which was known as punishment without trial (Christopher, 2006). According to them, lynch laws were used by the supporters of the British side to deal with Negros’. The Collins English Dictionary says, “A mob lynch is an angry crowd of people who want to kill someone without a trial because they believe that person has committed a crime” (Rastogi, 2020).

The mob lynching consists of prohibited acts such as attacks by vigilantes, murder, rape, harassment, assault, theft and so on. National Association for the Advancement of Colored People has defined mob lynching can be understood in these details, such as: (1) there must be evidence that a person was killed or assaulted by any means, (2) the person must have met death illegally, (3) a group of three or more persons must have participated in the killings and, (4) the killing is carried out in public (NAACP, 1922; as cited in Patel, 2020). The incidents of mob lynching derive a new pattern of victimization that emerges as a result of intolerance and a decline of rationality among the people of India. In recent years, there have been many such incidents observed in the various states of India, especially in Gujarat, Maharashtra, Rajasthan, Uttar Pradesh, West Bengal, and Madhya Pradesh (Mukherjee, 2020).

Mob lynching has been a new trend in India. We have been observing a number of cases regarding lynching in India. Some of the reasons are fair, yet some are valueless. Many innocents have been brutally tortured, and some even lost their lives. The increase of mob lynching cases in India shows the strange barbarous behaviour of human beings during the 20<sup>th</sup> century (Rathore, 2018). Mob lynching involves injury or murder of a person who is a criminal or accused of a crime against the community. One of the strangest reasons for lynching today is cow slaughter, cattle smuggling or beef consumption. Whoever has brought in such ideology that India belongs to Hindus as Hindus are the majority in India, and the cow is their holy pet animal. Therefore, any kind of ill-treatment towards cows is a crime against Hindus (Sangma, 2017).

A large group of people agreeing to kill someone without a second thought demonstrates the intolerance that Indians have developed as a result of a lack of education and understanding. It has been discovered that the majority of mob lynchings occurred against males, females and even children who are impoverished, belong to low caste, and minor population. It is quite clear that most of these crimes are committed against members of society's marginalized communities. Apart from rigorous legislation, it is necessary to promote high-quality education and public awareness among the general public in order to resolve such issues. The role of media, civil society, and NGOs must be expanded in a favourable direction (Yadav, 2018).

These kinds of incidents are a strain on the face of our democracy, which exists in India, because we have a democracy, not a mobocracy. As we know, the law is the most powerful, and no one has the authority to punish anyone for any reason, regardless of the circumstances. Making this hate crime community and engaging in the blame game will not result in any

remedies but will instead cause emotional distress to those who have been victimized by a mob's hatred. Increasing digital literacy among the general public will also help to minimize the fake and rumours of news in society. A legislation against mob lynching should be drafted by the state governments in accordance with the Supreme Court's recommendations and guidelines (Kaur, 2021).

### **Legal Provisions in India**

Mob lynching cases are generally booked under various provisions of the Indian Penal Code, including Sections 120A (criminal conspiracy), 141 (unlawful assembly), 146 (rioting), 339 (wrongful restraint), 331 (grievous hurt to extort confession) and sometimes even 302 (murder) and/or 304A (causing death by negligence); apart from it, IPC suggest various punitive sections for communal crime such as 153A (promoting enmity on religious grounds), 153B (communal imputations prejudicial to national integration), 295A (deliberate malicious acts to outrage religious feelings), 505 (communal statements/rumours that cause public mischief) and various other provisions that find a place in specific legislations like the Police Act 1861, the National Security Act 1980, the Unlawful Activities (Prevention) Act 1967, the Places of Worship Act 1991, the Protection of Civil Rights Act 1955, and the Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act 1989 (Sharma & Tripathi, 2020).

India has adequate laws directed towards crimes of communal violence, but neither of those are employed while charging criminals in cases of mob lynching unless that is, upon investigation in due process, the crime is proven to be of a communal nature or a hate crime. There are no defined provisions dealing with mob lynching or vigilantism in the Indian Penal Code that do not dilute the basic characteristic of the said crime, i.e., a mob lynching taking the law into its own hands. It can only be called communal lynching after an investigation that leads to such evidence (Uikey & Dubey, 2018).

Similarly, 'communal violence' is mentioned in NCRB reports, with little information about who was the victim and who were the perpetrators. Finally, forgiving is a conservative law that produces offence when order and peace are disturbed and religious sentiments are injured. There are few legislations that penalizes actions motivated by hatred and indirectly including crimes committed by majority groups against a vulnerable community. Hate crimes are the act of violence and intimidation directed mostly towards groups who are already stigmatized and oppressed.

Article 4 of the International Conventions on the Elimination of all Forms of Racial Discrimination also addresses incidents and actions motivated by concepts of racial superiority or hatred. Finally, the finally, the Indian Constitution guarantees equality before the law and equal protection under the law in Article 14, prohibits discrimination on the basis of religion, ethnic origin, or gender in Article 15, and guarantees life and liberty to all people in Article 21 (Singay, 2020).

The National Campaign Against mob lynching prepared a law in 2017. Manav Suraksha Kanon (MASUKA) is the bill's name, and it seeks to start a legal conversion against a group of people participating in lynching. By Article 21 of the Indian Constitution, Prakash Ambedkar, a grandson of B. R. Ambedkar, and activist Tahseen Poonawalla have developed a law to accommodate new rules on mob violence. According to the bill, the area's SHO (Station House Officer) will be suspended until a time-limited court investigation clears him of all charges. Furthermore, this bill would assist in offering relief to those who have been affected as well as the rehabilitation of the victim's families (Kaur, 2021).

### **Objectives & Methods**

The objectives of the study are as follows:

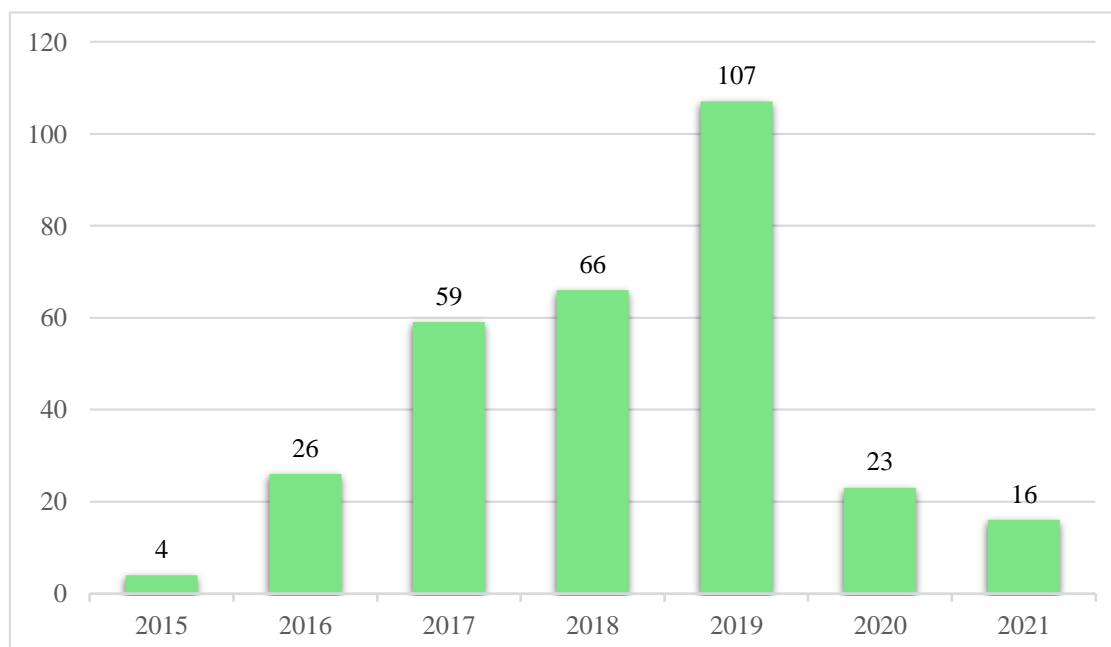
- To understand the nature of crime.
- To analyze the impact of crime.
- To assess the role of law enforcement agencies in controlling the mob lynching.
- To suggest various control measures for the prevention of crime.

This study has adopted a content analysis method of research. It will explore the nature and causes of crime in India. The universe of this study has taken all states of India. The researcher has taken secondary data for this study, which covers four years of reported cases from 2015 to 2021. A total of 301 cases were observed during this four-year duration. The details of data were collected from various newspapers such as The Hindu, Times of India, India Today, The Indian Express, Dainik Bhaskar, Patrika, etc. The data was analyzed descriptively as well as inferentially through the use of MS Excel. The study will create awareness and help the government to minimize the scenario of mob lynching cases. This study has also suggested various preventive measures to minimize the total number of incidents in India.

### **Result and Discussion**

According to the NCRB report and various newspaper contents, the researcher has compiled the data in various figures and tabulation forms. The complete information about mob lynching cases in India is categorized below in Figures 1-7 and Table 1-2.

**Figure 1: Total Number of reported incidents between 2015 to 2018**

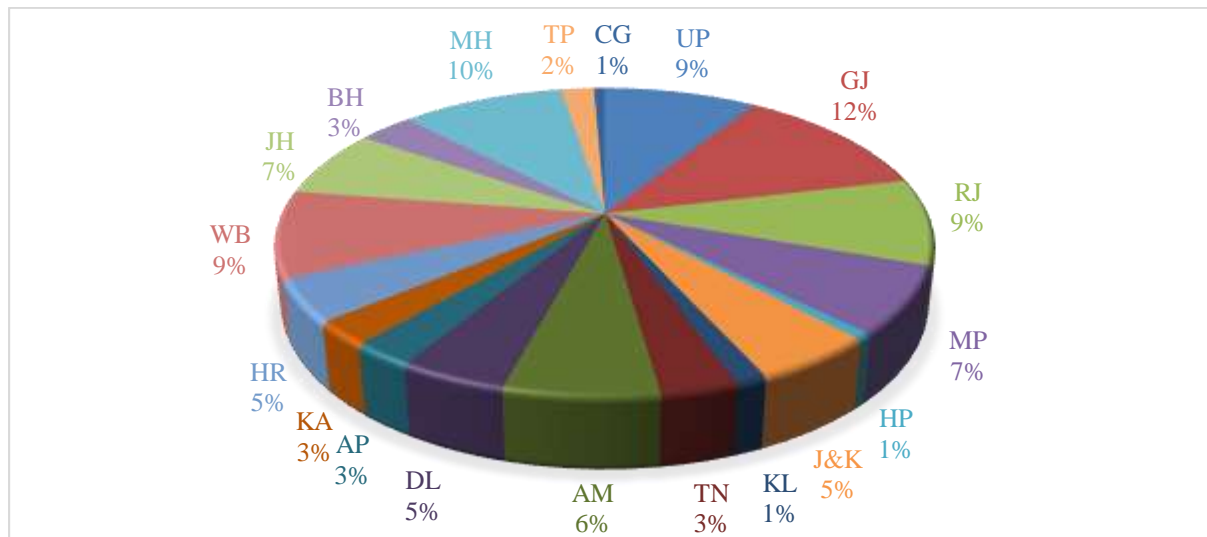


The figure shows that a maximum number of 107 cases were reported in 2019; in comparison, 66 cases were reported in 2018, while 59 cases were reported in 2017, 26 cases were reported in 2016, 23 cases were reported in 2020, and 16 cases were reported in 2021. Moreover, a minimum number of 4 cases were reported in 2015. The study found that the cases of mob lynching is minimal number in 2015 but it has been gradually increased in 2019 and randomly

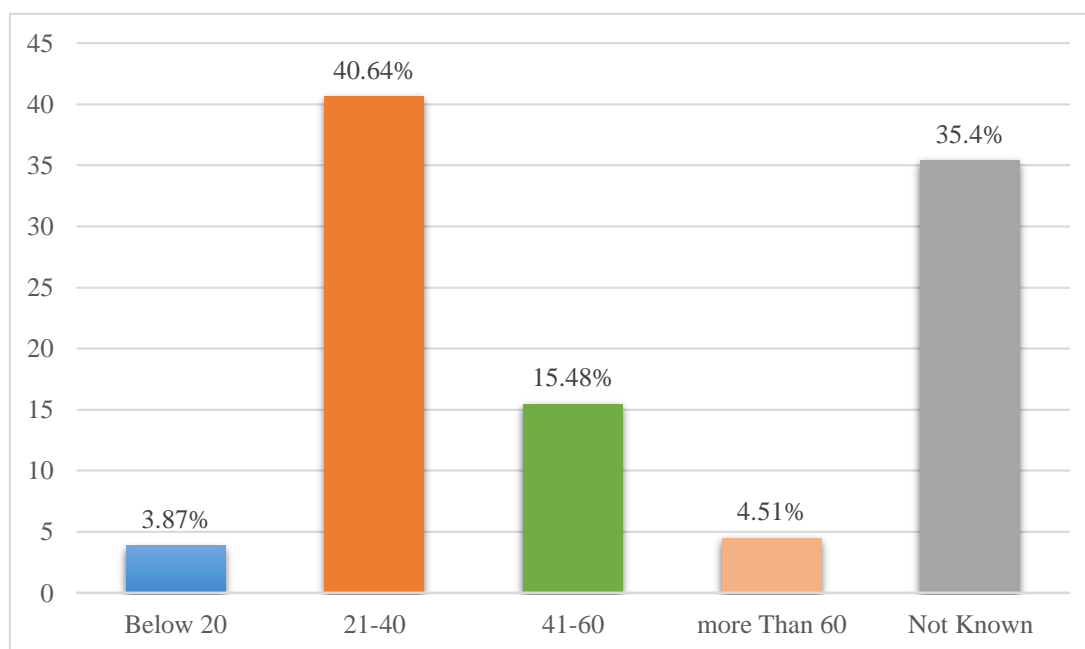


slightly decreased up to 2021. A total 440 communal rioting incidents were reported in 2019 but rose sharply in 2020 when the police recorded 857 cases. The year 2021 was marked by 378 riot cases in India. After 2019, the cases of mob lynching were mixed with communal riots so that the scenario of specific cases was changed. The purpose of change was to maintain the peace, and minimize the conflict level in society among various communities.

**Figure 2: State-wise total number of reported cases**



This figure depicts that a maximum of 12% of cases were reported in Gujarat. In comparison, 10% of cases were reported in Maharashtra, and 9% of cases were reported from Uttar Pradesh, Rajasthan and West Bengal. However, a minimum of 1% of cases were reported from Kerala, Chhattisgarh, and Himachal Pradesh.

**Figure 3: Age group of the victim**

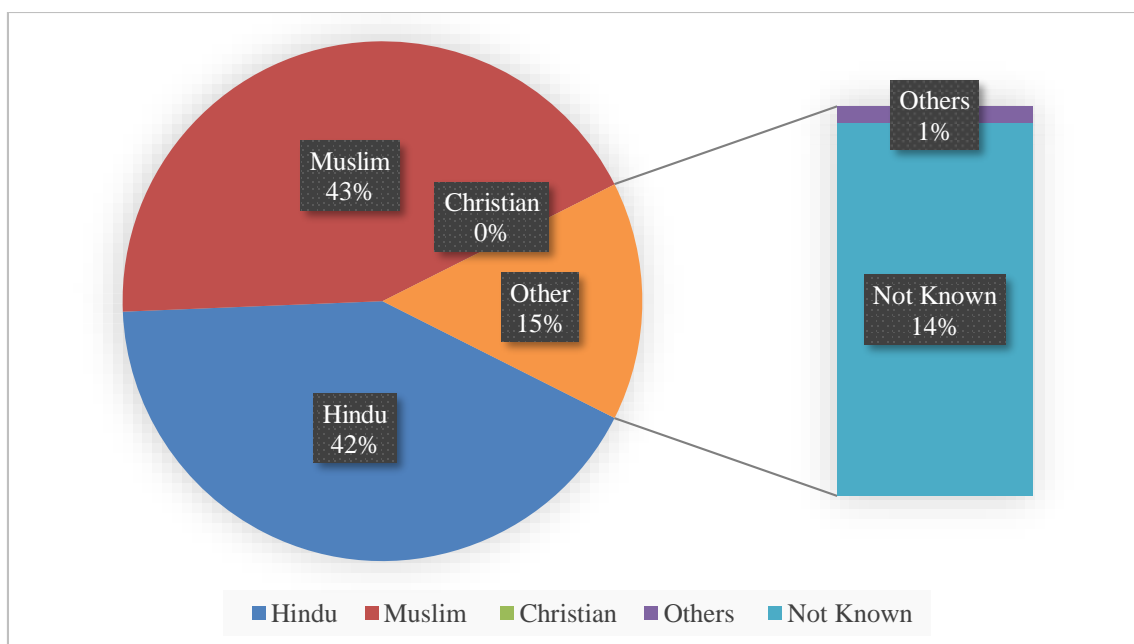
The figure reveals that a maximum of 40.64% of people belonging to the age group of 21-40 years have been lynched. While 35.4% of victims belong to the not known category, 15.48% of incidents were reported between the 41-60 years age group, and 4.51% of victims were mobbed against more than 60 years of age group. Moreover, the study has found that the age group of victims below 20 years has also covered 3.87% of reported cases in India.

**Table 1: Victim's Gender Description**

S.No.	Gender	Number of Cases	Percentage
1.	Male	250	84
2.	Female	45	15
3.	Others	3	1
4.	Not known	3	1
<b>Total</b>		<b>301</b>	<b>100</b>

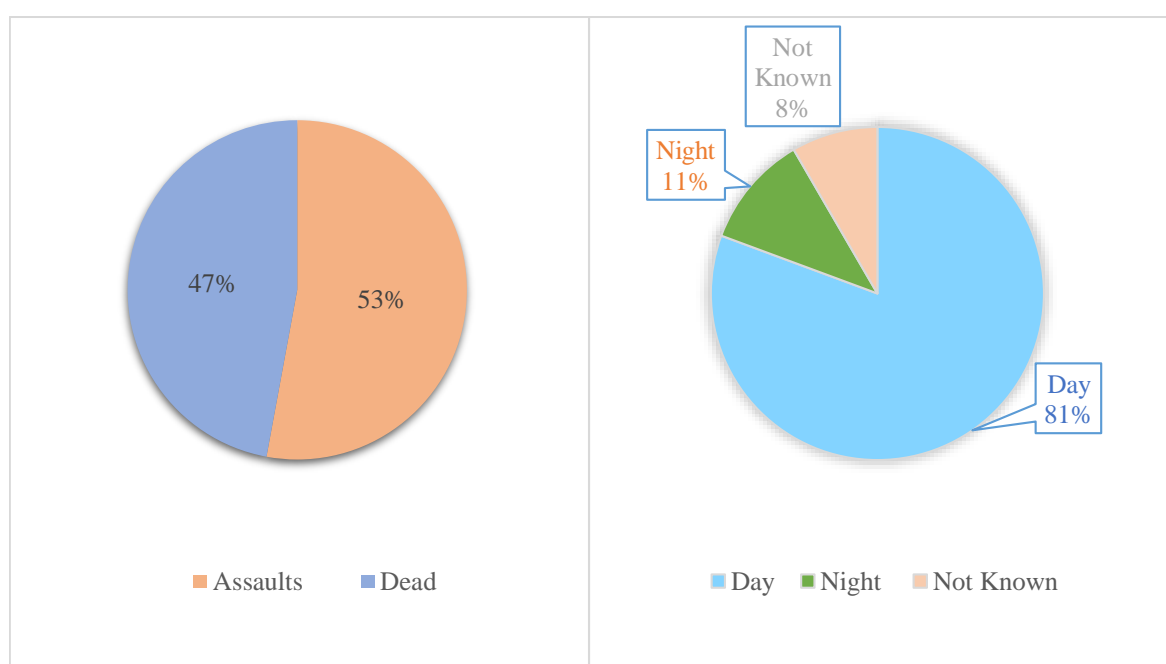
Table 1 shows that a total of 250 (84%) cases of mob lynching have been reported against males as compared to 45 (15%) cases of mob lynching have been reported against females. While similarly, 3-3 (1%) cases were reported against the others and not known categories. The study shows that the male victims were more affected by mob violence in comparison to others. Due to certain reasons, few victims were unidentified, that is why they were kept in not known category.

**Figure 4: Religion of the Victim**



This figure depicts that most of the people who belong to the Muslim community, up to 43% were lynched more as compared to the Hindu (Dalit/Other) community, which was 42% of total reported cases. The study has also found that 14% of cases were reported against not known categories, and 1% of cases were reported from other categories. While there were no cases reported against the Christian Community. It shows Muslim community was more affected by mob violence.

**Figure 5: Types of Victimization and Time of Incident**



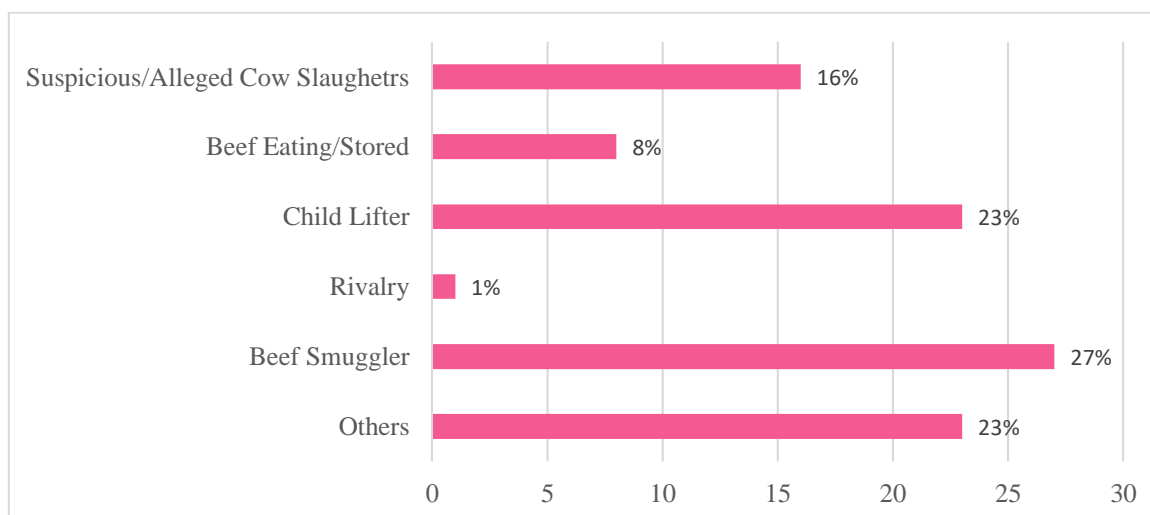
The study shows that the highest 53% of mobbed victims were assaulted during the incident. In comparison, up to 47% of mobbed victims have died during the incident. A total of 160 victims they were lost their lives during this serious offence between 2015 and 2018. In other figure depicts that a maximum of 81% of incidents were reported in the daytime. In comparison, 11% of incidents were reported during the nighttime, and 8% of cases were reported under the not-known category.

**Table 2: Weapon used during the incident**

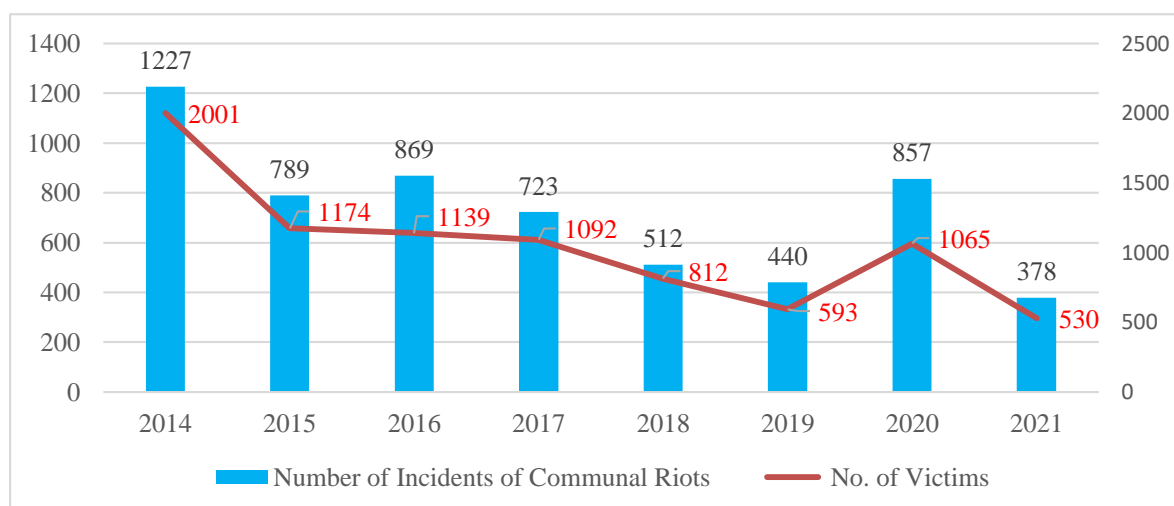
S.No.	Weapon Used	Number of Cases	Percentage
1.	Yes	262	87%
2.	Not	36	12%
3.	Not Identified	3	1%
<b>Total</b>		<b>301</b>	<b>100</b>

The study shows a maximum of 262 (87%) incidents where a weapon was used for the commission of the crime. In comparison, up to 36 (12%) cases were seen where no weapon was used during the incident. Moreover, a minimum of 3 (1%) case was also reported where a weapon was not identified. It found that most cases occurred where a weapon was used during the incident.

**Figure 6: Reason for Commission of Crime**



The Figure shows that a maximum 27% of cases were reported against beef smugglers, and 23% of cases were reported against child lifters. At the same, 23% of cases were reported against others, and 16% of cases were reported against suspicious/alleged cow slaughters. Moreover, a minimum 1% of cases were reported against rivalry.

**Figure 7: Total no. of communal riots in India from 2014 to 2021**

Source: NCRB, 2015-2021

According to the National Crime Records Bureau, a total of 1227 cases of communal riots were registered in 2014. It dropped to 789 incidents in 2015. In comparison, the number of rioting incidents rose to 869 in 2016. There were 723 incidents reported in 2017 and 512 rioting cases in 2018. The graph came down to 440 rioting incidents in 2019 but rose sharply in 2020 when the police recorded 857 cases. The year 2021 was marked by 378 riot cases, which was the lowest since 2014 (Crime in India, 2015-2021).

### Preventive Measures

As per law, each district shall have a Nodal Officer, a senior police officer with at least the Superintendent of Police, who is responsible for preventing mob violence and lynching in the district. A dedicated task force should be established to gather intelligence on the occurrence, victims, and offenders of hate speech and fake news. The locations of recent mob violence must be treated with care. Regular meetings between Nodal officers, intelligence units, and police personnel must be held to ascertain the likelihood and trends of vigilantism and mob violence in the district and to take action to prevent such incidents. Additionally, the Nodal Officer will work to remove a hostile climate towards any community or caste targeted in such occurrences. Through regular meetings with the nodal person, the DGP of the police department of the affected states must be informed about the initiatives for preventing mob lynching.

In addition, it shall be the duty of every officer to disperse a mob by exercising their authority under Section 129 of the CrPC, if they believe that the mob has a tendency to inflict violence

or wreak havoc through lynching disguised as vigilantism or otherwise. Apart from this, the Government of India's Home Department must take the lead in implementing the constitutional goals of social justice and the rule of law. Patrolling should be taken seriously so that anti-social individuals participating in such crimes are discouraged and stay within the bounds of the law, fearful of even contemplating taking the law into their own hands. After occurring to mob violence in any place, it's the duty of police personnel to lodge an FIR immediately and provide protection to the victim for their safety. The investigation of mob lynching cases should be conducted by senior police officers at the police station and provide possible medical care to the victim of the crime. The state government shall design the victim compensation programme, including interim remedy under Section 357(A) of the Criminal Procedure Code, 1973. While the police department of each state shall also ensure to provide the medical assistance and restitution the victim of crime.

### **Conclusions**

This paper was based on content analysis of a few newspapers and news portals in India. The researcher has observed that the rising incidents of mob lynching are posing a challenge for criminologists and lawmakers to examine the underlying factors in the social order which are leading to mob lynching in India. The study has implied that mob lynching is a concerning social issue in contemporary Indian Society that may have been caused by many factors such as beef consumption, child lifting, theft, witchcraft, anti-nationalists, blasphemous activities, social discrimination, love jihad, intercaste marriage, religious change, fake news, and rumours etc.

The notion of the Indian Constitution is that everyone should live a dignified life without any discrimination. It does not allow anyone to violate other's rights and does not promote any to take the law into their own hands. We can say that lynching of a person is discrimination based on caste, class, race, and community, which is the worst form of violation of fundamental rights of the Indian Constitution. Consequently, the Supreme Court of India is more serious about seeing the heinousness and cruelty of mob lynching against minorities and Dalits. It explained that lynching is a horrendous act of mobocracy. This is the reason that the Supreme Court of India has directed the central government and state governments to make a strict law to control the incidents of mob lynching and to protect minorities in India. Many state governments like Manipur, Rajasthan, West Bengal and Uttar Pradesh have made laws and guidelines to prevent incidents of mob lynching.

The present study has also found that most people belonging to the Muslim community, up to 43%, have been lynched more. It has also been found that Muslims are targeted for lynching due to the slaughtering of cows and beef consumption by cow vigilantes. Moreover, in the case of the Hindu community, up to 42% of people were also lynched by mob people due to social discrimination, child lifting, witchcraft, love jihad, intercaste marriage, honour killing, etc. It has also found that few victims, up to 15%, were identified as not known and other categories as well. The study has observed that a number of people are creating and circulating various hate speech, hate videos related to a particular community, rumours and fake news on social media, which motivates a group of people against minorities, and others to do certain violent activities with them.

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**Chapter: 10****Early Intervention for Children with Intellectual Disabilities: Current Scenario****Sushma Singh****Assistant Professor B.Ed.SE.IDD (School of Education)****Uttar Pradesh Rajarshi tandon Open University Prayagraj, U.P****E-mail: singh1984sushma@gmail.com**

**Abstract:** In order to optimise developmental, physiological, and minimise the degree of functional limits, early intervention for children with developmental disabilities entails the provision of the best nurturing and learning environment. Network of integrated resources that fosters the development and growth of children and aids families in previous years. Early detection of developmental issues is followed by early intervention. For children with developmental delays, this article presents the most recent findings in the disciplines of developmental and intervention science that have emerged in the previous ten years. Also highlighted are the discoveries regarding various and reciprocal routes that affect the development of children who have delays. The evaluation of two key early intervention research areas that promote children's development by boosting parents' sensitivity to their children's needs and enhance child's social and intellectual growth.

**Keywords:** Developmental Framework, Disability, Intellectual Disabilities.

**1.0. Introduction**

The term "disability" is used to describe a wide range of impairments, activity limitations, and participation limits according to the International Classification of Functioning, Disability and Health (ICF). Professionals from a variety of clinical and academic disciplines, including paediatrics, psychiatry, physiotherapy, psychology, speech and language pathology, neurology, public health, anthropology, rehabilitation medicine, sociology, economics education have come to recognise and embrace the significance of early childhood development for the development of a nation's human capital over the course of a lifetime. This issue is also currently being actively encouraged as part of the worldwide health plan [1,2,3].

Recently, the Sustainable Development Goals (SDG) of the United Nations (2015-2030) that were introduced in September 2015, have encouraged this multidisciplinary and global acceptance. [4]. Before 2030, one of the 17 SDGs (SDG 4) is to guarantee that all children have an opportunity for high-quality pre-primary education, early childhood development, and care. They will prepare them for primary school [4]. The SDG instructed every nation

for systematic monitoring of the children less than 5 years who are experiencing developmentally appropriate health, learning, and psychosocial wellbeing. This method facilitates the finding of kids who need extra assistance to ensure that they can have unlimited access to a high-quality education. An innovative tool i.e. Early Childhood Development Index 2030 (ECDI2030) developed by the United Nations Children's Fund (UNICEF) for the searching the children who are "developmentally on track" with the help of statistical calculation. This will be a step towards care of children with intellectual disabilities [5].

The early childhood interventions are the processes of offering special services and support to infants and young children who have developmental problems or impairments, as well as to their families, in order to enhance development, well-being, and community involvement. Comprehensive previous interventions have been shown to significantly modify a child's long-term progress, produce significant cost savings, and possibly lower the likelihood of later health and psychosocial difficulties. The term "disability" is used to describe a wide range of impairments, activity limitations, and participation limits according to the International Classification of Functioning, Disability and Health (ICF). Disability results from the interaction of a person's contextual factors (bad attitudes, insufficient public transit, and a lack of social supports) and their physiological conditions, such as depressive disorders, Down syndrome, or cerebral palsy [6]. This showed environmental condition also play very important role in mental status of children having disabilities.

There may be no association at all between a certain health condition and any level of disability. Although they can live full and fulfilling lives, children with developmental disabilities are generally considered our community's weakest members. The prevalence of mental and physical health issues in children so they will need broader range of health services. A life course perspective on health and wellbeing outcomes represents the most effective way to deliver earlier outputs: in a planned, organised, and family-oriented approach. Early intervention has the potential to enhance functioning and raise the community's ability to support families with disabled children. As parents learn about the longer-term outlook and learn to accommodate their kid's special requirements, it is crucial that specialists remain committed to the child and family during these crucial years of development [7].

Notwithstanding variations according to ethnicity, socioeconomic level, parental income, length of early intervention involvement, particular child disabilities, and some other factors are also very important for overall development of children with disabilities [8]. According to this study, parents appear to be more confident in their capacity to fulfil their obligations and

responsibilities in regard to their child who has a developmental delay and appear to be more upbeat about the future.

In addition to the aforementioned, developmental and intervention science research has indicated that enhancing developmental influences on children's outcomes connected to many aspects of parent-child relationships, family-organized child experiences, and parental involvement in decision-making (interaction with in community and preschool), and children's health will directly improve the benefit children's social and intellectual abilities.

## **2.0. Developmental Disability and way to facilitate the children having development disability**

It was shown that a person's interactions with their contextual factors can have a negative impact on their personal and environmental conditions, as well as their state of health. "Impairments" comprise distinct declines in biological structures and functions that are frequently recognised as illnesses, whereas "health conditions" are diseases, injuries, and disorders. Both health conditions and disabilities are different things. Children with disabilities might not perceive their condition as one. As a result, engaging with children who have disabilities calls for carefully crafted strategies. Avoid categorising children entirely based on their state of health. They should be a part of a typical family but are first and foremost children [9].

### **2.1. Innovation in Education for Improvement in Children having Disabilities**

One of the most divisive topics in education is innovation. Speaking with educators has given me the immediate impression that instructors in particular are quite reluctant to change and that educational institutions as a whole are very hesitant to try new ideas. Education is one of the most conservative social structures and areas of government policy. Teachers, however, give off the idea that there are too many changes being imposed on them without enough input. In certain countries, innovative change has been implemented without the requisite consideration, testing, and evaluation [10].

### **2.2. Implementation of a Coordinated Network of Services**

Various strategies that include diagnostic, health, disability, education, and intervention services is necessary for assistance and care to children having developmental impairments. In addition, to providing support within a framework that is based on concepts that will stay relevant throughout life, service models should also acknowledge. During childhood, the impact of developmental abnormalities on daily functioning may become more obvious, although it may take long time to arrive clear diagnosis. Parents and experts who operate inside and with organisations based on eligibility requirements around a diagnosis may become

frustrated. There is ample evidence that our early childhood care systems are still overly complicated and fragmented, which could impede the efficacy of interventions. Many initiatives have been made to improve the coordination of systems, locally as well as globally, but these may also increase complexity due to various interventions, techniques for establishing eligibility, and treatment. Children who have disabilities can be faced extra risks that might worsen their already poor health and welfare. There is evidence that many of these disparities are caused by factors other than the main psychological or biological cause of the individual's condition. The effects of raising a child with a developmental handicap may add up over the length of a person's life [11].

The degree of assistance and treatment available now should help parents before, during, and after the diagnostic evaluation so that professional physicians can provide best practise and an accurate treatment. Doctors should be up forward and honest with families about the child's health, considerate of their particular circumstances and requirements, and positive in how they see the child. To maintain uniformity in expert assessments and suggestions, it is crucial that specialists work closely and effectively together. An adequate knowledge of the children in their familial setting requires the use of multidisciplinary strategies, including those in allied health and medicine, early childhood education, and other fields. Due to such type of assessment, chances of more appropriate treatment of children showed disabilities are increase. However, labels for diagnosis may not provide much information about a child's functioning as a result; they do not always indicate the need for services. Planning and implementing interventions necessitates a function assessment, which is connected to diagnosis. Instead of an alteration in diagnosis status, it would be better to obtain more information about the functional for evaluating results. Additionally, labels may not accurately reflect how a child's environment affects their inability towards function, even if modern models of disability emphasise the importance of this factor [12,13,14].

### **3. Future Prospects**

Significant developments have laid a solid basis and essential course correction for the quick response. This section discussed four crucial directions for future disability-related research and practise.

1. Specificity issue;
2. Translational research
3. Mental health and social competence
4. Development of various system

Undoubtedly, each future course will demand a significant, sustained effort and a significant resource investment. According to WHO guidelines fundamental difficulties in the fields of early intervention and intellectual impairments are interconnected [15].

#### **4. Early Developmental Research Roadmap for Intellectual Disability**

In all professions, funding, planning, and continuing longitudinal studies are a significant difficulty. There are at least three additional difficulties associated with intellectual impairment. Therefore, the younger children and their families required more finding and international cooperation for better outcome. Furthermore, it might be challenging to diagnose intellectual deficiency in early children. A young child's intellectual and adaptive performance is still within the range for intellectual disability takes time because it varies among individual and with time. Previous research has typically focused on groups that are probably strongly connected with intellectual disability that can be identified as the kid gets older and may be more frequently applicable to young children. Particularly, it may be simpler to recognise in young children the concepts of global retardation or delays in development of important areas (such as speech and/or communal behaviour). Some aetiologies, like as Down syndrome, can also be quickly determined without the need for extensive biological tests. The lack of study on intellectual disabilities may be explained by these three difficulties and possibly others. The findings of numerous studies inspire scholars to focus their careers and attention on the study of intellectual disability. Researchers propose two interconnected strategies to increase the volume and relevance of research on the early development of children with intellectual disabilities: the first is cooperation and co-creation; the second is unique and creative methods and approaches [16].

As a result, families might not routinely contribute in early development research topics or collaborate with academics on longitudinal research methods. There is also a chance that co-production and co-design took place in the research literature, but that scientists do not emphasise these qualities in the way that their study is reported. It was found that, a closer collaboration between researchers and families is necessary. Additionally, global early intervention/early education policy and global research funding policy are of direct, current, and future significance to academics studying intellectual disabilities. Therefore, we urge families and researchers to collaborate strategically so that early years development and the need for early intervention are brought to the attention of decision-makers who can make sure that the early development of children with intellectual disabilities becomes a policy priority. Additionally, research is required to design and assess models of co-production between families and researchers, as well as the potential effects of various partnership strategies on

policy. Families and researchers may be able to collaborate to approach and persuade international research funders when it comes to early education policies and kids with intellectual disability. Families as partners will have a significant impact on the training and development of researchers working with young children with intellectual disability. Close collaboration and engagement with families are essential to maintaining the relevance of research questions and ensuring that research methodologies are inclusive (In particular, given the challenges of researching children with severe to profound intellectual disability) [17,18]. This necessitates collaboration not only between researchers but also between funding agencies for research, organisations working with and representing families, and regulatory bodies for the related subject of special education. Through cooperative funding arrangements, international cooperation could expand the number of sample sizes that are available, grow the total size and relevance of research, and strengthen understanding of the usage of comparable techniques and tools. To make data sharing and reuse easier for questions affecting fewer children, such as those with uncommon genetic abnormalities associated to intellectual disability, a minimum data collection was developed in the Netherlands, for example. Researchers working together could also discuss ideas and make plans to strategically address important concerns in the area (for instance, one team might seek financing to focus on one problem, while another research team might work on a different topic, producing synergy). The second tactic to change the direction of research on the early development of children with intellectual disabilities is to use cutting-edge research procedures and designs. For the purpose of enhancing early developmental studies on intellectual disability, researchers propose four generic strategies. First, nations around the world have increased their investments in administrative data for a variety of public policy areas, but particularly for children and families. International standards for data collection regarding young children would be beneficial for early development research on children with intellectual disabilities since they would make it possible to identify persons with intellectual disabilities who are somewhat self-assured. Second, numerous nations also spend money on big population-based studies on families and children. It wouldn't take much more work for the population survey designers to incorporate techniques that would make it easier to identify children with intellectual disability when making these national investments. Third, Families of young children with intellectual disabilities will need to carefully consider the issues of consent and data sharing [19,20].

## **5. Conclusion**

When we mapped the utilisation of early development research in intellectual impairment, we discovered only sporadic ties to intervention research and perhaps a significant disconnect. But

our investigation only provides a fragmentary picture of the current state of early developmental research on persons with intellectual disabilities. This would benefit from a corresponding comprehensive review and synthesis of the early intervention research in intellectual disability.

The identification and early treatment of children with developmental delays necessitates the collaboration of numerous teams from various fields (such as education, healthcare, social administration, hospitals, organisations, kindergartens and nurseries), as well as the support of the government. Therefore, in order to provide the best possible care for those in need, it is imperative that we remove all barriers when it comes to the EIS for children with developmental delays. We must also engage in inter-disciplinary collaboration while keeping the needs of the children and their families at the forefront of our efforts.

As a result, children with intellectual disabilities are likely to experience distinct environmental impacts during their development than other individuals do at the same developmental stage. For example, when teenagers with intellectual disabilities' social and communication skills lag behind those of their peers, puberty and the social/family reaction to physically developing sexuality may occur. Therefore, modelling the consequences of any intervention is more complex than simply using a general "developmental delay" approach. Any solution not based on such research may have unexpected, and even harmful, results because there isn't direct empirical information about how children with intellectual disabilities develop.

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**Chapter: 11**  
**A Study the Effectiveness of Puppetry as a Brand Awareness Tool in Television**  
**Advertisements**  
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**Abstract:** The study evaluates how respondents perceive various elements in advertisements to engage consumers and also delves into existing literature on the utilization of puppetry in advertising. As stated in The Economic Times (2023), advertising serves as a channel for communicating with consumers of products and services. The research places particular emphasis on appraising diverse elements within advertisements, with a distinct concentration on gauging the efficacy of puppetry in enhancing brand awareness in television commercials. This emphasis is driven by the scarcity of available information concerning the use of puppetry in television advertising. Data collection was facilitated through a Google survey form, allowing for the establishment of a demographic profile for the study participants. The research methodology incorporates a dual approach, combining both qualitative and quantitative research methods. The study is centered on adults residing in Lucknow, the capital city of Uttar Pradesh, India's most densely populated state. A sample of 405 individuals was carefully selected using a random sampling technique. Primary data was gathered by means of a specially designed questionnaire that was distributed via the Google survey platform. The collected data was subsequently subjected to comprehensive analysis, encompassing the utilization of percentages, frequency distributions, and variance analysis. The research findings were graphically presented through tables, bar charts, and pie charts. The primary emphasis of this study centers on the incorporation of puppetry within advertising. The study recommends that those involved in designing advertisements should consider these elements. Subsequent research endeavors might explore puppetry's efficacy in enhancing brand recall and attractiveness in advertisements in more profound detail. It is advisable to contemplate employing a significantly larger sample size for forthcoming studies.

**Keyword:** Communication, Tools of Communication, Effectiveness Puppetry, Television Advertisements, Education, Awareness.

## Introduction

Puppet is a dying traditional art but it serve as a compelling alternative in the realm of TV advertisements, offering a unique and imaginative avenue for communication. “Advertising is the non-personal communication of the information usually paid for and persuasive in nature about products, services or ideas by identified sponsors through the various media” (Datta, 2008). Consequently, advertising has been existed from many decades and puppets have been used in many television advertisements. Advertising communication can be conveyed through various mass media which include traditional media such as TV, broadcasting, magazines and newspapers (Belch and Belch, 1998). Puppetry is an alternate traditional communication medium from ages. Puppets possess a universal appeal, transcending language and cultural barriers to resonate with diverse audiences. The playful and fantastical elements they bring to the screen create an engaging viewing experience, making advertisements more memorable. In a landscape inundated with traditional marketing methods, puppets stand out as attention-grabbing storytellers that leave a lasting impression.

Beyond their entertainment value, puppets inject a sense of authenticity into brand communication. By personifying brand messages through these endearing characters, advertisers can establish a more emotional and relatable connection with their audience. This connection fosters a deeper level of engagement, as viewers find themselves drawn to the charm and charisma of puppet-led narratives. According to Meher Contractor, ‘Puppets have a subtle impact on simple audiences which no human actor can achieve.’ (Neeru, 2013) In an era where consumer attention is a precious commodity, the distinctiveness of puppetry offers advertisers a strategic advantage in breaking through the noise.

Moreover, “a puppet with robotic features and emotional expressions can make general audiences think about the role of machines in everyday life.” (Matthew, Claire & David, 2009). The versatility of puppets allows for creative flexibility in conveying complex messages. Whether aiming to evoke humor, tug at heartstrings, or communicate a brand's values, puppets can adapt to various tones and styles. This adaptability makes them a valuable tool for crafting campaigns that resonate with different demographics. In essence, puppets in TV advertisements represent more than just characters on the screen; they embody a novel approach to storytelling that enriches the advertising landscape, providing brands with a fresh and effective means of communication that captivates, entertains, and lingers in the minds of consumers.

**Puppet:** “A puppet is a figure—human, animal, or abstract in form—that is moved by human...” (Sharm, 2016-18). When any model or structure is given a life move, as per desire or theme, it is called a puppet.

### **Types of puppet**

Puppet theatre is a folk media and it aims to reach a mass audience. Moreover, Puppet theatre is used in higher education in develops countries like the USA. On the other hand, India is a superpower in the world of prominent art form puppetry and almost every state has its own traditional puppetry.

Additionally, almost every state has own traditional puppet theatre; contemporary puppet also have been introduced in India. There are mainly four types of puppets in India, which are following:

- **Glove puppet:** A model or structure that has a hollow body so that you can put your hand inside and move; it is head and arms with your fingers. It called a glove puppet.
- **Rod Puppet:** A rod puppet is a figure operated from beneath by means of wooden or metal rods.(wepa.unima.org, 2020 [Online])
- **Shadow puppet:** A shadow puppet is a two-dimensional shape. “Shadow puppets are figures that are placed between a light and a screen. Moving them creates the illusion of moving images on the screen.” (wonderopolis.org, 2020 [Online]).
- **String Puppet:** A string puppet controlled from above by rods or strings suspended from a hand-held control; the bodies may be made of wood, fabric, rubber, paper, foam, etc. It is also known as a Marionette.
- **Contemporary Puppetry:**  
Contemporary puppetry is a dynamic and innovative art form that explores experimental techniques, integrates technology, and addresses social and political issues while collaborating across disciplines. Muppet is one of the examples Contemporary Puppet.

In India, puppets have been used for television commercials and advertisements to create engaging and memorable campaigns. Puppets are a unique and creative way to convey messages and capture the audience's attention such as Parle's Krackjack, Lijjat Papad Commercial, Tata Sky Aamir Puppet Ad, Tata Sky Amitabh Bachchan raps to 'Yo Se, Yo Se', and Justdial. (Vpuppets (2015))

**Justification for the Study:**

Compared to traditional television advertising, puppetry-based television advertising differs in its effects on brand awareness. The revival of traditional puppetry is an exciting prospect. Many efforts are underway globally to preserve and revitalize these art forms. This study is one of them, and the research centers on the influence of television advertising featuring puppets and its effectiveness in enhancing brand awareness from the audience's perspective. There is a noticeable absence of research on the portrayal of puppets in television advertisements within the context of Uttar Pradesh, India's largest state, particularly in the capital city of Lucknow. This study aims to fill this gap by investigating why viewers in Lucknow recall television advertisements featuring puppets and by assessing the impact of such advertisements. These areas of research represent a novel exploration of the role of puppets in television advertisements.

**METHODS****Study area:**

The study was conducted in Lucknow Uttar Pradesh India. "Uttar Pradesh is the most populous state in India," (India Today Web Desk, 2018 [Online]) The universe was comprise individuals aged 25 years and above; live in Lucknow, the capital of India's the most populous state Uttar Pradesh. In 2011, Lucknow had population of 4,589,838. (census, 2011[Online])

**Study Design:**

A mixed survey study design and Focus Group Discussion (FGD) were used.

**Data Collection Instruments & Technique:**

In the normal condition, sample selection was take place using an identification and proportional to 405 quotas sampling to ensure a reliable and accurate representation of Lucknow television audience with 25 years above age. A data collection questionnaire was created for the survey, and respondents were individually approached for interviews.

**Process:**

Google survey sample techniques were used under this research study and based on finding a date was analyze and conclude the study. In order to finalize the sample size of the universe, the fallowing tests were done.

**Inquiry Tests:**

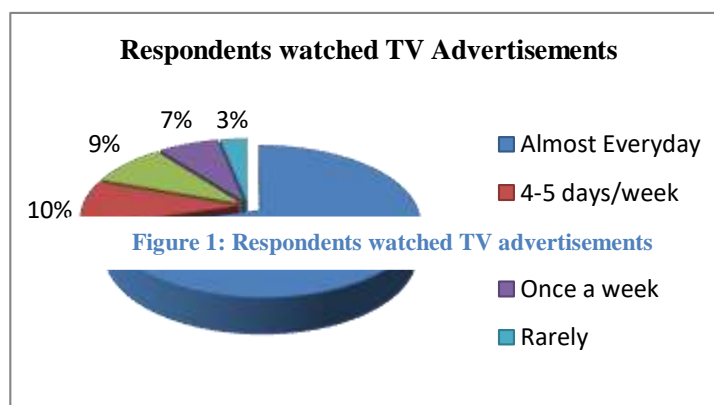
It is control experiment; was conduct in the area of universe. In inquiry test, a Google survey form was prepared and link send into different area of people.

- 455 total numbers of responses received. 424 number of television viewers were identified that they live in Lucknow (U.P.), India
- In 424 samples, 405 respondents were 25 years above age and 19 respondents were below 25 years. They were shortlisted, which live in Lucknow, Uttar Pradesh, India.

### Recognition Tests:

Recognition test was the based on current address, which has 25 years above age, total 405 samples were shortlisted, which live in Lucknow, Uttar Pradesh, India. The sample was based on variable of the respondent. It first attempts to measure advertising effectiveness

by determining the number of respondents who had watched television advertisements with puppet. In order to reach at the results, television viewers' surveys were conducted.



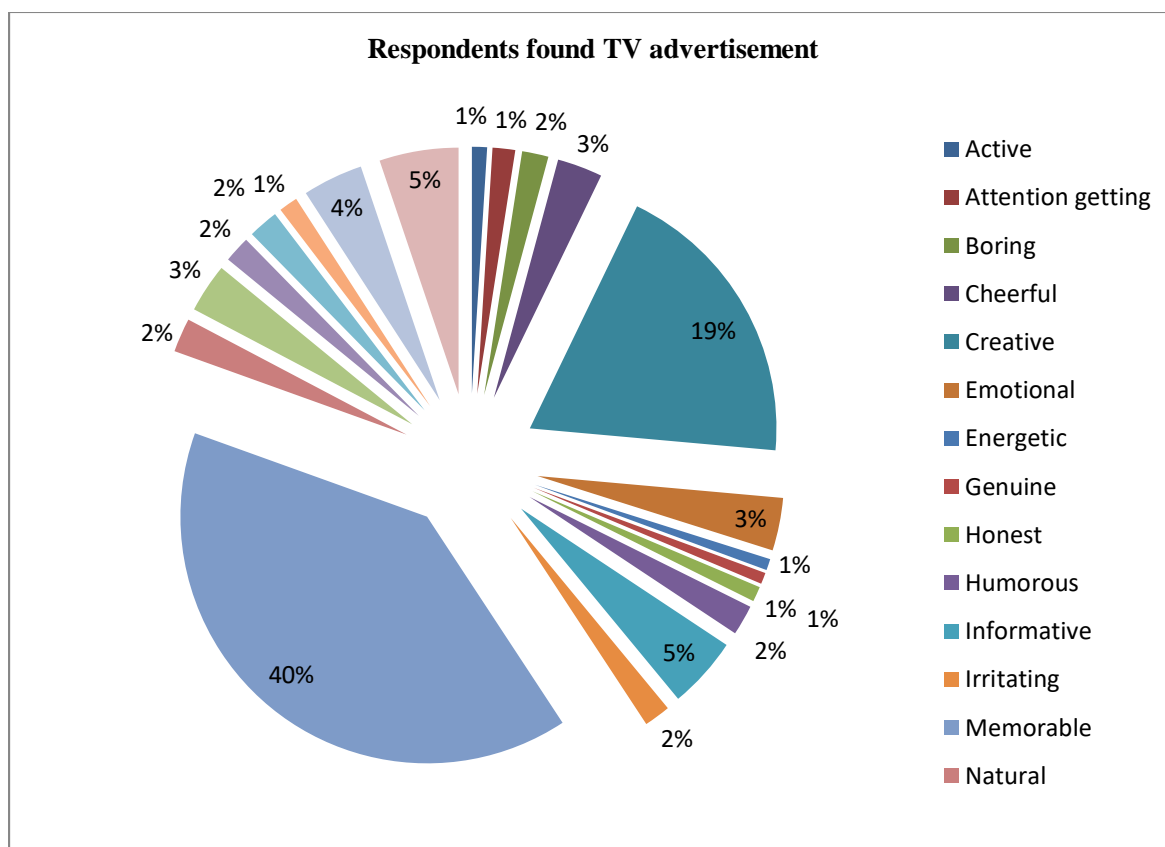
### Recall Tests:

Recall was more demanding than what I recognized. In this process, respondents were asked to response as they have watched the advertisement with puppet as they responded. Finally, total 405 samples were selected with the help of random sample technique. All 405 respondents are 25 years and above and live in Lucknow, Uttar Pradesh, India.

## RESULTS

### Respondents found TV advertisement:

Respondents have mixed bag of opinions about TV advertisement such as 40% finding TV advertisements are memorable, and then a 1% breakdown for attention-getting, energetic, genuine, and honest—that's a diverse range of perspectives. And 19% thinking they're creative adds another layer. It seems like everyone has their unique take on TV advertisements.



**Figure 2: Respondents found TV advertisement**

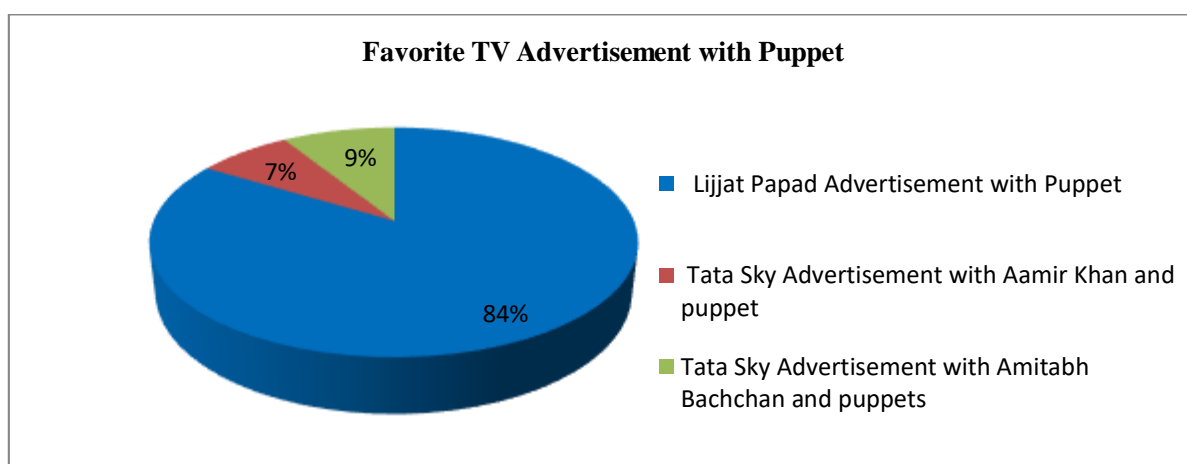
Furthermore, respondents also shared their option on three different TV advertisements with puppets, which are following:

		
<p>1. Lijjat Papad's TV Advertisement with Puppet. (Doordarshan National Blog, 2008)</p>	<p>2. Tata Sky TV Advertisement with Aamir Khan and puppet. (Tata Play, 2009)</p>	<p>3. Tata Sky TV Advertisement with Amitabh Bachchan and puppets. (Tata Play, 2016)</p>

### **Favorite TV advertisement with Puppet:**

Lijjat Papad Advertisement with Puppet was 84% respondents' favorite TV advertisement. However, only 07% respondents' favorite was Tata Sky Advertisement with Aamir Khan and Puppet, and 09% respondents showed favoritism to Tata Sky Advertisement with Amitabh Bachchan and Puppet, as pie chart shows. Some respondent also share their reason about Favorite TV advertisement with Puppet.

In the FGD, that was lovely to hear! A respondent said that – “Advertisements with puppets often have a universal appeal that transcends generations. The Lijjat Papad advertisement with its puppet seems to have a special place in many people's hearts, possibly because it creates a cozy and enjoyable viewing experience for the whole family. The use of puppets can often bring a sense of nostalgia and warmth, making it a favorite for many, including those who've grown up watching it. There's something magical about how these ads can connect with audiences on multiple levels, and this types of puppets can be useful as a Teaching Learning Material at different levels too.



**Figure 3: Favorite TV Advertisement with Puppet**

### **Attractive TV Advertisement with Puppet:**

It seems like the Tata Sky advertisement featuring Amitabh Bachchan and puppets garnered the highest attraction among the respondents, with 63% finding it the most appealing compared to other two puppet-based TV advertisements after data analysis. However, it's interesting that the Tata Sky ad featuring Aamir Khan and a puppet also received a notable 13% attraction. Additionally, 24% found the Lijjat Papad TV Advertisement with Puppet to be attractive, albeit not the highest percentage.

In the FGD, a respondent share their view that puppetry in TV advertisements indeed holds a unique charm. It's fascinating it captivates audiences. The artistry and creativity behind puppetry add a distinct and memorable element to an advertisement. Another responded said that the use of puppets often brings a sense of nostalgia, and sometimes a touch of magic, making it a standout feature in an advertisement. The way these puppets were brought to life makes the advertisement more engaging and appealing.

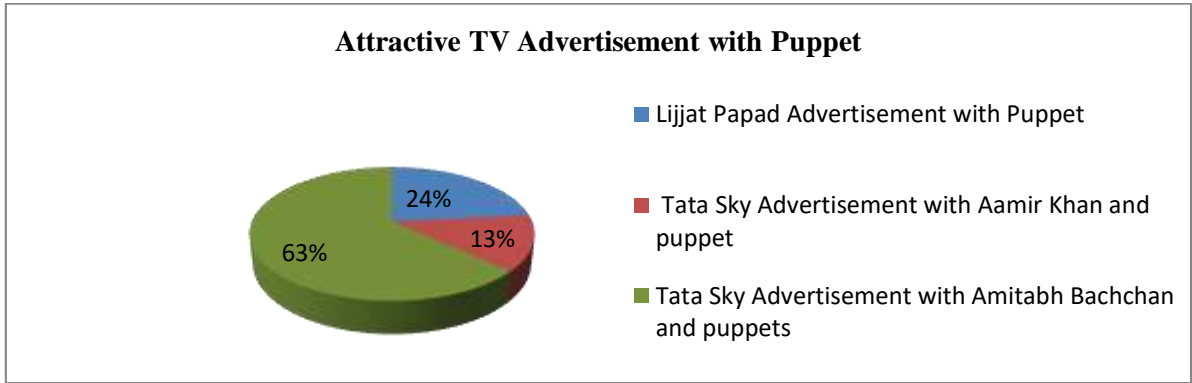


Figure 4: Attractive TV Advertisement with Puppet

**Popular TV Advertisement with Puppet:**

Lijjat Papad Advertisement with Puppet 86% of respondents said it the most popular in respondents’ family and friends as compeer to other two. Although, Tata Sky Advertisement with Aamir Khan and Puppet: Only 4% of individuals consider this the most popular. Furthermore, Tata Sky Advertisement with Amitabh Bachchan and Puppets: 10% of respondents think this is the most popular.

In the FGD, a respondent said that it seems the popularity of the Lijjat Papad Advertisement with a puppet might not solely stem from Indian film actor power but rather from the unique and engaging use of puppetry. It goes to show the strength of creative techniques like puppetry in marketing.

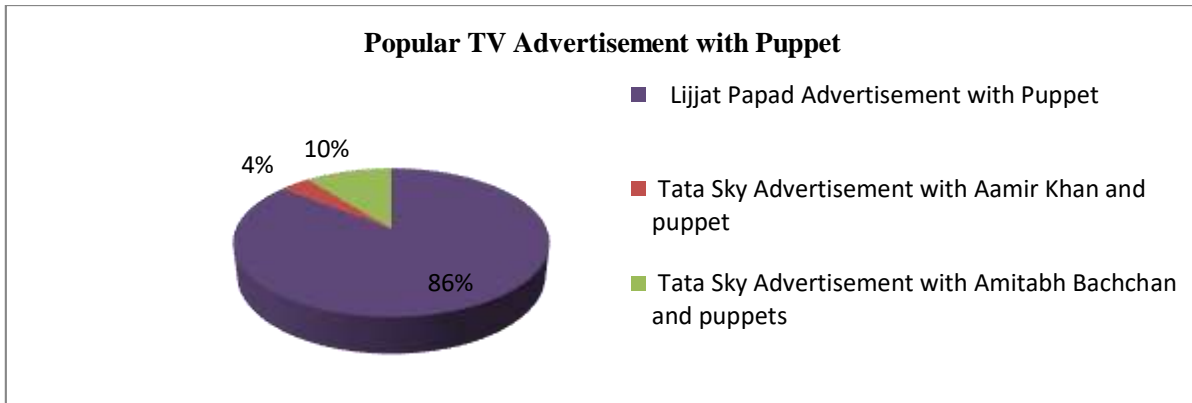


Figure 5: Popular TV Advertisement with Puppet



## CONCLUSION / RECOMMENDATIONS:

Based on the focus group discussion and survey outcomes provided earlier, it's evident that the gathered results exhibit consistent patterns in the responses acquired during the interview sessions. This forms a strong and credible foundation for the data collected from the participants. The data suggests that the Lijjat Papad advertisement with puppets was favored by 84% of respondents, while 86% preferred it when compared to other advertisements among their family and friends. This indicates a strong positive response to that particular advertisement.

However, despite the popularity of puppet-based ads, it's interesting to note that 63% of respondents found the Tata Sky advertisement featuring Amitabh Bachchan with puppets to be the most attractive among the three puppet-based TV advertisements. This could imply that the presence of a renowned figure like Amitabh Bachchan might have influenced the appeal of the advertisement.

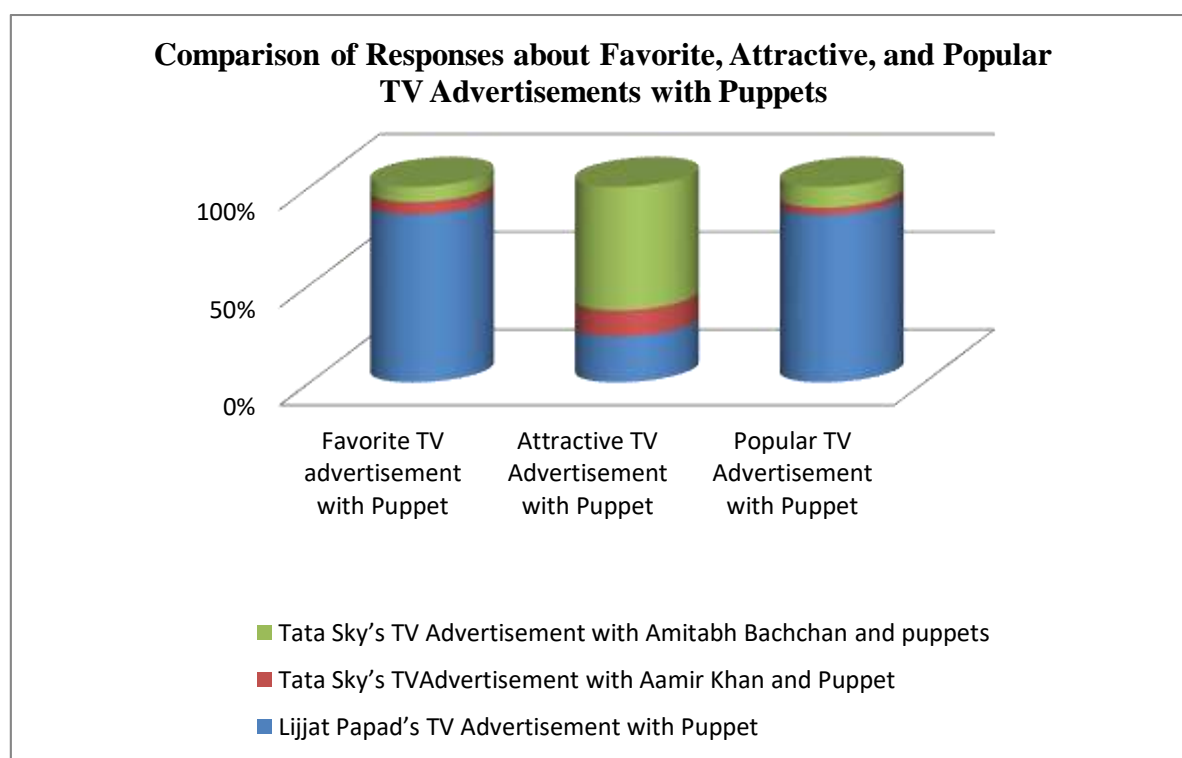


Figure 6: Comparison of Responses about Favorite, Attractive, and Popular TV Advertisements with Puppets

In order to do revival of traditional puppet dying art, wider use of puppetry in TV advertisement, education and entertainment industry is highly needed. Puppets indeed serve as valuable tools for teaching and learning across various educational levels. Their versatility makes them adaptable to different subjects and age groups. In early childhood education,

puppets can aid in teaching language, social skills, and basic concepts. Consider incorporating puppetry into higher-level studies, utilizing it in sophisticated contexts like science communication and storytelling. The interactive features of puppetry have the potential to captivate attention, promote active participation, and significantly enhance the overall learning experience. This approach proves to be an excellent method for simplifying intricate subjects, creating a dynamic and memorable educational environment. Moreover, the use of puppetry frequently sparks creativity and imagination, benefiting both educators and students. Embracing puppetry in advanced studies can contribute to a more engaging and enriching educational journey for all involved.

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## Chapter: 12

### Gender based Analysis of Mathematics Achievement of Secondary School Students in relation to their Psychological Capital and Mathematical Anxiety

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**Abstract:** Numerous psychological elements including intelligence, learning habits, mathematical anxiety, self-confidence, and academic stress etc. have a significant impact on students' mathematics achievement. Out of these, psychological capital can be a significant factor. Further, mathematical anxiety can also affect badly the performance in mathematics. In the present study, we have studied thoroughly the effect of mathematical anxiety and psychological capital on mathematics achievement of secondary school students. For statistical analysis, the mean, coefficient of correlations and the t-values have been calculated to understand the relationships between the chosen variables. Further, the comparison and analysis have been made on the basis of gender. On computing the coefficients of correlation, the positive effect of psychological capital and the negative effect of mathematical anxiety have been found on mathematics achievement of male and female students. No significant difference among mathematics achievement and mathematical anxiety of male and female secondary school students has been found in the study. However, in terms of psychological capital, they are found to differ from each other.

**Keywords:** Mathematics Achievement; Mathematical Anxiety; Psychological Capital

### Introduction

Excellence in every field of study requires a strong foundation in mathematics. It is a powerful tool for global communication and it also acts as a bridge that connects the various disciplines. In the global context, mathematics increases the logical thinking in students and makes the other related subjects also interesting.

The science of mathematics is concerned with the logic of quantity, shape and arrangement. Mathematics can be defined as the branch of knowledge that studies numbers, forms, abstract structures, and order relationships. The understanding of mathematics is must due to increasingly complex demands from societies throughout the globe, which requires advanced mathematical solutions, as mentioned by mathematician Raymond L. Wilder. Concerning the

importance of mathematics education in schools, the National Policy on Education - 1986 emphasizes that mathematics should be mandatory for all students in their first ten years of schooling and that mathematics should be viewed as a vehicle for training a child to think, reason, analyze and articulate logically.

### ***A. Mathematics Achievement***

Van den Aardweg (1988) defined achievement as "a product which can be measured by means of achievement tests. Achievement is associated with mental success." Reber (1985) explained achievement as "accomplishment or the attaining of a goal." Mathematics achievement is the performance of pupils in mathematics as determined by the magnitude of scores gained in mathematics tests and examinations. The mathematics achievement of students is greatly affected by many psychological factors like intelligence, learning habits, mathematical anxiety, motivation, concentration, self-confidence and academic stress. Out of these, mathematical anxiety is a prominent one as it is a feeling of tension and apprehension. In fact, it is the ratio of "tension felt" by a pupil to the "support available".

Ma and Kishore (1997) in their study concluded that the students can learn effectively only when they are aware of what they have to learn which results in their better performance in mathematics. Juter (2005) found that the performance of the students with a positive attitude was better in solving limit problems. Agnihotri (2015) conducted a comparative study of learning and thinking styles and academic achievement of secondary school students in smart schools and government schools and found no gender difference on academic achievement. Barroso et al. (2021) provided the evidence of negative impact of math anxiety on math achievement and emphasized the need for devising ways to upgrade this relationship. Ran et al. (2022) conducted a meta-analysis of the impact of technology on mathematics instruction and its effect on student mathematics achievement and found that technology has a minor but positive effect on student achievement in mathematics.

### ***B. Psychological Capital***

Psychological capital predicts a wide range of work-related behavioral and attitudinal outcomes. Individual's capabilities and qualities which can enhance the positive mindset constitute psychological capital. Luthans coined the term psychological capital in 2006. A person with a high level of psychological capital has more consistent behavior. During adolescence, many changes occur in a person's life. Some of them are unable to deal with all of the challenges because they lack in strong life skills. Psychological capital is the HERO feeling in a person. HERO is an acronym for four elements of psychological capital that stands for i.e. Hope, Efficacy, Resiliency, and Optimism.

Pan and Zhou (2009) through the regression analysis showed that psychological capital is a positive contributor towards psychological well-being. The results of Miele and Molden's study (2010) proved that fixed mindset people possessed low self-efficacy when they are challenged, whereas the growth mindset people showed higher self-efficacy when they had devoted more time to a particular task. Jafri (2017) concluded that there is a positive and significant relationship between psychological capital, engagement and motivation of college students. An Iranian study of Saeid and Eslaminejad (2017), conducted on undergraduate students, found a significant impact of self-efficacy on students in order to achieve their academic goals. The study of Geremias et al. (2022) underscored the importance of psychological capital in academic settings and suggested that psychological capital profiles can have differential effects on the learning outcomes of the students.

### ***C. Mathematical Anxiety***

Mathematical anxiety has been found to be negatively related to mathematics achievement both because it leads to avoidance of math and disrupts the working memory resources of the students for solving difficult math problems at the moment (Ashcraft (2002), Ashcraft and Kirk (2001), Hembree (1990), Lyons and Beilock (2012)). Siaw et al. (2021) showed that there was a weak positive correlation between student' anxiety levels and the students mathematics performance in their final examination.

The literature reviews emphasized that mathematics achievement is dependent on the variables like psychological capital and mathematical anxiety. In the present study, we plan to perform a statistical analysis of the mathematics achievement of secondary school students in relation to their mathematical anxiety and psychological capital.

### **Objectives**

The following objectives were set to examine the relationship between mathematics achievement and psychological capital.

1. To find out the relationship between mathematics achievement and psychological capital of male secondary school students.
2. To find out the relationship between mathematics achievement and psychological capital of female secondary school students.
3. To find out the relationship between mathematics achievement and mathematical anxiety of male secondary school students.
4. To find out the relationship between mathematics achievement and mathematical anxiety of female secondary school students.

5. To compare the mathematics achievement, psychological capital and mathematical anxiety of male and female secondary school students.

### **Hypotheses of the study**

- H<sub>01</sub>** There exists no significant relationship between mathematics achievement and psychological capital of male secondary school students.
- H<sub>02</sub>** There exists no significant relationship between mathematics achievement and psychological capital of female secondary school students.
- H<sub>03</sub>** There exists no significant relationship between mathematics achievement and mathematical anxiety of male secondary school students.
- H<sub>04</sub>** There exists no significant relationship between mathematics achievement and mathematical anxiety of female secondary school students.
- H<sub>05</sub>** There exists no significant difference in mathematics achievement of male and female secondary school students.
- H<sub>06</sub>** There exists no significant difference in psychological capital of male and female secondary school students.
- H<sub>07</sub>** There exists no significant difference in mathematics anxiety of male and female secondary school students.

### **Research Design**

To find out the relationship of variables such as psychological capital and mathematical anxiety on mathematics achievement of secondary school students, and to see the effect of gender on mathematics achievement, psychological capital and mathematical anxiety of these students, the means, coefficients of correlation and t-values have been computed and compared in the study. It is worth to mention that the factorial design is usually employed to study the relationship between two or more independent variables operating simultaneously.

### ***Identification and selection of students for study***

In order to conduct the present study, six schools from two district of Haryana state (Jhajjar and Hisar) were selected. For their selection, simple random sampling method was employed. Out of the selected schools, the investigation was carried out on 250 students (140 males and 110 females) of these schools. The mathematics achievement test, Psychological Capital Assessment Scale and Mathematical Anxiety Scale (MAS) were administered on this sample and segregated under two groups i.e. male and female.

### ***Instrumentation***

The three instruments were used to collect data from the respondents. These are as follows:

- (i) **Mathematics Achievement Test (MAT)** was developed by the investigator. It was made

from half of the NCERT syllabus of mathematics of Class X. For each correct/wrong question, one/zero mark was awarded to the respondent. It has 50 multiple choice questions of equal marks. The maximum score of this test was 50.

**(ii) Mathematical Anxiety Scale (MAS)** by Mahmood and Khatoon (2012).

The Mathematical Anxiety Scale (MAS) has 14 statements which are designed to measure the mathematics anxiety of the students of secondary or senior secondary school. It is a bi-dimensional and shorter instrument having 7 positive and 7 negative items. It is a 5-point Likert type test that can assess positive as well as negative dimensions of mathematics anxiety. This tool can produce two outcomes (i) the concern about doing well in mathematics and (ii) strong negative reactions to mathematics. The range of scores of an individual respondent was from 15-70 with low/high scores would indicate low/high mathematical anxiety.

**(iii) Psychological Capital Assessment Scale** by Rani and Choudhary (2018).

The Psychological Capital Assessment scale contains 34 items in total. These 34 items were distributed among four dimensions of Psychological Capital such that 8 items for Hope, 9 for Efficacy, 9 for Resiliency, and 8 for Optimism. The total score of an individual respondent was varied from 35 to 170. The higher total score reflects a higher level of Psychological Capital and Vice-versa.

### **Statistical Technique**

The following statistical techniques were used to analyse the data:

1. Mean
2. Standard Deviation
3. Coefficient of Correlation
4. -test

### **Results and Discussion**

In order to study objectives 1 and 2, the null hypotheses  $H_{01}$  and  $H_{02}$  were formulated, respectively. The values of coefficients of correlation ( $r$ ) between (i) Mathematics achievement and Psychological Capital and (ii) Mathematics achievement and Mathematical Anxiety of the studied samples are listed in Table 1.

**Table 1: Coefficients of Correlation (r) between Mathematics achievement (MAc), Psychological Capital (PC) and Mathematical Anxiety (MANx) of Secondary School Students**

Sr. No.	Variables	N		r (MAc-PC)		r (Mac-MANx)	
		Male	Female	Male	Female	Male	Female
1.	Mathematics Achievement	140	110	0.88	0.84	-0.85	-0.73
2.	Psychological Capital						
3.	Mathematical Anxiety						

It is evident from Table 1 that the coefficient of correlation (r) between mathematics achievement and psychological capital of male secondary school students is **r (Mac-PC) = 0.84** which is positive and significant. So, the null hypothesis **H<sub>01</sub>** stands rejected. The magnitude of **r (Mac-PC)** indicates that psychological capital is positively correlated with mathematics achievement of secondary school students. In the similar way, for female secondary school students **r (Mac-PC)** is found to be 0.88 which is positive and significant. So, the null hypothesis **H<sub>02</sub>** also stands rejected. So, it can be concluded that a high level of psychological capital increases the mathematics achievement of both male and female students. The finding of the study is in line with the finding of Irfan et al. (2020) in which psychological capital was demonstrated as a positive resource of students' academics.

Further, the coefficient of correlation (r) between mathematics achievement and mathematical anxiety of male secondary school students is -0.85 which is negative and not significant. Therefore, the null hypothesis **H<sub>03</sub>** stands accepted. The magnitude of **r (Mac-MANx)** indicates that mathematical anxiety is negatively correlated with mathematics achievement of secondary school students. In the similar way, for female secondary school students, **r (Mac-MANx)** is found as -0.73 which is negative and not significant. So, the null hypothesis **H<sub>04</sub>** stands accepted. Therefore, it can be concluded that higher is the mathematical anxiety, lower will be the mathematics achievement of both male and female students. This finding is supported by Ashcraft and Kirk (2001) who demonstrated that high mathematics anxiety was associated with smaller working memory capacity, and consequently poor performance in mathematics.

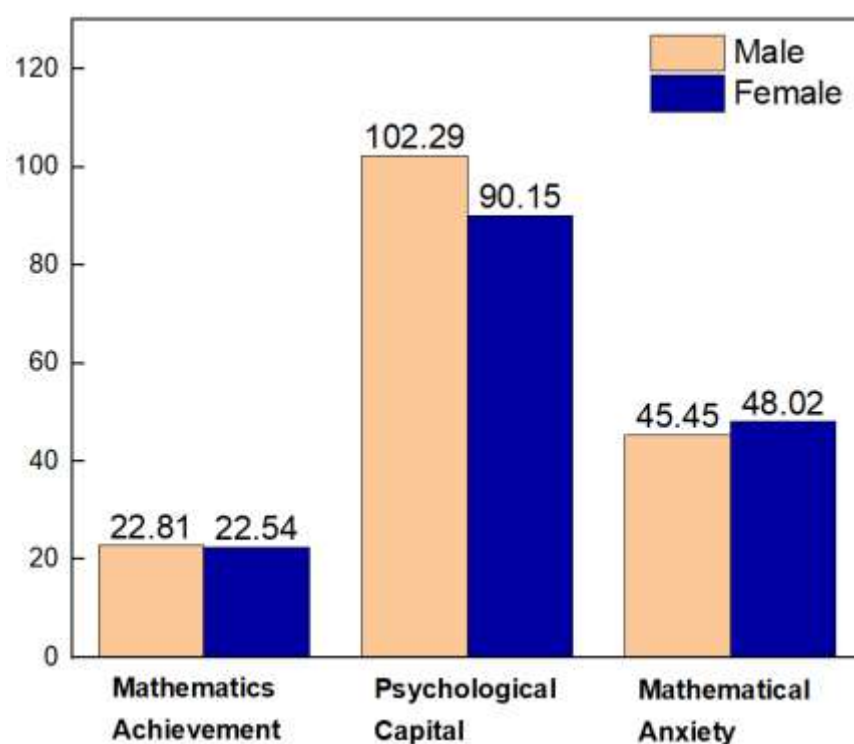
To study the comparison of the mathematics achievement, psychological capital and mathematical anxiety of secondary school students on the basis of **gender** (objective 5), the null hypothesis **H<sub>05</sub>-H<sub>07</sub>** was formulated. To test the corresponding null hypothesis, Mean, Standard Deviation and t-values of the scores obtained from mathematics achievement test,



psychological capital assessment scale and mathematical anxiety scale of secondary school students were calculated. The results are presented in Table 2. The mean values of the students on the basis of gender are also plotted in Fig. 1 for comparison.

**Table 2: Descriptive statistics related to the Mathematics achievement, Psychological Capital and Mathematical Anxiety of male and female secondary school students**

Dependent Variables	Groups	N	Mean	SD	t-value
Mathematics achievement	Male	140	22.81	14.30	0.16
	Female	110	22.54	14.01	
Psychological Capital	Male	140	102.29	36.32	2.80
	Female	110	90.15	36.27	
Mathematical Anxiety	Male	140	45.45	13.40	1.37
	Female	110	48.02	9.11	



**Figure 1: Mean Scores for Mathematics Achievement, Psychological Capital and Mathematical Anxiety of Secondary School Students on the basis of on the basis of gender**

It is evident from Table 3 that the calculated t-value (0.16) for mathematics achievement is less than the table values i.e. 1.97 at 0.05 level of significance. Thus, the null hypothesis  $H_0$  stands accepted. Hence, male and female students do not differ in mathematics achievement. It can

be concluded that male and female students are almost equal achievers in mathematics. Further the t-value (2.80) for psychological capital is more than the table value i.e. 1.97 at 0.05 level. So, the null hypothesis  $H_{06}$  stands rejected. Hence, male and female students differ in psychological capital. Lastly, the t-value (1.37) for mathematical anxiety is less than the table value of 1.97 at 0.05 level. Therefore, the null hypothesis,  $H_{07}$  stands accepted. Hence, male and female students do not differ in terms of mathematical anxiety. It can be concluded that both male and female students possess similar mathematical anxiety to understand mathematics concepts.

### **Conclusion and Future implications**

Mathematical anxiety is an extreme emotional feeling for understanding mathematics and performing in it. The students suffering from it believe always that they cannot solve mathematical problem and unable to score good in mathematics. Further, the psychological capital, including self-efficacy, optimism, hope, and resilience, can have a positive impact on mathematics achievement. The students with higher psychological capital try to solve the mathematics problems with positivity, confidence, and great enthusiasm. It can lead to enhance study habits and problem solving skills, and hence, improvement in mathematics performance. The present findings provide valuable insights into the intricate interaction between psychological capital and mathematical anxiety and throw light on their impact on the performance of secondary students in mathematics. Upon analysis using coefficients of correlation, we found that high level of psychological capital increases the mathematics achievement of the students whereas the higher level of mathematical anxiety leads to decrease it. On the basis of gender, it is concluded using t-values that male students are almost equal achievers in mathematics and have similar mathematical anxiety. Further, we noticed that male and female students differ in psychological capital. By analyzing the psychological capital and mathematical anxiety, the teachers and stakeholders can support the students in a better way to increase their potentials in mathematics concepts and knowledge. The present research will be helpful to enhance the understanding of the diversified factors which can influence mathematics achievement of secondary school students and will contribute in the development of new effective educational strategies.

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**Chapter: 13****Qualitative Research Approaches in Social Sciences****Vipul Kumar Gautam<sup>1</sup> and Jaya Gautam<sup>2</sup>**<sup>1</sup>Assistant Professor, Department of Tour & Travels, Government College Una (HP)<sup>2</sup>Ph.D. Scholar, Department of Education, University of Lucknow

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**Abstract:** This article presents a comprehensive exploration of commonly utilized qualitative research methods in the social sciences. Covering essential methodologies such as ethnography, phenomenology, grounded theory, case study, content analysis, and ethnomethodology, the article delves into their ontological and epistemological foundations, objectives, applications, and specific approaches to sampling, data collection, and analysis. The discussion navigates the constructivist and interpretive paradigms that underlie these methods, emphasizing the subjective understanding of human behaviour within socially constructed realities. Each method's unique objectives are delineated, from unravelling social order construction in ethnography to exploring individual lived experiences in phenomenology and developing theories grounded in qualitative data in grounded theory. The article highlights the practical application of these methods in social science. Emphasizing the flexibility and purposive nature of sampling, coupled with iterative data analysis techniques, the article underscores the common thread uniting these approaches. It emphasizes the profound significance of these qualitative methods in unravelling intricate social phenomena that defy easy quantification, ultimately contributing to a nuanced understanding of the dynamic facets of the human condition in the field of social research.

**Keywords:** Qualitative research, Ethnography, Phenomenology, Grounded Theory, Case Study, Content Analysis, Ethno-methodology, Narrative Research.

**Introduction**

Qualitative research methodology in the social sciences is firmly grounded in a philosophical perspective that embraces hermeneutic, constructivist, and interpretive philosophies. It diverges from the reductionist approach of quantifying human experiences, beliefs, and behaviours, recognizing their nuanced and multifaceted nature. This methodology aligns with an ontological and epistemological understanding that acknowledges the richness of subjective meanings and interpretations in the human world. It emphasizes that the subjective realm of individuals and communities cannot be reduced to mere quantifiable data. Qualitative research, at its core, seeks to reveal the essence of human existence by delving into the intricacies of culture, society, and individual lives.

Qualitative research finds its foundation in distinct research paradigms, which offer comprehensive frameworks encompassing ontology, epistemology, and research methodology. Three prominent paradigms prevalent in qualitative research include the post-positivist perspective, the constructivist paradigm, and the interpretivist approach (Antwi & Hamza, 2015). The post-positivist perspective emphasizes objectivity and empirical observation, aiming to uncover generalizable truths while minimizing subjectivity and bias. This paradigm often employs structured data collection methods, prioritizing replicable findings (Ryan, 2006). In contrast, the constructivist paradigm contends that reality is subjective and socially constructed, with researchers exploring individual and collective interpretations through methods like participant observation and in-depth interviews (Lauckner et al., 2012). The interpretive approach focuses on understanding the meaning and significance of human experiences, valuing unique perspectives and utilizing methods like narrative analysis and content analysis to delve into the complexities of interpretation (Williamson, 2006). Despite the apparent dichotomy between interpretive and positivist paradigms, the distinction is not always as stark. Some qualitative approaches, like grounded theory or classic content analysis, may incorporate positivist influences, while certain quantitative methods might include interpretive elements, such as open-ended survey questions (Hennink, 2020). These paradigms serve as different lenses shaping researcher's perspectives on the research process, influencing the choice of methods and guiding the philosophical underpinnings that drive their studies. The terms "positivist" and "empiricist" align with "quantitative", while "naturalistic" field research, "ethnographic", "interpretivist", and 'constructivist' are sometimes synonymous with "qualitative".

The concept of a research paradigm finds its roots in the influential work of Thomas Kuhn, notably presented in "The Structure of Scientific Revolutions" in 1962. Kuhn's ideas have since been embraced and adapted in the social sciences, where researchers engage in a continuous process of shifting paradigms as they seek new insights and perspectives. The importance of selecting a paradigm for a research study cannot be overstated. The chosen paradigm forms the foundation upon which research designs and methodologies are constructed. As Easterby-Smith et al. (2002) emphasize, the paradigm establishes the philosophical basis for the research, shaping how researchers conceptualize and conduct their studies. Furthermore, it profoundly influences the purpose, motivation, and anticipated outcomes of the research, setting the direction for the entire research endeavour, including the research questions, methods, and interpretations. Within the qualitative research paradigm, researchers actively engage with their subjects, recognizing their own subjectivity and the reciprocal relationship

with the subjects of study. It is an immersive process that goes beyond mere data collection, inviting researchers to engage in dialogues and explore the depths of human experiences. This method acknowledges that there is no single objective truth but rather a tapestry of realities shaped by the perspectives of the participants. As Aspers and Corte (2019) aptly define it, *“qualitative research is an iterative process in which improved understanding within the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied”*.

Qualitative research methodology in the social sciences reflects a philosophical commitment to embracing the complexity and diversity of the human experience. It provides a lens to understand and appreciate the multifaceted nature of human society and culture, recognizing the significance of individual and collective narratives in constructing our understanding of the social world. This methodology operates within specific research paradigms, which, as paradigms tend to do, significantly shape the research process and outcomes. Popular qualitative research approaches, such as “Ethnography, Phenomenology, Grounded Theory, Case Study, Content Analysis, Ethno-methodology, and Narrative Research”, offer practical frameworks through which researchers explore the intricate tapestry of human experiences, cultures, and social phenomena. In this interconnected landscape, research is an evolving journey that moves through various paradigms and methodologies, with qualitative research occupying a central and indispensable position.



**Figure: Qualitative research approaches in Social Sciences**

### **1. Ethnographic Research Design:**

The term "ethnography" has its linguistic roots in ancient Greek, originating from "ethnos", meaning "folk, people, nation", and "grapho", signifying "I write". Historically, it encompassed how ancient authors described and analyzed foreign cultures, tracing its etymological and methodological origins. Ethnography, as a qualitative research design, however, is indebted to pioneering anthropologists such as Franz Boas, Bronislaw Malinowski, Alfred Radcliffe-Brown, and Marcel Mauss. These four figures are collectively referred to as

the founding fathers. The methodology was further propagated through the seminal works of anthropologists like Margaret Mead, Claude Levi-Strauss, Clifford Geertz, Ruth Benedict, Marvin Harris, and Michel Foucault, reflecting its diverse evolution from ancient origins to contemporary applications in various academic fields

Ethnography, as a qualitative research design, is fundamentally dedicated to gaining a profound understanding of specific cultures or social groups by immersing researchers in the field. It is a systematic method that focuses on studying people and their cultures, with a particular emphasis on comprehending their perspectives and experiences. This approach finds extensive utility and application across diverse academic disciplines. For instance, Classical ethnography involves detailed, holistic descriptions of cultures, Critical ethnography emphasizes social and political critique, interpretive ethnography delves into the interpretation of cultural practices, Auto-ethnography combines personal experience and cultural analysis, and Digital ethnography explores the impact of digital technology on societies. These different types of ethnography provide nuanced approaches for exploring the intricate tapestry of human experiences and cultures.

### **Ontology and Epistemology:**

Ethnographers engage in a profound exploration of the intricate nature of reality and existence, embracing an ontological framework rooted in relativism. This ontological perspective underscores the recognition that distinct cultures and social groups inhabit their unique, culturally embedded realities and worldviews (Atkinson, 2007). It necessitates a departure from the pursuit of a singular, objective reality in favour of embracing the multiplicity of socially and culturally situated realities.

Aligned with this ontological orientation, ethnography predominantly adheres to a constructivist or interpretive epistemology. This epistemological paradigm acknowledges knowledge as a socially constructed entity, avoiding claims of absolute objectivity (Levers, 2013). It postulates that a genuine understanding of a culture or social group mandates a comprehensive exploration of the subjective experiences and interpretations held by the individuals under scrutiny. Collectively, these dual perspectives on ontology and epistemology constitute the foundational underpinnings of ethnography, equipping researchers with the tools required to delve into and interpret the intricate and multifaceted tapestry of human cultures and social phenomena. Ethnography is grounded in ontological orientations that emphasize the complex and ever-changing nature of human realities. Epistemologically, it embarks on open-ended exploratory endeavours to gain insights into these intricate realities, without



predetermined hypotheses aimed at proving or disproving objective social facts (Whitehead, 2005).

**Objective and Application:**

Ethnographic research is mainly geared towards providing a profound understanding of the culture, practices, and perspectives within the group under examination. It seeks to offer a comprehensive and detailed portrait of a specific social context, making it a versatile approach with applications across fields like anthropology, tourism, sociology, education, healthcare, and business. It serves as a valuable tool for investigating a wide range of topics, from the dynamics of small communities to the inner workings of larger organizations and institutions. Ethnography excels in situating cultural phenomena within their natural contexts, shedding light on customs and rituals, understanding human behaviour and interactions, and unravelling the layers of meaning within cultural symbols and artefacts (Mayra, 2008). Moreover, the insights gleaned from ethnographic research are instrumental in shaping effective policies and programs, making it a significant method for both scholarly inquiry and practical implementation. Ultimately, ethnography offers a means to explore and elucidate the multifaceted aspects of human culture and society.

**Sampling and Data Collection:**

Ethnographic research primarily relies on purposeful sampling, which involves selecting individuals with expertise within the culture or social group under investigation. In many instances, the sample size remains quite small, occasionally consisting of just a single key informant (Moser & Korstjens, 2018). This highlights the fundamental importance of deeply immersing oneself in the community's natural setting for an extended period (Higginbottom, 2004). Such immersive engagement not only fosters a profound understanding of the culture but also builds trust and rapport with the participants. Key informants play a crucial role in facilitating access to the study population and contribute valuable insights into cultural practices. The purposive sampling strategy is a conscious selection process, where subjects or elements are chosen based on their affiliation with the group or subculture under investigation. Additionally, ethnographers may employ snowball sampling, which involves participants recommending additional interviewees (ibid).

These comprehensive data collection and sampling techniques significantly enhance the value of ethnographic research, making it an invaluable approach for gaining insights into the intricate aspects of complex cultural and social phenomena. The core data collection methods in ethnography encompass participant observation, interviews that encompass descriptive, structural, and contrastive questions, and documentary analysis (Reeves et al., 2013). Among

these methods, participant observation stands out as particularly effective in providing profound insights into the culture's practices, values, and social dynamics. Given the unique nature of ethnographic research, specifying the sample size in advance can often be impractical, making the entire subculture or group the de facto sample size.

### **Data Analysis:**

In ethnography, the analysis of data is a continuous and integral part of the entire research process. It doesn't conform to a distinct, isolated stage; instead, it permeates the research journey from the early pre-fieldwork phase, where research problems are formulated and clarified, to the subsequent stages involving the crafting of reports, articles, and books. It's crucial to emphasize that there is no prescribed formula or foolproof recipe for the analysis of ethnographic data (Seale, 2017). Instead, it is a dynamic and flexible endeavour, adapting to the specific context and nuances of each ethnographic study. The process of data analysis, as outlined by Atkinson (2007) and Seale (2017), is a multi-faceted journey that begins with the formulation and clarification of research problems during the pre-fieldwork phase and continues through the entire research endeavour in ethnography research. It unfolds as researchers immerse themselves in the field, documenting data in various forms such as analytic memos, fieldwork journals, and their own evolving ideas and hunches. However, the fragmentary nature of ethnographic data can introduce challenges related to data interpretation and representativeness due to missing information. To address this, the process involves generating preliminary concepts that make sense of the social setting. These initial conceptualizations provide a loose collection of orienting categories for approaching the field. As the analysis progresses, these sensitizing concepts are transformed into definitive concepts, creating a stable set of categories for systematic data coding and analysis. The constant comparison method is pivotal in this phase, allowing for the differentiation of categories and the establishment of subcategories through a systematic sifting and comparison of data. Ultimately, this process aims to discover grounded theory, offering a revealing purchase on the data. While grounded theory development is a primary goal, it's worth noting that data analysis in ethnography acknowledges the constructive role of theory, common sense, and other assumptions in structuring observations. This comprehensive approach ensures a rigorous and insightful analysis of the intricate and multifaceted data inherent in ethnographic research.

## **2. Phenomenological Research:**

Phenomenology is a philosophical and research approach that delves into the intricate realm of human consciousness and subjective experiences. It seeks to unveil the essence of these experiences and how individuals derive meaning from their interactions with the world.

Developed by Edmund Husserl in the early 20th century, phenomenology laid the foundation for a diverse range of approaches and interpretations within its framework. Major phenomenologists, such as Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty, expanded upon Husserl's ideas, each offering their unique perspective on the nature of human existence (Gautam & Sundararaman, 2021). These variations within phenomenology have given rise to several types, including transcendental phenomenology, existential phenomenology, and hermeneutic phenomenology. Transcendental phenomenology, influenced by Husserl, explores the fundamental structures of consciousness and its relationship to the world, aiming to identify the universal aspects of human experience. Existential phenomenology, as exemplified by Heidegger and Sartre, focuses on individual existence and the experience of being-in-the-world, emphasizing themes of freedom, choice, and authenticity. Hermeneutic phenomenology, advanced by scholars like Merleau-Ponty, underscores the interpretive and culturally embedded nature of human experience, emphasizing the importance of context and context in shaping our understanding of the world (Kafle, 2011). These variations collectively enrich the phenomenological tradition, making it a valuable approach for probing the depths of human subjectivity and experience in diverse academic disciplines.

### **Ontology and Epistemology:**

Ontology of Phenomenology centres on the nature of reality and how it is experienced by individuals, with various traditions offering unique interpretations. Transcendental phenomenology, inspired by Edmund Husserl, explores the fundamental structures of consciousness and its connection to the world. It strives to identify the universal aspects of human experience, emphasizing the intentional relationship between a person's consciousness and the objects of their experience (Gautam & Sundararaman, 2021). In contrast, existential phenomenology, exemplified by philosophers like Martin Heidegger and Jean-Paul Sartre, shifts the focus toward individual existence and the experience of being-in-the-world. This tradition highlights themes of freedom, choice, and authenticity, emphasizing the subjective nature of knowledge and the significance of the first-person perspective (Cerbone, 2014). Hermeneutic phenomenology, championed by philosophers like Maurice Merleau-Ponty and Hans-Georg Gadamer, underscores the interpretive and culturally embedded nature of human experience. It emphasizes the role of context and language in shaping our understanding of the world, enriching the exploration of how individuals create, interpret, and relate to their lived reality within the phenomenological framework (Sloan & Bowe, 2014).

Epistemology of Phenomenology places a strong emphasis on the subjectivity of knowledge and the first-person perspective. It contends that the understanding of reality and knowledge is rooted in the consciousness of individuals. Researchers employ a process known as "bracketing" or "epoche" to suspend their own preconceptions and biases, engaging with the phenomenon as it is experienced by participants (Cerbone, 2014). In transcendental phenomenology, this approach allows for a focus on subjective, first-person accounts and interpretations while emphasizing the subjectivity of knowledge by employing the "Verstehen" technique. Transcendental Phenomenology posits that reality exists within the realm of the knower, manifesting in their consciousness. This perspective aligns with Cartesian Dualism, emphasizing the separation between mind and body, as individuals navigate the external world of objects. It addresses the question of "how do we know what we know", falling under a (Post) Positivist paradigm (Neubauer et al. 2019; Beck, 2013). Existential phenomenology, on the other hand, retains its focus on the importance of the first-person perspective, underlining the individual's experience of being-in-the-world. Hermeneutic phenomenology, in contrast to transcendental phenomenology, holds the view that the act of bracketing is not feasible. According to this perspective, researchers are intrinsic to the research process, actively engaging in reflexivity as they seek to uncover the structure and essence of the experience. Hermeneutic phenomenology falls within Interpretive and Constructivist paradigms, aiming to understand the experience as it is lived and experienced by the participants (Latif, 2010).

These various traditions collectively contribute to the exploration of subjective experiences, interpretations, and the foundations of knowledge in the phenomenological framework, enriching our understanding of the complex interplay between ontology and epistemology in this philosophical discipline.

### **Objective and Application:**

The objectives and applications of phenomenology cover a broad spectrum, drawing from various types within the phenomenological tradition. Transcendental phenomenology, rooted in Edmund Husserl's work, seeks to understand the essential structures of consciousness and their connection to the world. Its objective is to uncover the universal aspects of human experience, making it applicable to fields such as psychology, Management, Tourism, Nursing etc., where it aids in grasping the core components of consciousness (Gautam & Sundararaman, 2021). Existential phenomenology, exemplified by thinkers like Martin Heidegger and Jean-Paul Sartre, focuses on individual existence and the experience of being-in-the-world. Its objective is to delve into themes of freedom, choice, and authenticity, making it particularly relevant in psychology, counselling, and philosophy (Cerbone, 2014).

Hermeneutic phenomenology, championed by scholars such as Maurice Merleau-Ponty, Martin Heidegger emphasizes the interpretive and culturally embedded nature of human experience. Its objective is to reveal the role of context and language in shaping understanding (Sloan & Bowe, 2014). These diverse phenomenological traditions collectively serve as a valuable approach for exploring the essence of human experiences and the intricacies of subjective interpretations across various academic disciplines.

### **Sampling and Data Collection:**

Phenomenological research design encompasses a variety of traditions, each shaping its approach to sampling and data collection. Transcendental phenomenology, influenced by the philosophy of Husserl, frequently employs purposeful or snowball sampling methods. This ensures that participants possess direct experience of the phenomenon under investigation. In this tradition, researchers prioritize in-depth interviews or reflective journaling to capture intricate descriptions of individual experiences, as noted by Gautam & Sundararaman (2021). Existential phenomenology, following the philosophies of Heidegger and Sartre, similarly relies on in-depth interviews as the primary data collection method. The objective here is to delve into the unique essence of individual experiences. In contrast, hermeneutic phenomenology, as championed by Merleau-Ponty, highlights interpretive and culturally embedded aspects. It often involves a smaller sample size and employs a combination of interviews alongside other sources like texts or visual materials to offer insights into the contextual dimensions of the phenomenon, as discussed by Sloan and Bowe (2014).

However, it is worth noting that within phenomenological research, there is no universally agreed-upon number of participants. Instead, scholars emphasize that the sample size should be driven by the concept of data saturation. This is the point at which researchers no longer identify new themes or insights emerging from additional participants, as observed in the work of Glaser and Strauss (1967). Recommendations for sample size can vary, with Boyd (2001) suggesting that saturation can be reached with as few as two to ten participants, Creswell (2013) advocating for extensive interviews with up to ten subjects, and Dukes (1984) proposing a range of three to ten participants. Consequently, it is common for researchers to work with a sample size of approximately ten participants (Gautam & Sundararaman, 2021). In terms of data collection methods, the literature and scholarly consensus highlight the utility of unstructured or semi-structured approaches. These provide the necessary flexibility to explore the intricate and multifaceted nature of subjective lived experiences (ibid). Thus, the various traditions within phenomenology, while distinct in their philosophical underpinnings,

all share the overarching goal of unravelling the essence of human experiences while adapting their data collection and sampling methods to align with their respective philosophical nuances.

### **Data Analysis:**

Phenomenological research as noted earlier encompasses various approaches, including transcendental, existential, and hermeneutic phenomenology, each guiding its unique data analysis process. Several well-known transcendental phenomenological methods have been influential in social science research. For instance, Van Kaam's method, Colaizzi's method, and Giorgi's method are notable examples. Van Kaam and Colaizzi's methods were later popularized by Clark Moustakas, sometimes recognized as the Heuristic phenomenological method. Giorgi, credited for developing descriptive phenomenology based on Husserl's work, has contributed significantly to the field (Gautam & Sundararaman, 2021). Colaizzi's seven-step method includes critical stages such as identifying significant statements, developing meanings, and thematizing invariant constituents (Beck, 2013). Van Kaam's method initially featured six steps but was later modified by Moustakas to include eight steps, emphasizing horizontalization, clustering, and constructing textual and structural descriptions. Giorgi's approach involves multiple readings, scientific attitude, and the transformation of life-world expressions into psychological expressions to synthesize a consistent psychological structure, known as essence (Giorgi, 2020). For hermeneutic phenomenology, two widely recognized methods are Van Manen's and the Interpretative Phenomenological Method (IPA) developed by Smith and his colleagues. Van Manen's approach comprises six interrelated steps, including reflecting on essential themes and maintaining a strong relationship with the phenomenon (Van Manen, 1990). In contrast, Smith's method involves steps like multiple readings, annotation of themes, and searching for connections among emergent themes (Smith et al., 2009). Hermeneutic phenomenology dismisses the notion of bracketing, concentrating on the firsthand experience rather than its conceptualization. In the context of hermeneutic phenomenology, researchers highlight the dialogical relationship between the entirety and individual components. Reliability and validity are typically termed trustworthiness in qualitative research, with scholars recommending measures like expert opinions, triangulation, validation, and rigorous methodology to establish it, despite some arguments against their relevance in phenomenology (Creswell, 2013).

### **3. Grounded Theory Research:**

Grounded Theory is a systematic research methodology used to develop and construct theories that are grounded in empirical data. It was developed by sociologists Barney G. Glaser and Anselm Strauss in the 1960s based on symbolic interaction (Higginbottom, 2004). Grounded

Theory is particularly popular in the social sciences, but it can be applied in various fields, including psychology, nursing, and management.

**Ontology and Epistemology:**

Grounded Theory reflects a constructivist epistemology that recognizes the subjectivity and socially constructed nature of knowledge (Marshall & Rossman, 2014). It holds that understanding the world and its phenomena is an interpretive process, shaped by the perspectives of those being studied. Grounded Theory also adopts a flexible ontology that aligns with its inductive approach, acknowledging that the realities and experiences under investigation may vary across different contexts and groups (Murphy et al., 2017). The researcher, in this framework, approaches the field with an open mind, without preconceived theories, and systematically constructs theories grounded in the empirical data. This interplay between constructivist epistemology and flexible ontology allows Grounded Theory to uncover rich, context-specific theories that are deeply rooted in the experiences and perspectives of the individuals within the studied social context.

**Objective and Application:**

The Grounded Theory approach serves as a systematic and rigorous method for generating theories grounded in empirical data, with a primary objective of comprehending the complexities of social phenomena (Marshall & Rossman, 2014). It places a premium on inductive reasoning, enabling the development of theories that emerge directly from the data, unburdened by preconceived notions or existing theoretical frameworks. Grounded Theory finds application across a diverse spectrum of disciplines, most prominently in sociology, psychology, management, nursing, and education, as well as in various areas of social and health sciences. Its versatility allows it to adapt to a multitude of research topics, ranging from exploring organizational behaviour in the business context to understanding patient experiences in healthcare settings. Its inherent capacity to unveil contextually relevant and data-driven theories makes Grounded Theory a potent research approach, invaluable for both theory development and practical application in the social sciences.

**Sampling and data collection:**

Sampling and data collection in the Grounded Theory research approach are intricately intertwined processes that serve as the bedrock of the method's inductive nature. Grounded Theory relies on theoretical sampling, allowing researchers to select participants and data sources strategically, and based on the emerging theory's needs rather than adherence to traditional sampling principles (Seale, 2017). Theoretical sampling as defined by Glaser and

Strauss (1967, p.45) is “*The process of data collection for generating theory whereby the analyst jointly collects, codes, and analyses his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges*”. This method ensures that the acquired data directly address the research objectives and play a role in advancing theoretical development. The iterative process of data collection, guided by constant comparison and theoretical sampling, supports the gradual evolution of the theory (Seale, 2017). Researchers immerse themselves deeply in the research context, conducting extensive interviews, observations, and document analysis to gather a wealth of data. The data collection process in Grounded Theory is not a one-time event; rather, it continues until data saturation is reached, meaning that no new information emerges that can further inform theory development (ibid). This meticulous and flexible approach to sampling and data collection is central to the robust and data-driven theory development that characterizes Grounded Theory research.

### **Data Analysis:**

The Grounded Theory research approach is characterized by a rigorous and systematic data analysis process. It embodies an iterative and inductive framework that seeks to construct theories firmly rooted in the collected data. This process is guided by three essential data analysis steps: “open coding, axial coding, and selective coding”. Open coding serves as the initial step in the process, involving the deconstruction of data into discrete units. Researchers assign labels or codes to identify key concepts, actions, and patterns within the data. It is during this stage that each line, sentence, or paragraph is examined to answer the repeated question, “What is this about? What is being referenced here?” Through the comparative processes of axial coding, these categories are related to one another, often with a focus on uncovering causal explanations for events and interactions (Marshall & Rossman, 2014). However, the heart of Grounded Theory analysis lies in constant comparison. Researchers continually evaluate data, codes, and categories to unveil relationships and generate emerging themes (Charmaz, 2006). Over time, as data accumulates, focused coding is employed to refine and consolidate codes into more abstract categories. This process of theoretical sampling is integral, guiding the collection of additional data as necessary to validate and refine emerging theories. The theoretical memos are instrumental tools that play a pivotal role in the analysis process. They enable researchers to capture their reflections, ideas, and connections as they immerse themselves in the data, thus facilitating theory development. The ultimate goal of Grounded Theory data analysis is to identify core categories and their properties while establishing relationships between them (Hallberg, 2006). The culmination of this rigorous and inductive process is the creation of a substantive theory. This theory is deeply rooted in the



data and offers profound insights into the social processes or contexts from which it originates. Grounded Theory analysis ensures the development of robust theories closely aligned with the researched phenomenon (Jorgensen, 2001).

#### **4. Case Study Research Design:**

Case study research is a well-established methodological approach in the social sciences, with its historical origins generally accepted to have originated with French economist and sociologist Frederic Le Play (1806-1882) (Gerring, 2006). This methodology is characterized by its in-depth investigation of real-life situations and a focused analysis of a bounded unit of study (Simons, 2014). Researchers turn to the case study method when seeking to understand complex relationships, processes, and contexts that cannot be adequately addressed through experimental or survey-based research.

Case studies, as asserted by Faulkner & Faulkner (2018) and Kitchin & Tate (2013), come in various forms, each tailored to specific research objectives and contexts. Individual case studies provide detailed insights into the experiences and perspectives of a single case or individual. Social group studies explore the dynamics within social groups or communities, aiming to comprehend collective behaviours and norms. Community studies focus on specific communities, shedding light on their unique attributes. In contrast, sets of individual case studies involve the examination of multiple cases, enabling comparisons to draw broader conclusions and identify patterns. Other variations include studies of events, roles, relationships, organizations, institutions, and historical backgrounds. The choice of a specific case study design depends on research goals and the context under investigation, making case study research an adaptable and versatile methodology for comprehensive understanding in the social sciences.

#### **Ontology and Epistemology:**

The ontology and epistemology underpinning case study research design are foundational to the methodology's approach in comprehending complex social phenomena. Ontologically, case study research adopts a position that aligns with constructivist or interpretive perspectives (Harrison et al., 2017). It acknowledges that reality is multifaceted and socially constructed, emphasizing the subjective nature of human experiences. Researchers recognize that the phenomena under study exist within diverse and context-specific realities, thus embracing a relativist ontology that departs from the notion of a singular, objective reality. This perspective informs the selection of the case as a bounded unit of analysis, serving as a microcosm of the intricate social world.

Epistemologically, case study research contends that knowledge is not objective but, rather, is constructed through the interactions and interpretations of individuals within their particular contexts (ibid). Researchers undertake an inductive and interpretive approach, enabling the emergence of insights and theory grounded in the rich data obtained from real-life settings (Andrade, 2009). This approach encourages the exploration of multiple perspectives, the depth of contextual understanding, and the dynamic, evolving nature of knowledge. Overall, the ontology and epistemology of case study research design provide a robust framework for the in-depth investigation of complex social phenomena, fostering the development of nuanced, context-specific insights and theories.

**Objective and Application:**

Case study research is an investigation of a specific instance within its real-world context, spans various disciplines like psychology, tourism, sociology, education, and management. This qualitative approach offers rich insights into complex phenomena, allowing researchers to examine factors within a bounded system. The versatility of case study research lies in its ability to contribute to theory development, inform decision-making, and advance knowledge across diverse fields. This method is particularly valuable in exploratory research, shedding light on poorly understood phenomena and providing a foundation for developing new ideas and hypotheses.

**Sampling and Data Collection:**

Case study research design serves as a robust and versatile methodological approach within the social sciences, facilitating the exploration of complex phenomena within their natural settings. Its primary goal is to provide a comprehensive, holistic comprehension of a specific case or a delimited unit of analysis (Harrison et al., 2017). By immersing into the intricacies of the chosen case or cases, case study research strives to unveil intricate insights, formulate context-specific theories, and enhance the depth of understanding within the subject under scrutiny. The applications of case study research extend across diverse disciplines, spanning psychology, sociology, business, tourism, education, and more. Its greatest strength lies in its ability to deliver a profound understanding of complex social, organizational, or individual phenomena (Flyvbjerg, 2011). Case study research is well-suited for a wide range of inquiries, from the exploration of unique human experiences and behaviours to the analysis of complex social structures and organizational processes. Its adaptable nature in various research contexts, coupled with its capacity to yield rich, context-specific data and insights, positions case study research design as a formidable tool for both theoretical development and practical application in the social sciences.

Case study research intertwines data collection and data analysis within the same study. This intricacy underscores the need for transparency and replicability, extending to the minutiae of data collection. Case studies employ diverse methods for data collection, including surveys, interviews, ethnographies, archival research (Gerring, 2006). The utilization of multiple sources of evidence ensures a comprehensive approach that delves deeply and broadly into the subject matter. Methods of data collection encompass interviews, observations, focus groups, artefacts, documents, and questionnaires (Gerring, 2006; Harrison et al., 2017).

### **Data Analysis:**

Data analysis in case study research and qualitative studies, as a whole, stands as a complex and context-dependent endeavour. This intricacy arises from the absence of a universally accepted, infallible methodology, a consequence of the substantial variations dictated by elements such as research design, data collection methodologies, and the unique cases being scrutinized. Notwithstanding this diversity, the overarching principles of methodological rigor and systematicity hold their ground, pivotal in upholding the integrity of qualitative research. A particularly esteemed approach in this arena, as highlighted by Harrison et al. (2017), is the method of triangulation—a common and valued practice. Triangulation entails the judicious convergence of evidence from diverse sources or perspectives, fortifying the credibility and validity of research findings.

Houghton et al. (2015) have thoughtfully presented a structured, four-step process for conducting data analysis in case study research. This framework builds upon the foundations proposed by Morse (1994) and incorporates the data analysis strategies delineated by Miles and Huberman (1994). The four key stages in this process are Comprehending, Synthesising, Theorising, and Recontextualising. Each of these phases contributes significantly to the cultivation of a coherent and well-grounded understanding of the case under scrutiny. The initial step, comprehending, revolves around the comprehensive familiarization with raw data collected during the study. This process essentially mirrors Miles and Huberman (1994) concept of broad coding—an accounting scheme not tied to specific content but rather pointing to broad domains within which inductive codes can be developed. It serves as the linchpin for identifying pivotal themes, patterns, and unique insights buried within the data.

Synthesising, the subsequent stage, entails the meticulous organization and categorization of data, a process facilitated by techniques such as broad coding and pattern coding. This process corresponds to the utilization of explanatory and inferential codes for the creation of more profound and meaningful analyses, as per Miles and Huberman (1994). Memoing, a valuable component of this stage, plays a vital role in weaving together diverse data components,

resulting in the formation of a coherent and meaningful analysis. It stands as one of the most potent tools for rendering meaning in qualitative research. Theorising, a pivotal phase, ushers researchers into the development of conceptual frameworks and theories capable of elucidating the observed phenomena within the case. This phase transcends the mere description of data, engaging in more abstract thinking. It aligns with the process of distilling and ordering, as well as the testing of executive summary statements, as laid out by Miles and Huberman (1994). The use of memos to intertwine diverse data components aids in the construction of a recognizable group of concepts, leading to a more integrated understanding of the events, processes, and interactions within the case. The ultimate stage, Recontextualising, entails the contextual positioning of the case within a broader framework. This step mirrors the formalization and systematization of findings into a cohesive array of explanations, as proposed by Miles and Huberman (1994). Its significance lies in ensuring that research findings are not isolated but rather possess the potential for application and comprehension within the broader context of the field of study.

Data analysis in case study research is a nuanced and adaptable process, characterized by its flexibility in the absence of a one-size-fits-all approach. Nevertheless, the principles of methodological rigor and systematicity are unwavering. Four-step process of Houghton et al. (2015) furnishes a comprehensive and structured framework for the systematic analysis of data in case study research. This approach, when employed diligently, fortifies the validity and reliability of research findings.

### **5. Content Analysis Method:**

Content analysis, a research method with historical roots in communication studies and the social sciences, has been widely applied since the advent of the 20<sup>th</sup> century, particularly in fields like journalism and communication research. Distinguished scholars, including Harold Lasswell and Paul Lazarsfeld, significantly contributed to its development, ultimately leading to its mid-20th-century prominence (Stepchenkova, 2012). This method has since expanded its reach, finding relevance across diverse academic disciplines and research contexts, maintaining its status as a valuable and versatile tool for systematically examining textual, visual, and audio content (White & Marsh, 2006).

Content analysis, a systematic research method, serves as a vital tool across various academic disciplines, prominently within the social sciences. It facilitates the examination and interpretation of textual, visual, or audio materials, presenting researchers with a structured approach to discern the underlying meaning, patterns, and themes within these data sources (ibid). This methodology is instrumental in uncovering the latent narratives, messages, and

trends embedded in a wide array of materials, making it indispensable for researchers seeking to transform unstructured content into actionable, quantifiable data. In the content analysis, various types cater to specific research goals and the characteristics of the data under scrutiny. Two noteworthy types include conceptual content analysis and relational analysis. Conceptual content analysis entails a detailed exploration of fundamental concepts, themes, and ideas within the data, offering a qualitative and interpretive lens through which to view the content. Conversely, relational analysis places a strong emphasis on the interconnectedness and associations present within the data, enabling researchers to uncover intricate patterns and dependencies. These types of content analysis provide researchers with a versatile set of tools for understanding and extracting insights from diverse data sources.

**Ontology and Epistemology:**

Stepchenkova (2012) suggests that content analysis is influenced by two paradigms. The quantitative tradition, rooted in positivism, seeks to comprehend an objective reality, often decontextualizing textual material in the analysis of social phenomena. In contrast, the qualitative tradition, informed by interpretive epistemologies, emphasizes complexity, context, and detail, with a focus on the researcher's interpretation through approaches such as rhetorical, narrative, semiotic, and discourse analyses (Neuendorf, 2002).

Ontologically, qualitative content analysis aligns itself with a constructivist view, recognizing the subjectivity and socially constructed nature of meaning and reality (Ronkainen & Wiltshire, 2021). Epistemologically, it acknowledges that knowledge is socially constructed through human interpretation, emphasizing the importance of understanding context and the role of subjectivity in the analysis process (Mayring, 2014). These perspectives provide a solid grounding for interpreting and understanding the intricate nature of content.

**Objective and Application:**

Content analysis method utilized for the systematic analysis and interpretation of recorded data, particularly text, with the aim of identifying patterns, themes, and meanings. It is a versatile technique applicable across various disciplines, including communication studies, sociology, psychology, and education. The primary objective of content analysis is to draw valid inferences from the data, enabling researchers to comprehend the underlying messages, intentions, and context of the material under scrutiny. This method is employed to systematically analyze the content of diverse communication forms, such as text, audio, or visual media. It is widely employed in the social sciences, encompassing communication studies, media, education, management, sociology, and tourism, to explore themes' prevalence, framing of issues, or portrayal of specific groups. Through content analysis, researchers can

quantify and interpret qualitative data, offering a structured approach to comprehend information conveyed through different mediums (Krippendorff, 2018). This method is invaluable for examining societal phenomena, media representation, and communication dynamics, facilitating the revelation of hidden patterns and contributing to a profound understanding of messages embedded in various forms of content.

**Sampling and Data Collection:**

White and Marsh (2006) provide a structured ten-step process for conducting content analysis. It begins with the formulation of research hypotheses, guiding the study's direction. Researchers identify suitable data sources in the form of text or various communicative materials. Steps three and four entail the selection of an appropriate sampling method and drawing a representative sample from the target population. The establishment of data collection units and the unit of analysis ensures that content is effectively segmented for analysis. In step six, a coding scheme aligned with research hypotheses is constructed to facilitate systematic data examination. Step seven involves coding the data by assigning specific categories and codes to content elements. Moving to step eight, researchers check coding reliability and make necessary adjustments to enhance accuracy. Step nine entails data analysis using relevant statistical tests to test the hypotheses. Finally, step ten synthesizes findings, which are communicated through a comprehensive write-up.

In both qualitative and quantitative content analysis, researchers select text that serves their research purposes. Qualitative researchers focus on the text's uniqueness and the potential for multiple interpretations upon close examination. Data collection encompasses the compilation of diverse datasets from various sources, including documents, articles, books, websites, images, photographs, audio recordings, interviews, or audiovisual content (Mayring, 2014). Organizing and cataloging this data are crucial for facilitating subsequent analysis.

In a qualitative approach, researchers must address several related issues. They begin by exploring existing knowledge about the study topic, allowing this knowledge to guide the structure and deductive aspects of data collection and analysis (Marshall & Rossman, 2006). The research question defines the unit or units of analysis, which can range from individuals to groups, programs, organizations, or communities. Each unit of analysis represents the focus for drawing conclusions (Patton, 2002). Having identified the appropriate unit of analysis, researchers must determine how best to sample it. Purposeful sampling is the preferred method, emphasizing understanding a phenomenon rather than enabling broad generalizations. This approach involves an in-depth study of a relatively small, information-rich sample, facilitating analytical responses to research questions (ibid).

**Data Analysis:**

Data analysis in content analysis is a pivotal and intricate phase within the research design, involving systematic procedures to extract meaning, patterns, and insights from textual, visual, or audio materials as noted. This process is fundamental to the method's objective of comprehending and interpreting the content under investigation.

The initial step in data analysis encompasses the thorough organization and preparation of the data. Researchers establish a structured system for managing the content, ensuring accessibility for coding and analysis. This phase often includes tasks like transcribing audio content and formatting text or visual materials for analysis (White & Marsh, 2006).

The heart of content analysis lies in coding, where data elements are categorized and labelled based on predetermined criteria or emergent patterns. Coding can take a quantitative or qualitative approach, depending on research goals. Quantitative coding may involve word or theme counting, while qualitative coding delves into content's meaning and context. Maintaining inter-coder reliability, the consistency of coding among researchers, is crucial (Forman & Damschroder, 2007). Researchers employ techniques like coding manuals, training, and regular checks to ensure coding remains consistent and valid, enhancing the method's credibility and reliability. After coding, data is analyzed to identify trends, patterns, and themes. One may use statistical techniques for quantitative analysis or engage in qualitative interpretation to uncover underlying meanings within the data. This iterative process may involve further refinement of categories, subcategories, or themes as the analysis progresses (Cho & Lee, 2014).

In the final stages of data analysis, researchers draw conclusions and develop a narrative encapsulating insights derived from the content. The interpretation of findings is contextualized within the research objectives and existing literature. Data analysis in content analysis research design is a meticulous and systematic process, driven by the overarching goal of extracting meaningful and contextually rich insights from textual, visual, or audio materials. This analytical rigor ensures research outcomes are credible and contribute to a deeper understanding of the content under scrutiny.

**6. Ethno-Methodology Research:**

Ethnomethodology, a relatively recent research design, consists of three fundamental components: "ethno" denotes a specific socio-cultural group, illustrated by a local community of surfers; "method" encompasses the methods and practices employed by this group in their day-to-day activities, specifically those related to surfing; and "ology" indicates the systematic description of these methods and practices (Lynch, 1993). Coined by sociologist Harold

Garfinkel in the 1960s, notably in his seminal work "Studies in Ethnomethodology (1967)", this sociological perspective focuses on the exploration of everyday social interactions. It seeks to uncover implicit rules shaping social dynamics by analyzing the methods individuals use to comprehend their daily experiences. As a reaction against predominant structuralist and functionalist approaches, ethnomethodology shifts its gaze from macro-level societal structures to micro-level scrutiny of individual actions (Cetina & Cicourel, 2014). Garfinkel posited that social order is actively constructed through daily interactions, challenging the abstract nature of prevailing sociological theories. The study delves into ordinary practices people employ in navigating daily life, employing practical methods such as common sense reasoning and conversation analysis. Researchers utilize qualitative methods like participant observation and interviews to explore diverse settings, gaining insights into the nuanced dynamics of everyday practices in contexts like families, schools, workplaces, and hospitals.

**Ontology and Epistemology:**

Ethnomethodology adopts a constructivist ontological stance, positing that social reality is not an independent entity but a creation upheld through everyday human interactions. Ethnomethodologists focus on investigating the practical methods individuals employ to construct and sustain social order. Comparatively, one can liken social reality to a language, a social construct shaped by and existing within our daily interactions. This includes employing common sense reasoning, conversation analysis, and storytelling as essential methods for constructing and maintaining social reality.

Similarly, the epistemological stance of ethnomethodology is constructivist, contending that knowledge is not discovered but actively constructed through daily experiences. Ethnomethodologists are intrigued by understanding how individuals make sense of their world and construct knowledge through interactions with others. Drawing a parallel to language acquisition, learning a new language involves more than memorizing rules, it encompasses understanding and utilizing the language for communication. The scholars argue that we learn about social reality in a comparable manner, interpreting social cues, and navigating expectations through everyday interactions. This perspective challenges the notion of objective and universal knowledge, asserting that knowledge is constructed subjectively through the tapestry of everyday interactions.

**Objective and Application:**

The fundamental objective of ethnomethodological inquiry lies in the revelation of implicit, often taken-for-granted methods that individuals employ to interpret and navigate their social world. Researchers within this paradigm aspire to bring to light the underlying order and



structure inherent in seemingly mundane interactions. This perspective, devoid of a primary focus on developing theories or explanations for social phenomena, instead seeks to understand the practical methods people use to actively produce and maintain social order in their everyday lives.

Ethnomethodologists are particularly intrigued by how individuals make sense of their world and coordinate their actions with others, shedding light on the intricate dynamics of social order construction. This approach extends its applications across a spectrum of contexts, ranging from the intricate dynamics of workplace interactions and familial relationships to the analysis of institutional practices and societal norms. The breadth of ethnomethodology's applications highlights its versatility and its ability to provide valuable insights into the subtle yet profound ways individuals engage with and interpret their social environment. Moreover, the scope of ethnomethodology extends beyond specific settings, demonstrating its adaptability to diverse topics such as education, work, healthcare, and law. Its application isn't confined to a particular cultural or social group, as ethnomethodology has proven valuable in the study of everyday practices across different cultures and social groups. This wide-ranging applicability underscores the significance of ethnomethodology as a powerful tool for understanding the intricacies of human interaction in various contexts and settings.

### **Sampling and Data Collection:**

Sampling in ethnomethodology research involves the strategic use of qualitative methods such as purposive sampling, deviant sampling, and snowball sampling (Ritchie et al., 2003). Purposive sampling allows researchers to select individuals or groups based on specific criteria relevant to their research questions. For example, in a study examining interactions between doctors and nurses in a hospital, ethnomethodologists might purposively sample professionals from different specialties to capture diverse perspectives. Deviant sampling in research involves deliberately selecting participants or cases that deviate from the norm or conventional expectations. Researchers intentionally choose outliers, unconventional cases, or individuals exhibiting atypical behaviour to gain insights into unique perspectives, behaviours, or social dynamics. This approach allows for a more comprehensive understanding of the diversity within a population and can reveal critical nuances that might be overlooked in more traditional sampling methods. On the other hand, snowball sampling proves useful for accessing hard-to-reach populations or uncovering hidden social realms by identifying a small group of participants and having them refer the researcher to others.

Data collection in ethnomethodology research is a multifaceted process, often employing participant observation, interviews, and conversation analysis (Miles et al., 2010). Participant

observation entails immersing researchers in the everyday lives of subjects to capture authentic social interactions, utilizing tools like audio-visual recordings and field notes. Interviews provide a platform to gather data on participants' subjective experiences and perspectives, conducted through various mediums such as in-person sessions, phone calls, or online platforms. Conversation analysis, a specialized method, focuses on scrutinizing recorded conversations to reveal subtle nuances of language use and how individuals coordinate actions to construct social reality (Bischoping & Gazso, 2015). These qualitative data collection methods enable ethnomethodologists to uncover the nuanced practices individuals employ in constructing and maintaining social order in their daily lives.

**Data Analysis:**

In ethnomethodology research, the analysis of data involves the application of diverse qualitative methods to uncover the practical techniques influencing the construction and maintenance of social order in daily life. Indexing is utilized to categorize recurrent methods, including common sense reasoning, conversational strategies, and adherence to social rules. Conversation analysis, a specialized method, delves into recorded conversations, exposing implicit rules governing communication, such as how language constructs social reality, coordinates actions, negotiates power, and achieves goals.

Thematic analysis identifies and analyzes patterns of meaning, unveiling emergent themes linked to the production and maintenance of social order. For instance, in the study of police officer's language to control suspects, identified themes might include "authority", "dominance," and "threat." Grounded theory facilitates theory development from qualitative data, allowing for the conceptualization of practical methods, like nurses using humour and storytelling to manage patients' emotions and build trust.

Discourse analysis examines language use in social contexts, uncovering how language constructs social identities, negotiates power, maintains social order, and challenges norms and inequalities. For example, in studying student language in a classroom, the exploration might reveal how language contributes to the construction and maintenance of social identities as "good students" or "bad students". Employing these diverse qualitative data analysis methods provides a comprehensive understanding of the intricate practices individuals employ in their daily lives to construct and uphold social order.

**7. Narrative Research:**

Narrative research design is a distinctive and evolving qualitative research approach that centres on the exploration of human experiences and phenomena through the analysis of narratives or stories. This methodology allows researchers to delve deeply into the

complexities of individual and collective life stories, illuminating the multifaceted aspects of human existence (Hamilton et al., 2017). Narrative research is characterized by its commitment to capturing the subjective perspectives and personal narratives of participants, providing insights into how individuals make sense of their world and construct their identities (Elliott, 2005). In this approach, the narrative itself becomes a significant source of data, shedding light on the social, cultural, and psychological dimensions of lived experiences. As a research design, narrative inquiry encompasses a range of methods and techniques, offering a versatile and dynamic framework for understanding the richness and diversity of human stories.

The origins of narrative research can be identified in diverse fields such as psychology, sociology, anthropology, and literature. This interdisciplinary approach gained momentum in the mid-20th century, drawing inspiration from narrative theory, which explored the structure and function of stories in human communication (Riessman, 1993). Notable figures such as Paul Ricoeur, Michel Foucault, William Labov, Jerome Bruner, Shlomith Rimmon-Kenan, contributed to the development of narrative research by emphasizing the significance of narrative as a fundamental mode of human expression and understanding. Over time, narrative research has evolved, expanding its applications in fields like education, healthcare, and the social sciences. Narrative research has become a prominent approach in qualitative inquiry, enabling researchers to investigate various aspects of human experience, from personal narratives of identity and selfhood to collective stories that shape culture and society (Esin, 2011). Today, narrative research design continues to evolve, embracing innovative methods and technologies to capture and analyze narratives, making it a valuable tool for understanding the complex tapestry of human lives and experiences.

### **Ontology and Epistemology:**

Narrative research approach seeks to understand the complex nature of reality, knowledge, and human experience through the analysis of stories and narratives. This research method is underpinned by specific ontological and epistemological perspectives that provide a philosophical foundation, guiding researchers in their exploration of the intricate interplay between narratives and the construction of meaning within society.

Narrative research's ontology aligns with a constructivist perspective. It rejects the notion of a single, objective reality and recognizes that reality is multifaceted and socially constructed. In this view, narratives are not mere reflections of independent, individual realities but active contributors to the construction of reality within social interactions between individuals. These narratives are shaped and shape the relationships between narrators and their external worlds (Smith & Sparkes, 2008). The epistemological stance of narrative research is firmly rooted in

an interpretive epistemology. It contends that knowledge is not objective and universal but rather a product of the interpretive acts of individuals. Understanding is constructed through the interpretation of stories and narratives. Researchers adopting narrative research design acknowledge that knowledge is situated and context-dependent. They recognize the subjectivity and interpretation inherent in the research process, highlighting the researcher's role as an interpreter of stories. This approach aims to understand and convey the rich and diverse meanings embedded within narratives, respecting the subjective nature of human experience (Esin, 2011).

The philosophical framework of narrative research is a cohesive integration of its constructivist ontology and interpretive epistemology. These underpinnings shape the research process, emphasizing the importance of individual and collective stories as valuable sources of knowledge. Researchers in this field appreciate the context-dependent nature of reality and the role of interpretation in understanding human experiences. Narrative research provides a unique lens through which researchers can gain deep insights into the intricate web of human existence and construct meaningful narratives that capture the richness of the world (Earthy & Cronin, 2008). This approach serves as a reminder that narratives are not merely reflective of reality; they actively participate in the ongoing process of constructing and conveying meaning within society.

**Objective and Application:**

Narrative research delves into the analysis of stories and personal accounts to gain profound insights into individual's experiences. The primary objective is to explore and interpret the unique narratives people construct to make sense of their lives, aiming to uncover underlying meanings, patterns, and themes that reflect the complexity of human experiences (Elliott, 2005). Particularly valuable in psychology, tourism, sociology, education, and anthropology, narrative research extends to various contexts like interviews, oral histories, autobiographies, and written or visual narratives. Researchers employ this method to investigate the subjective nature of experiences, cultural identity, personal growth, and social phenomena. By analyzing and interpreting narratives, researchers contribute to a nuanced understanding of human behaviour, forming an intricate tapestry of individual and collective stories that shape our perception of the world. Narrative research's flexibility allows it to be applied across diverse fields, facilitating the exploration of identity formation, coping with trauma, or the impact of social policies, thus generating new knowledge about the richness and diversity of human experiences.

**Sampling and Data Collection:**

Sampling in narrative analysis involves a purposeful and criterion-based approach, departing from traditional random or stratified methods. Researchers deliberately choose participants according to specific criteria pertinent to the research questions and objectives. In narrative research, the quantity of participants fluctuates, prioritizing the creation of detailed and elaborate narratives over a large sample size. This approach allows researchers to delve deeply into the meaning-making processes within narratives. Narrative researchers often conduct multiple interviews with each participant to capture changes in their narratives over time (Frost, 2021). While narratives are gathered from various sources, interviews play a central role in social sciences research. Narrative interviews prioritize the extraction of participants' stories with minimal intervention from interviewers, aiming to maintain authenticity and depth in the narratives collected.

Data collection in narrative research revolves around eliciting and organizing stories or narratives from the participants. These narratives can take various forms, including interviews, autobiographical accounts, diaries, oral histories, or written narratives. Open-ended questions are employed to encourage participants to share their experiences and perspectives authentically (Riessman, 2008). The collected narratives undergo transcription and organization, often supplemented with additional contextual information. Ethical considerations play a crucial role in handling sensitive narratives, ensuring the respectful and responsible treatment of participants' stories. The focus in narrative research is on the authenticity and depth of narratives as valuable sources of knowledge. The sampling and data collection phases are meticulously executed to align with research objectives, providing a profound exploration of the research subject and capturing the essence of human stories for insightful analysis.

**Data Analysis:**

Data analysis in narrative research design is a nuanced and intricate process that forms the core of this qualitative approach. It involves the systematic examination and interpretation of narratives to uncover meaningful insights and patterns within the stories shared by research participants.

Frost (2021) outlines a comprehensive four-step process essential for conducting narrative analysis: Situating the epistemological approach, Selecting the analytical model(s) to be used, Selecting narratives to be analyzed, and Analyzing narratives. The choice of an analytical model is crucial in preserving the content, meaning, and context of narratives, prompting the

need for careful consideration. Different narrative analysis models focus on distinct narrative features, posing varied questions during analysis.

One prominent structural model, proposed by Labov and Waletzky (1967&1997), comprises four steps: situating the epistemological approach (choosing between naturalist or constructivist perspectives), selecting the analytical model (structural, thematic, or performative), selecting narratives for analysis (breaking narratives into segments), and analyzing narratives. Employing analytical frameworks to delve into multiple layers of meaning. Alternatively, Riessman's (2008) thematic model delineates four stages in its application: selection of subtext/segments, definition of thematic categories, sorting material into categories, and drawing conclusions. This model offers a systematic approach to identifying and understanding thematic elements within narratives. Furthermore, the interactional-performative model, developed by scholars such as Riessman (1993), Mishler (1995), and Denzin (2001), transcends structural analysis by emphasizing storytelling as a co-construction process. This model delves into the dynamic and contextual nature of narrative construction, spotlighting the collaborative meaning-making between narrators and listeners. It underscores the active role of interaction in shaping narratives, suggesting that narratives are not pre-formed stories but are actively produced through engagement and performance. The interactional-performative model unfolds through key steps: the narrator initiates the story, the listener responds, negotiation and collaboration occur, meaning emerges, the performance is influenced by context, power dynamics and inequalities are acknowledged, and reflexivity and positionality of the researcher are considered. This model provides a nuanced framework for comprehending the intricate and dynamic nature of narrative construction, emphasizing the importance of context, interaction, and performance in narrative analysis, contributing to a holistic understanding of narratives in human experience.

Narrative research design places a strong emphasis on the depth and richness of the narratives as valuable sources of knowledge. The data analysis phase, with its meticulous attention to detail, ensures that the research outcomes are not only credible but also contribute to a deeper understanding of the experiences and perspectives conveyed in the narratives.

Following table comparing various qualitative research methods based on their epistemology, objectives, sampling Techniques, data collection Methods, and data analysis processes.

The table provides an overview of these qualitative research methods, highlighting their epistemological foundations, objectives, sampling strategies, data collection methods, and data analysis processes. It should be emphasized that the selection of a methodology is contingent upon the specific research question and the surrounding context.

Research Method	Epistemology	Objective	Sampling Techniques	Data Collection Methods	Data Analysis strategies
Ethnography	Constructivist: Multiple subjective realities	Describing & understanding a cultural group	Purposeful sampling, Snowball Sampling	Primary observation, interviews, field notes	Immersion in the culture, thematic analysis
Phenomenology	Post-positivist and Interpretive: Explore structure of subjective experiences	Understanding the essence lived experiences	up to 10 individuals, Purposive or snowball sampling	Primary interviews, participant reflection	Identifying and analyzing significant statements, Meaning units, Textural and structural description & description of the “essence” of the phenomenon
Grounded Theory	Constructivist: Theory emerging from data	Developing grounded theories from field data	15-30 individuals, Theoretical sampling	Interviews, observations, documents	Open coding, Axial coding, and Selective Coding, constant comparison
Case Study	Constructivist , Interpretative and Realist : Understand complex social phenomena	Developing in-depth understanding of a specific case or cases	Purposeful or convenience sampling	Multiple data sources, interviews, Observations, documents	Cross-case analysis, pattern identification
Content Analysis	Constructivist: recognizing the subjectivity and socially constructed nature of reality	Analyze content for patterns and themes	Purposeful sampling	Multiple Sources: Interview, Documents, visual data	Coding, Inter-coder reliability , categorization
Ethno-methodology	Interpretive and Constructivist: Study of everyday social practices	Examine how people construct social reality	purposive sampling, deviant sampling, snowball sampling	Observations, interviews, analysis of practices, Conversation	Understanding the methods people use in society, conversation analysis
Narrative Research	Constructivist and interpretive: Exploration of personal narratives	Studying individual and collective stories	Purposeful sampling	Analysis of primary narratives and documents	Extracting themes, meaning, and narrative arcs, Restorying

*Source: Based on Arnold & Lane (2011), Creswell & Poth(2016), Frost (2021), and Higginbottom (2004)*

## Conclusion

The qualitative research approaches explored in this article, such as ethnography, phenomenology, grounded theory, case study, content analysis, ethnomethodology, and narrative research, are firmly grounded in the constructivist and interpretive paradigms. These methods, marked by their constructivist and interpretative ontological and epistemological orientations, emphasize a subjective understanding of human behaviour. Utilizing purposive

sampling and iterative data analysis techniques, these approaches lack rigid, fixed steps, allowing flexibility in navigating the complexities of social phenomena.

The ontological and epistemological underpinnings of these methods recognize the existence of multiple socially constructed realities, reflecting the dynamic nature of the social world. The overarching objective shared by these methodologies is to comprehensively understand human beings and their behaviours in a subjective manner. Importantly, these methods find application across a wide array of social science disciplines, offering valuable tools for studying complex social phenomena. Whether delving into the intricacies of social interactions, developing theories grounded in empirical data, or exploring the lived experiences of individuals, these qualitative approaches contribute to the rich tapestry of social science inquiry. Their practical implications extend across social science disciplines and beyond such as Tourism, social work, Psychology, education, Management, and healthcare, where understanding the subjective perspectives of those being served informs the development of more effective interventions and programs. In essence, these qualitative research methods exemplify the evolving nature of social science research, continually striving to deepen our understanding of the nuanced and dynamic facets of the human condition.

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**Chapter: 14**  
**Need and Implication of New Education Policy in India**  
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**Abstract:** The “New countrywide schooling coverage (NEP)”, which was accepted through the Union cupboard, is anticipated to convey a flurry of reforms, ranging from school curriculum reductions to the abolition of MPhil programs. The NEP aspires to develop an training gadget that immediately contributes to the united states of America’s transformation through handing over education to all residents and growing India right into a worldwide understanding superpower.

**Keywords:** C-Countrywide, C-Cupboard, A-Abolition, T-Transformation, G-Growing.

**New Machine of Schooling 2023**

The New training policy changed into adopted with the aid of the Modi authorities. the 10 + 2 structure has been absolutely eliminated within the new education policy. Our USA’s instructional curriculum has been primarily based on 10 + 2, but it’ll quickly be based on 5+ three+ 3+ four. this means that one-1/2 is from primary to 2nd grade, the second element is from third to fifth grade, the 1/3 part is from sixth to eighth grade, and the closing component is from ninth to twelfth grade. We’ll provide you with a quick overview of the new training coverage 2021-2023, including the Scheme benefits and key functions.

The Indian authorities’s New schooling policy is called NEP. It turned into final modified in 1992 after being drafted in 1986. The Modi-led BJP government vowed in its election manifesto to create a brand new education policy, or NEP, to bring about changes within the education sector. In July 2020, the Union cupboard of India accredited the new country wide training coverage (NEP) with the intention to deliver contemporary reforms within the Indian education gadget from the school to the university degree. This policy stands on the ideology to make India a ‘international information superpower.’ further to this, it was with the creation of NEP in 2020 that the Ministry of Human resource improvement turned into renamed to the Ministry of schooling.

The brand new country wide training policy is primarily based on the pillars of access, equity, satisfactory, Affordability, and duty. It objectives to make each faculty and college training more holistic, multidisciplinary, and bendy, which aligns with the 2020 time table for sustainable development.

### **The Need for Brand Spanking New Country Wide Schooling Coverage (NEP)**

Up till the introduction of the new national schooling policy in 2020, there have been many pitfalls inside the Indian training device. Memorisation turned into prioritised greater over the understanding of standards. Similarly to this, the presence of multiple boards became a large trouble. Each board had unique mastering strategies for one-of-a-kind talents, and then every student had to take the identical standardised board exam. Moreover, within the past years, more emphasis was laid on mastering or getting to know conventional subjects and less on developing vocational abilities. Inside the new training coverage, all the pitfalls and limitations of the Indian education machine are taken care of. Moreover, the policy intends to bridge the gap among vocational and formal schooling.

### **Transformation of Indian Schooling Device Put Up-Independence**

- ❖ 1948 – the 1st fee, university schooling fee, turned into set up
- ❖ 1952 – The Secondary schooling commission turned into set up
- ❖ 1964-1966 – The Indian schooling commission was added
- ❖ 1968 – 1st national education policy came up
- ❖ 1986 – a new policy was formulated
- ❖ 1992 – The previous education coverage become modified
- ❖ 2005 – The 1986 education policy was again changed
- ❖ 2020 – the new countrywide training policy (NEP) become exceeded by using the cupboard

### **Who Created NEP?**

A Panel of specialists, led by means of former ISRO chief k Kasturirangan, discussed the difficulties and adjustments that need to be made in the Indian schooling device, which covered the entirety from college to college to recruitment. These proposals have been accumulated, and the Ministry then authorized them.

### **Vital Highlights of Latest Training Policy 2023**

- ❖ Training starts off evolved on the age of three years now
- ❖ The brand new education coverage extends compulsory education from the age bracket of 6-14 years to a few-18 years. The NEP consists of 3 years of previously unrecognized pre-training for children elderly 3-6 years within the faculty curriculum. The new machine will include 12 years of formal training and 3 years of Anganwadi/pre-college education.
- ❖ The 10+2 faculty curriculum framework will be replaced with a five+3+3+four curricular shape similar to a long time three-eight, 8-11, eleven-14, and 14-18 years, respectively, with an emphasis on Early early life Care and training (ECCE).
- ❖ Mom tongue as medium of preparation
- ❖ The NEP emphasizes scholars' native language as the medium of coaching even as adhering to the "3-language components" and making sure that no language is imposed on each person. The NEP definitely suggests using the mother tongue as a medium of guidance rather than making it obligatory.
- ❖ Consistent with the coverage paper, children analyze and draw close non-trivial topics quicker of their local language.
- ❖ The house language, mom tongue, neighborhood language, or regional language might be used as the medium of instruction until at least Grade 5, however preferably until Grade eight and beyond. Following that, anywhere viable, the home or nearby language may be taught as a language. "both public and private schools will observe this," the law provides.
- ❖ NO UGC, AICTE, NCTE
- ❖ The higher schooling commission of India (HECI) may be mounted as a single umbrella frame for all better education in India, apart from medical and criminal education. Law, accreditation, and academic standards will all be ruled by way of the same set of regulations for public and personal better training establishments.
- ❖ In 15 years, the authorities will segment down college association, and a stage-by-level procedure for imparting faculties with graded autonomy may be fashioned.
- ❖ Technology, Arts, and commerce gets blurred
- ❖ There could be no formal differences among arts and sciences, curricular and additional-curricular activities, or vocational and educational programs beneath NEP 2020. College students can pick from a diffusion of disciplines for the duration of the streams. Internships can be included in vocational schooling, with a view to begin in sixth grade.

- ❖ FYUP Programme Returns & No more Dropouts
- ❖ Beneath the NEP, undergraduate tiers will last 3 or 4 years, with several go out options available all through that point. After 12 months of observe in a subject or discipline, consisting of vocational and expert fields, faculties may be required to award a certificate, a degree following two years of examine, or a Bachelor's degree after a 3-year software.
- ❖ The authorities will even create an academic financial institution of credit to shop academic credits earned at numerous HEIs digitally in order that they may be transferred and counted closer to a final degree.
- ❖ Ultimately, primarily based at the foregoing factors, we will finish that this policy implements plenty-wanted adjustments. there has been no uniform machine in region, which has now been removed. It has more transparency and a unmarried national enterprise in price of overseeing the whole education gadget within the usa.
- ❖ Commonplace get entry to at all faculty-stage education
- ❖ NEP 2020 specializes in bringing standard access to school training to make certain the holistic development of students proper from the beginning. in line with this policy, students' progress and their learning potential could be tracked well timed. college students might be given get right of entry to to exceptional getting to know modes, like formal and casual coaching strategies. Similarly to this, the policy states that vocational education publications are to be protected in the curriculum from pre-college to 12th preferred. The coverage is not simply limited to know-how or abilities; it additionally emphasises the inclusion of skilled counsellors and social employees in the training gadget.
- ❖ Reaching Foundational Literacy and Numeracy (FLN) starting from grade three with the aid of 2025
- ❖ FLN is a huge idea which refers to a toddler's capability to examine simple texts and resolve fundamental numerical issues consisting of addition and subtraction. it is taken into consideration an pressing and important prerequisite to mastering. retaining this in thoughts, the NEP has directed the states to prepare a plan on a way to implement and obtain this within the curriculum for all primary school college students by way of 2025.
- ❖ Experiential gaining knowledge of inside the faculty curriculum
- ❖ The policy states that the faculty curriculum and pedagogy should intention for the holistic development of students with the aid of designing the coursework that could



equip them with 21st-century talents. Students will must study a reduced path content material, so that it will emphasise experiential mastering and critical thinking and provide college students the selection of subjects they wish to have a look at. Furthermore, vocational training will be made to be had in magnificence 6th-eighth, together with internship opportunities.

- ❖ Growth the graduate enrollment ratio
- ❖ Within the beyond years, very few college students opted for better education. So in view of this concern, the coverage goals to incorporate a most number of college students in better training, along with vocational education. The graduate enrolment ratio is anticipated to increase as much as 50% by means of 2035 from 26.3% in 2018. additionally, with the a couple of go out alternatives in better education, it's far anticipated that the student dropout charge will reduce.
- ❖ Improving the requirements of Open and Distance getting to know
- ❖ The government has already taken initiatives to deliver the standards of distance learning programmes at par with regular guides. Measures like on line courses, digital repositories, funding for improved scholar services and studies, and credit-based totally reputation of MOOCs, amongst others are to be taken.
- ❖ Technological innovation in training
- ❖ Countrywide educational era discussion board (NETF), an self-sufficient body, can be began to offer a loose trade of thoughts related to using generation in improving the academic experience. This integration of technology is expected to enhance the classroom strategies, make contributions to teacher expert improvement, and streamline the control of education making plans.
- ❖ Internationalisation of schooling
- ❖ An critical aspect of the NEP 2020 is that it promotes the internationalisation of training by way of encouraging establishments to forge global collaborations with universities and research institutes. This could no longer be restricted to college students, college alternate programmes can also be endorsed. In the meantime, the coverage aims to permit pinnacle global universities to open their campuses in India.
- ❖ Growth in public funding in schooling
- ❖ In keeping with the goal of the brand new training policy, the Centre and nation governments might be operating in collaboration to increase investment in schooling. The collaboration of each house is expected to attain 6% of GDP in regard to the schooling area on the earliest on the way to enhance the academic infrastructure.

### **How is the Pinnacle Establishments Implementing the New Training Policy in 2023?**

Considering that its creation in 2020, many Indian instructional establishments have followed the pattern of the brand new countrywide education policy. After 3 years of adoption, many academicians from top Indian institutions, together with IITs, NITs, and IISERs, have reviewed the implementation of the coverage. they've shared the roadmap of the changes and upgrades they have made within the instructional device. As mentioned via the Deccan Chronicle, the Director of IIT Hyderabad, Prof. B.S. Murthy shared that the scholars have been given a semester spoil with 6 credits to pursue revolutionary ventures. Their group intended to sell entrepreneurship with the aid of encouraging college students to pursue build (bold & precise thoughts main development) tasks. Alternatively, the Vice Chancellor of the University of Hyderabad, Prof. B. Jagdeeshwar Rao, said that NEP measures have enabled students to pursue two programmes simultaneously.

The Adoption of an open curriculum with transdisciplinary direction styles, together with flexibility in electives, has led to the enhancement of talent development and community-orientated projects. This is what Prof. Satyanarayana, IIT – Tirupati, stated in a press convention. According to him, this will play a important position in state-building. Prof. Rajesh Viswanathan of the reputed Indian Institute of technology schooling and studies (IISER), Tirupati knowledgeable that their organization had made provisions for multiple-go out alternatives inside the BS-MS programme. this could add a holistic multidisciplinary method to the schooling system, which earlier changed into rigid.

### **Challenges of NEP**

The Framework designed by means of NEP 2020 will carry a revolutionary change inside the entire better training atmosphere of India, but it has some boundaries, as studied by means of some researchers. Those are:

- ❖ As the coverage objectives to double the gross enrollment ratio by 2035, this calls for the creation of a new college each week for the following 15 years, that's a large challenge.
- ❖ To deliver the upgraded curriculum efficaciously, India needs a sizable pool of ready instructors who are familiar with the new pedagogical approach.
- ❖ ok investment and sources are required for correct implementation.

- ❖ As teachers generally percentage a disciplinary anchoring lifestyle, it is difficult to have educators with wonderful skills who are specialists in a single vicinity and lean in other subjects as well.

### **Backside Line**

At this factor, India's training device is at a essential juncture, with the direction not completely clear. The Indian schooling gadget ought to meet the needs of the revolutionary society with a population of over 1.4 billion. Inside the past years, India has sincerely made numerous adjustments in its instructional shape; a few demanding situations are but to pass. The new countrywide instructional coverage offers a comprehensive method to enhance the nice of training and bridge the distance in socioeconomic disparities in Indian society. Its achievement requires a strong collaboration between non-public and government entities. Therefore, if well executed, NEP 2020 has the capability to form India's education gadget.

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**Chapter: 15**  
**Applicable Impact of Foreign Exchange Management Act of 1999**  
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**Abstract:** One vital indicator of the nation of the economy is unemployment. it's far an trouble that may be a relentless concern in India. lack of formal vocational education and industry-gear'd up abilities in expert courses, high faculty dropout fees, and absence of technical qualifications are some reasons for unemployment among teenagers. The high costs of unemployment are a sign of monetary misery and really low charges of unemployment may additionally imply an overheated economic system. The specialists factor too many motives for the unemployment state of affairs. Certainly one of them is the schooling received by using the graduates who're unemployed performs a key function in unemployment. Children unemployment in India is one of the key issues and is the maximum substantially mentioned difficulty and we haven't been able to locate any concrete answer for it.

**Keywords:** I-Indicator, E-Economic, U-Unemployment, F-Function, C-Concrete.

### **Introduction**

As per Section 1(2) of FCRA Foreign Contribution (regulation) Act, 2010, Foreign Exchange Management Act, 1999 is applicable to the following entities and transactions:

- Any citizen of India, residing in the country or outside (NRI)
- Any overseas company that is owned 60% or more by an NRI (Non-Resident Indian)
- Any Associate Branches or subsidiaries, outside India, of companies or bodies corporate, registered or incorporated in India
- Exports of any goods and services from India, foreign currency, that is any currency other than Indian currency, foreign exchange, foreign security,
- Imports of goods and services from outside India to India,
- Banking, financial and insurance services provided outside India,
- Cross-border sale, purchase and exchange of any kind (i.e. Transfer).

*The main objective of FEMA was to help facilitate external trade and payments in India ; but also has following secondary objectives: -*

- To help orderly development and maintenance of foreign exchange market in India.
- To facilitate transactions involving foreign exchange or foreign security and payments from outside the country to India only through an authorised person.
- To encourage dealings in foreign exchange under the current account through an authorised person and to keep restrictions with the help of Central Government, based on public interest.
- To authorise Reserve Bank of India to subject the capital account transactions to a number of restrictions.
- To carry out transactions in foreign exchange by residents of India, foreign security or to own or hold immovable property abroad if the currency, security or property was owned or acquired when resident was living outside India, or when it was inherited by that resident from someone living outside India.

### **Important Provisions of FEMA Act 1999:**

#### *What are the Annual Returns to be filed under FEMA?*

In order to capture the statistics relating to (FDI) Foreign Direct Investments and (ODI) Overseas Direct Investments in a more comprehensive manner as also to align it with international best practices, Reserve Bank of India has introduced the requirement to file Annual Return on Foreign Liabilities and Assets ('FLA Return') on or before 15 July every year.

An Indian Party (IP) / Resident Individual (RI) which has made an Overseas Direct Investment (ODI) has to submit an APR in Form ODI Part II to the AD bank by 31 December every year in respect of each Joint Venture (JV) / Wholly Owned Subsidiary (WOS) outside India.

### **Which Enactments and Regulations does FEMA Cover?**

- **Foreign Contribution (Regulation) Act, 2010 and Foreign Contribution (Regulation) Rules, 2011-** An Act to consolidate the law to regulate the acceptance and utilisation of foreign contribution or foreign hospitality by certain individuals or associations or companies and to prohibit acceptance and utilisation of foreign

contribution or foreign hospitality for any activities detrimental to the national interest and for matters connected therewith or incidental thereto.

- **Transfer or Issue of any Foreign Security Regulations-2000-** Regulation primarily deals with the regulation of foreign Securities and procedures thereof
- **Withdrawal of General Permission to Overseas Corporate Bodies Regulations-2003-** Regulation states derecognition of the Overseas Corporate Bodies (OCBs) in India as an eligible 'class of investor' under various routes/schemes available under extant Foreign Exchange Management Regulations.
- **Offshore Banking Unit Regulations-2002-** Regulating business which can be conducted by the Offshore Banking Unit of the Banks registered with the Reserve Bank of India.
- **Current Account Transactions Rules-2000-** Regulating the current account transactions
- **Adjudication Proceedings and Appeal Rules-2000-** States procedures in case of adjudication and appeal proceedings involving any foreign exchange transaction.
- Talents and records are key drivers of macroeconomic increase and socio-financial stability. appropriate regulations for skill improvement occupy a most critical region within the development of the financial system. in line with the 5-yr plan, India has set violent dreams for the faster and sustainable financial growth of the kingdom. With the demographic dividend, India desires to impart sufficient competencies to its team of workers. skill improvement has emerged as a national right of manner for which a number of measures have been taken and in system for the destiny. In a progressively inter-established globe, all countries will vigorously pursue rules to optimize proportional thing endowments. the fast technological changes, even as making transactions more seamless, will reinforce the process of global amalgamation. it's been understood that the battles of this century will be fought and gained at the “power of ideas.” Societies will increasingly end up expertise-based totally and sell knowledge-based totally industries. abilities are a crucial factor of prosperity and well-being. India has a distinct comparative element advantage as a sizeable reservoir of professional manpower. The demographic differentials monitor that over the next 20-30 years, India has wonderful advantages in a populace profile concentrated in the younger age organization, in which many new possibilities can be absolutely optimized. What are the guidelines that could allow India to optimize those rising opportunities and what

should we as a state do in live performance in order that we become winners and not losers? For India, boom is vital. To remember as a major monetary powerhouse via the quit of this century's first zone, India needs to boost up its financial boom beyond the prevailing rates of five-6% in line with annum. Then simplest can its citizens, greater than a quarter of whom (~28%) live beneath the poverty line nowadays, find the money for better existence. in addition, at contemporary boom rates India is projected to have great unemployed populace estimates range among 19 and 37 million unemployed by 2012, the biggest proportion of with a purpose to be educated adolescents. The unemployment and poverty as a result of inadequate boom will retard other efforts to area India amongst the top global economic powers. Therefore, the acceleration of financial growth and the employment of skilled children in the next two a long time are key issues for India Inc. This mission faced by way of a few nations offers a super opportunity for some developing nations, together with India. India can target this shortage by using imparting faraway services to these international locations and also through uploading clients and servicing their needs in India. The contribution of remote offerings alone, that is the principle focus of this file, may be \$133-315 billion of additional sales flowing into the united states of america and the addition of 10-24 million jobs (direct and indirect) via 2020. on this context, the existing paper studies and analyses the prevailing reputation of ability improvement and the challenges India faces whilst implementation one of a kind initiatives.

India's economic growth has acquired appreciation and reputation globally. During the last three many years, the transformation of the Indian economic system has been pretty notable and conspicuous. India is currently in a unique position wherein both the employers requiring skilled people and the employment searching for population are facing troubles. it's far anticipated that the Indian manufacturing region might require labour pressure of 20 million, which in flip might necessitate the training of one.5 million technicians each 12 months (McKinsey 2004). A survey on 'labour/skill shortage for enterprise' of over 100 corporations through the Federation of Indian Chambers of commerce and enterprise (FICCI 2021) discovered that 90% of respondents (groups) have been going through a shortage of labour. Approximately 89% of the respondents said that they've been unable to meet the capacity demand for their merchandise within the marketplace due to labour scarcity. One the opposite hand, as India in no way saw an financial increase within the manufacturing sector it has emerge as very tough to offer jobs to the unskilled and semi-skilled population. This trouble is



in addition annoyed via the fact that the us of a does not have sufficient huge skill improvement applications to bridge the space and make people employable. Vocational education and education is defined as the educational and training applications designed for attaining a particular process or form of activity inside the labour market (OECD 2010). Even after almost 50 years of independence, commercial schooling Institutes (ITIs), which can be vital government run centres for offering vocational schooling in India, were in a position cater to most effective 660,000 youth inside the 12 months of 2002. for the duration of the 10th 5 yr Plan duration of 2012–2017, the number rose to most effective 750,000. as a result, the skilling of the labour pressure has been insufficient inside the U.S. Further worsening the employability of the loads, mainly the youth. in brief, there's a mismatch among the demand and deliver of labour (Agrawal 2012). This paper is an try and see which elements determine the participation of an character in vocational education. in addition, we will try and investigate the effect of the talent schooling obtained through vocational courses on the wages an character gets.

### **Literature Assessment**

Primarily based on 61st spherical of NSSO survey (2014–2015), most effective four% of the population between 15 and 29 years had acquired (or become receiving on the time of survey) formal vocational education & schooling (VET) and eight% of that age institution had acquired non-formal VET. A giant majority of the populace (89%) in that age group do not have any form of VET. A excessive unemployment fee for vocational graduates was found but the rate was barely decrease than the unemployment price of fashionable secondary graduates inside the age institution. Day by day wages of both casual and ordinary/salaried workers of people with VET have been determined to be better than trendy secondary graduates in males as well as ladies (Agrawal 2012). From 61st spherical of NSSO survey (2014–2015) to 66th spherical of NSSO survey (2009–2010), the population in the age group of 15–29 years who had acquired formal vocational training decreased from 2.37 to at least one.96% and people who had acquired non-formal vocational schooling declined from 7.seventy four to four. eighty%. Although unemployment charge many of the formal VET graduates has decreased with the aid of 2 percentage factors from 2004 to 2009, still round one-fourth of formally trained labour force remained unemployed . Returns to vocational schooling had been located to be drastically higher than returns to preferred secondary popular education using Mincerian wage function technique on records from 68th round of NSSO survey (2011–2012) of those human beings who've obtained vocational schooling inside the age organization of 15–59 years. Average day by day salary of formal trainees changed into found to be an awful lot better than non-formal

trainees suggesting that VET become indeed beneficial from an income factor of view. The unemployment fee of formal trainees who particularly worked within the tertiary region though, turned into observed to be plenty better than charge of unemployment of informal trainees who commonly labored in the number one and secondary sectors.

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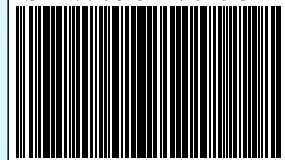
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Available on 



ISBN: 978-81-19746-52-1



PRICE  
INR (₹): 399/-  
USD (\$): 10/