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Effectiveness of Teaching Science in Local Language: A Study on Tribal Students

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ABSTRACT

The present research investigates the impact of teaching science through local language on tribal students of Class 9th. The study is grounded in the belief that language is central to conceptual understanding, particularly in science education. Using a survey method, data was collected from 200 tribal students (120 male and 80 female) across various schools. A self-constructed questionnaire containing 50 items was used as the primary research tool. The analysis explores students' perceptions, comprehension, and interest in science when taught in their mother tongue as compared to a non-local medium. Findings suggest that the use of local language significantly enhances students' confidence, classroom participation, and retention of concepts, contributing to better learning outcomes. The paper concludes with recommendations for policy-level interventions to integrate local language instruction in science classrooms.

INTRODUCTION

Education in tribal areas of India continues to face multiple challenges, ranging from socio-economic barriers to language diversity. Science, being conceptually dense, often becomes inaccessible to students who are taught in non-native languages. Class 9th represents a crucial stage where students build a strong foundation for higher education. This research aims to examine how teaching science through local language impacts the academic performance and overall learning experience of tribal students. The study not only highlights the pedagogical importance of language but also contributes to the broader discourse on inclusive education.

OBJECTIVES OF THE STUDY:

1. To study the effectiveness of teaching science in the local language for Class 9th tribal students.
2. To analyze the difference in comprehension levels between male and female students.
3. To evaluate students' attitudes towards science when taught in their mother tongue.
4. To provide recommendations for improving science teaching methods in tribal schools.

HYPOTHESES:

1. There is a significant difference in comprehension of science concepts when taught in local language versus non-local language.
2. There is no significant difference in perception between male and female students regarding science taught in the local language.

REVIEW OF LITERATURE

Numerous scholars have emphasized the role of language in learning. Cummins (2000) highlighted the importance of mother tongue in conceptual development, while Mohanty (2009) noted that tribal students

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face cognitive disadvantages when instructed in non-local languages. Research in multilingual education (UNESCO, 2016) has consistently recommended incorporating native languages in pedagogy. Local studies (Patel, 2018; Sharma, 2020) indicate that students taught in their mother tongue demonstrate higher engagement and academic success in science subjects.

METHODOLOGY

Research Method: Survey Method was employed to gather perceptions and responses from students.

Population and Sample: The population included Class 9th tribal students across selected secondary schools. A sample of 200 students (120 male and 80 female) was selected using stratified random sampling.

Tool for Data Collection: A structured questionnaire consisting of 50 items was developed. The tool was divided into five sections:

1. **Understanding of Science Concepts** (10 items)
2. **Classroom Participation** (10 items)
3. **Interest and Motivation in Science** (10 items)
4. **Confidence in Learning Science** (10 items)
5. **Perception Towards Local Language Teaching** (10 items)

Each item was framed on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The tool was validated by experts in education and pilot-tested with 30 students.

Data Collection: Data was collected personally from the selected schools, ensuring reliability and authenticity.

Data Analysis: Descriptive statistics (mean, percentage, frequency) and inferential statistics (t-test) were used for analysis.

RESULTS AND DISCUSSION

1. Understanding of Science Concepts:

Results revealed that 78% of students reported better understanding of concepts when taught in local language. Male students scored slightly higher in comprehension, but the difference was statistically insignificant.

2. Classroom Participation:

85% of respondents indicated increased participation during science lessons when teachers used their native language. Female students particularly showed greater willingness to ask questions.

3. Interest and Motivation:

Teaching in local language fostered a positive attitude towards science. 72% of students expressed increased motivation and interest in pursuing higher studies in science.

4. Confidence Levels:

Students expressed higher self-confidence when attempting science problems. 81% reported that local language teaching reduced fear of failure in examinations.

5. Perceptions Towards Local Language Teaching:

The majority (88%) of students favored integrating local language into science teaching permanently. They viewed it as a tool of empowerment rather than a limitation.

COMPARATIVE ANALYSIS OF MALE AND FEMALE STUDENTS:

While male students slightly outperformed females in test comprehension, both groups equally valued local language instruction. No significant gender-based difference was found in their overall perception.

CONCLUSION

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The findings strongly indicate that teaching science in the local language enhances comprehension, motivation, and confidence among Class 9th tribal students. Local language not only bridges the gap between scientific terminology and students' cognitive frameworks but also reduces the alienation caused by linguistic barriers. The study advocates for bilingual or multilingual teaching models in tribal schools to ensure inclusivity and improved learning outcomes.

RECOMMENDATIONS

1. Incorporation of local languages as a medium of instruction for science in tribal schools.
2. Development of bilingual science textbooks with simple translations.
3. Training programs for teachers to effectively teach in both local and national languages.
4. Policy initiatives to promote multilingual education as per the NEP 2020 framework.
5. Further research with larger samples across different tribal communities.

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SARDAR PATEL'S RESOLUTION OF "ONE INDIA, UNIFIED INDIA"

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ABSTRACT

This research explores Sardar Vallabhbhai Patel's leadership in integrating India in the wake of independence in 1947. India had over 500 princely states with autonomous rulers and posed political and administrative challenges. The analysis explores the historical, political, and administrative context of integration and critical states such as Hyderabad, Junagadh, Kashmir, Travancore, Baroda, Bhopal, Mysore, and Kochi. Patel's tactics of diplomacy, negotiation, legal agreement, and, if necessary, military force are analysed. The analysis also assesses the effectiveness and long-lasting impact of his leadership in forming an integrated nation. Case study analysis and histories are used to extract patterns and lessons. The findings are Patel's versatile, pragmatic, and strategic leadership in maintaining territorial integrity, administrative coherence, and social cohesion. His leadership formed the basis of the democratic and constitutional system of India. The analysis brings to the fore Patel's long-lasting imprint in nation-building.

KEYWORDS: ACCESSION, DIPLOMACY, INTEGRATION, LEADERSHIP, SARDAR VALLABHBHAI PATEL

1. INTRODUCTION

The 'Iron Man of India', Sardar Vallabhbhai Patel, played a pivotal role in bringing India together after its independence in 1947. India was partitioned into more than 500 princely states, all of which were independent and needed to become part of the Indian Union. Patel applied shrewd diplomacy and practised methods to peacefully integrate the states. He exercised a balance of firmness and negotiation in the balance of different rulers and different situations.

2. RESEARCH PURPOSE

This research aims to analyse the efforts made by Sardar Vallabhbhai Patel towards the political integration of India. After its independence in 1947, India had the daunting task of integrating over 500 princely states (Shani, 2022). Patel assumed the responsibility of uniting these states into a single nation, and this research will outline the diverse techniques he employed and the outcomes of his negotiations, persuasion and, in some cases, force. It will assess the extent to which these techniques and approaches achieved the resolution and consolidation of the nation. The research intends to delve into the important events in history which were constructed to influence the integration of India.

3. RESEARCH AIM AND OBJECTIVES

To analyse Sardar Vallabhbhai Patel's role in the political integration of India.

Research Objectives

- To investigate the historical, political, and administrative context of India's integration after independence.
- To identify and evaluate the strategies used by Sardar Patel in unifying the princely states.
- To assess the effectiveness and long-term impact of Patel's leadership on building a unified India.

4. PREVIOUS RESEARCH AND RESEARCH GAPS

Previous Research

This research's background lies in the era of India's independence and the challenge of unifying 500 princely states. Sardar Vallabhbhai Patel was the key figure in this process. Mishra, Satyanidhan, and Bhadoriya (2022) state that Patel's concept of unity was pragmatic and imaginative. He argued that as strong a nation as India could not come into existence without the integration of all the states. Balasubramanian and Venkatraman (2022) describe him as the "Maker of Modern United India" due to his use of diplomacy, persuasion and, at times, the use of force to ensure integration. They elucidate that Patel's strategies were rigid and flexible all at the same time. Chakraborty (2025) takes this assertion a step further by explaining Patel's contribution to the Fundamental Rights of the Constitution. This illustrates that his vision was not just limited to the integration of the states, but also to the creation of an India that was a democracy and inclusive of all.

Research Gap

Existing literature highlights Patel's vision and leadership in India's integration, but gaps remain. Mishra, Satyanidhan, and Bhadoriya (2022) stress their idea of unity but focus more on ideology than on detailed case analysis. Balasubramanian and Venkatraman (2022) underline Patel's role as "Maker of Modern India," yet provide broad historical accounts without systematic comparison of state-wise strategies. Chakraborty (2025) links Patel to constitutional development, but not directly to integration practices. Thus, limited research applies structured, case-based approaches to evaluate Patel's unification strategies in depth.

5. RATIONALE FOR PRESENT RESEARCH

The rationale for this research is to study Sardar Patel's work in a more systematic way. Many past studies describe his role, but they often give general historical accounts. This research will focus on detailed case studies of princely states. By doing this, it will show how Patel used different strategies in different situations. It will also connect his work to present discussions on nation-building and diplomacy. Patel's methods offer lessons for solving conflicts and managing unity in diverse regions. This makes the study important for both history and modern political thought.

6. RESEARCH METHOD

Research design and approach

This research follows an inductive approach, as it builds understanding from case studies of princely state integration (Kumar & Ujire, 2024). It uses a descriptive design to explain Patel's strategies and their outcomes. The study is guided by interpretivism philosophy, focusing on meanings, context, and leadership actions. This design helps to deeply explore Patel's role in unifying India.

DATA COLLECTION AND ANALYSIS TECHNIQUE

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This study uses a qualitative case study approach to explore the integration of princely states by Sardar Patel (Mazhar et al. 2021). It focuses on selected cases where Patel's leadership and strategies were clearly documented.

Sources of Cases

- Historical records
- Government archives
- Biographies of leaders
- Scholarly articles

Inclusion and Exclusion Criteria

Criteria	Details
Inclusion	Case study articles published in the last 5 years; well-documented historical sources; states directly influenced by Patel's actions.
Exclusion	Sources older than 5 years without new insights; poorly documented cases; states not directly handled by Patel.

Table 1: Criteria

(Source: Mazhar et al. 2021)

Reviewing Previous Research

Previous research, including historical accounts and biographies, is reviewed to provide context. Each case study is analysed to identify Patel's strategies, challenges, and outcomes. Lessons are drawn by comparing across different states, ensuring the research aim is achieved.

Data analysis technique

This research uses case study analysis as the main data analysis method (Ajayi, 2023). Each princely state is studied through historical records, archives, and scholarly works. The analysis compares strategies, challenges, and outcomes across cases. This helps identify patterns in Patel's leadership and explains how integration built a unified India.

Case studies

Princely State	Source	Key Findings
Hyderabad	The Indian Express	Operation Polo led to Hyderabad's integration into India after military intervention.
Junagadh	Scroll.in	Despite geographical contiguity with India, Junagadh's Nawab's accession to Pakistan was contested, leading to its eventual integration into India.
Kashmir	The Wire; Hindustan Times	The accession of Jammu and Kashmir to India was influenced by geopolitical considerations and strategic interests.
Travancore	Congress Sandesh	Sardar Patel's diplomatic efforts led to the peaceful integration of Travancore into India.
Baroda	ResearchGate	Patel's negotiations facilitated Baroda's accession, balancing political and administrative considerations.

Bhopal	Organiser	Patel's leadership was instrumental in integrating Bhopal, ensuring administrative cohesion.
Mysore	Journal of Political Science	Patel's strategic diplomacy led to Mysore's seamless integration into the Indian Union.
Kochi	International Journal of History	Patel's negotiations ensured Kochi's accession, contributing to India's unity.

Table 2: Case studies

7. CASE STUDY DISCUSSION

INVESTIGATING INDIA'S INTEGRATION CONTEXT AFTER INDEPENDENCE

In 1947, India gained independence from British rule, but more than 500 princely states existed. Each state had its own ruler, administration, and laws. The rulers could choose to join India, join Pakistan, or remain independent. This created a complex political environment. Many states had rulers of one religion while the majority population was of another, creating tensions. Geographical location also played a role, as some states were surrounded by Indian territory and faced pressure to join India (Man Aman Singh Chhina, 2023).

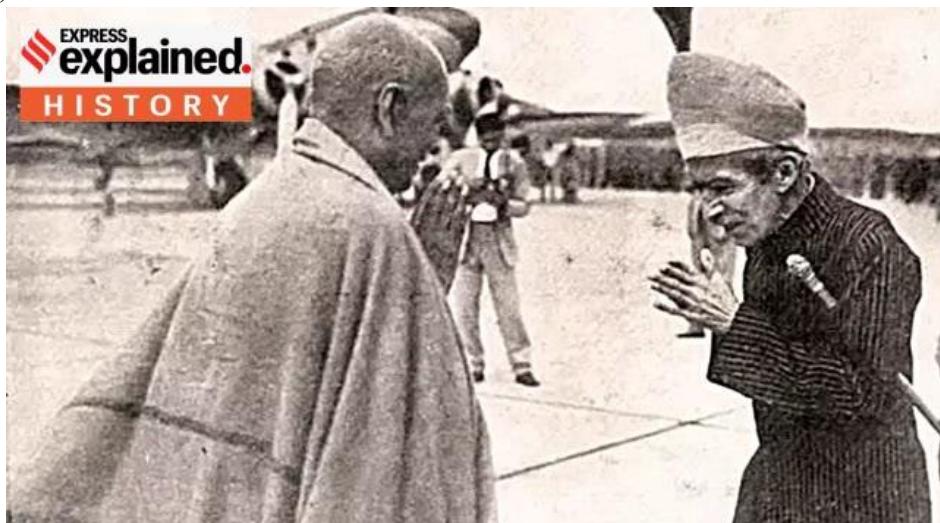


Figure 1: Nizam of Hyderabad: Quest for Independence and Resistance to Accession

(Source: Man Aman Singh Chhina, 2023)

Administratively, India had to integrate diverse systems, including armies, police, and civil services, while introducing modern governance and legal frameworks. The case of Hyderabad shows the difficulty of integration. The Nizam avoided joining India for as long as possible, signing a temporary standstill agreement and postponing almost all decisions (Man Aman Singh Chhina, 2023). However, Operation Polo, a military venture in September 1948, garnered Hyderabad's decades' worth of independence in a matter of days. The inheritance of Kashmir had its own set of geopolitical and strategic considerations that complicated matters and resulted in the Maharaja signing the Instrument of Accession due to the urgency and convoluted military actions at hand (Madhav, 2025).

EVALUATING PATEL'S STRATEGIES FOR PRINCELY STATE UNIFICATION

Sardar Patel skilfully practised diplomacy, negotiated treaties and even prepared for military formalities. Execution of the policy of Instrument of Accession through treaties gave internal autonomy to the rulers.

Standstill agreements facilitated partial truces to ease tension and conflict. Settling Doctrines reasoned and convinced the rulers behind the decision to accede to the union. The Baroda and Kochi states were politically and administratively integrated into the Union, and the rulers were granted some privileges (Vaidya, Maitree, 2023). Junagadh was legally annexed by Patel himself after a plebiscite, which was controlled by the Nawab, who chose to join Pakistan, even though it was geographically part of India. Hyderabad witnessed Patel trying to reason and negotiate. Kashmir was a rapidly and strategically planned military negotiation combining defence during the time of tribal invasions (Sudheendra Kulkarni, 2022). Travancore, Mysore, Bhopal and Kochi were united and peaceful states. Patel's diplomacy brought peace and smooth integration in these states (Singh & Mewara, 2024; Raj, 2025). His unity-focused strategies were self-adaptive and Kerala deformation adaptable.

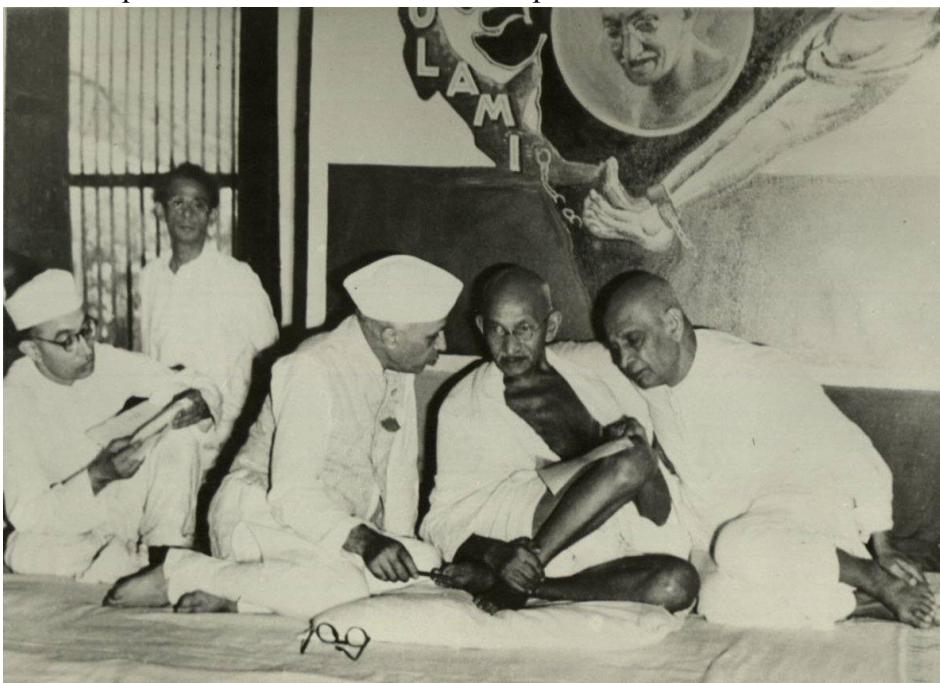


Figure 2: Mahatma Gandhi with Jawaharlal Nehru and Sardar Patel

(Source: Sudheendra Kulkarni, 2022)

EFFECTIVENESS AND LONG-TERM IMPACT OF PATEL'S LEADERSHIP ON BUILDING A UNIFIED INDIA

Patel's integration of princely states was, for the most part, successful due to his effective leadership. While most states readily joined India, some, such as Hyderabad and Junagadh, were more complicated. Political negotiations with Junagadh and Operation Polo in Hyderabad ensured the accession of the states without compromising India's sovereignty (Scroll.in. 2025). The accession of Kashmir equally showed strategic, as well as timely, decision-making. The successful diplomatic and administrative strategies of the peaceful integrations of Travancore, Baroda, Mysore, Bhopal, and Kochi further attest to his leadership skills (Capt. Praveen Davar, 2022). Diplomatic, as well as long-term, administrative strategies ensured Patel's leadership during this period retained the country's territorial boundaries and administrative unity. Former princely states were consolidated into provinces, civil services and legal systems aligned with the Indian Constitution, and governance structures modernised. Patel's strategies also helped establish the rule of law and democracy, as well as citizens' rights to the territory of India. The integration also fostered greater social cohesion by reducing fragmentation. His integration of India is studied today as an example of political diplomacy, together with firmness, which remains an important part of his legacy.

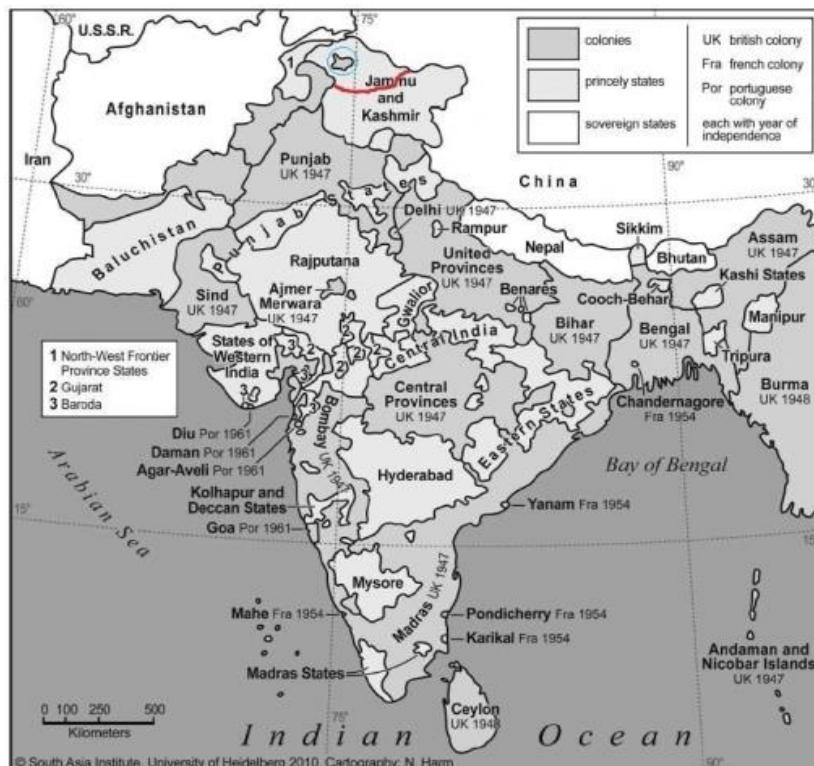


Figure 3: Pre Partition British India Map

(Source: Hari and Hema Hari, 2025)

8. CONCLUSION

Sardar Vallabhbhai Patel remains the foremost architect of India's territorial integrity and unity following independence. By skilfully balancing diplomacy with the unambiguous threat of force, he merged the subcontinent's 500-plus princely states into a single nation. The annexation of Hyderabad, the diplomatic resolution of Junagadh, and the contentious but conclusive approach to Kashmir illustrate the logistic and moral calculus he commanded. In contrast, the peaceful accession of Travancore, the formal treaty with Baroda, the embraced gradual modernisation of Mysore, the gradual integration of Bhopal, and the forthcoming accession of Kochi reveal Patel's preference for negotiation whenever possible. His decisive intervention thereby furnished India with a coherent territorial identity, stabilised administrative frameworks, and established a constitutional mandate. Patel's vision forestalled centrifugal fragmentation, transcended regional identities, and catalysed the emergence of a unified national consciousness. Thus, the operational summary rightly regards Patel as the architect of the maxim "One India, Unified India."

9. FUTURE SCOPE AND LIMITATIONS

The future research can focus on Sardar Patel's integration strategies in several areas. His strategies could be likened to nation-building experiences in other countries. It can be used in analysing political diplomacy in resolving disputes and policies of federal integration. There are certain limitations.

histories might be partial or incomplete. Records on some of the princely states are limited in permitting in-depth analysis. The analysis is limited to some of the prominent states and might not be comprehensive of the entire 500-plus states. However, the analysis is abundant in information regarding the process of unification in India and Patel's enduring legacy.

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AI Teaching vs. Traditional Teaching: A Comparative Study of Teachers' Perceptions in Gujarat, India

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ABSTRACT

Artificial Intelligence (AI) is reshaping the global education landscape by providing innovative teaching methods, personalized learning, and efficient content delivery. While traditional teaching continues to form the cultural and moral backbone of education in India, AI-based teaching tools are increasingly recognized for their potential to enhance learning outcomes. This research paper explores the perceptions of school and university teachers in Gujarat, India, comparing AI teaching with traditional teaching. A total of 300 teachers (150 male and 150 female; equally divided between school and university levels) participated in the study through a structured survey of 50 questions. The results show a strong inclination toward AI teaching among both male and female teachers, with school teachers displaying higher acceptance levels than university teachers. Despite the growing popularity of AI, traditional teaching remains valued for its role in character building and fostering human interaction. The study concludes by recommending blended learning strategies to balance technological advancements with traditional pedagogical values.

KEYWORDS: ARTIFICIAL INTELLIGENCE IN EDUCATION, TRADITIONAL TEACHING, TEACHERS' PERCEPTIONS, PEDAGOGY, BLENDED LEARNING.

INTRODUCTION

Education in India has historically been teacher-centered, with a focus on classroom interactions, discipline, and moral development. Teachers have been regarded as the primary source of knowledge and mentors guiding students' intellectual and personal growth. However, in the 21st century, technological innovations, particularly artificial intelligence (AI), have started transforming teaching practices globally. AI tools such as adaptive learning systems, virtual classrooms, and automated assessment mechanisms are becoming popular in Indian schools and universities as well.

The state of Gujarat, known for its progressive educational policies and adoption of modern technologies, provides a suitable context for studying the impact of AI on teaching. Teachers play a crucial role in integrating new technology into the classroom, and their perceptions significantly influence the acceptance and effectiveness of such methods. This research paper attempts to compare AI teaching with traditional teaching, focusing on differences in perception based on gender and profession (school vs. university teachers).

OBJECTIVES

1. To study the perceptions of male and female teachers toward AI-based and traditional teaching.
2. To compare the attitudes of school and university teachers toward the adoption of AI tools in classrooms.

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3. To identify the strengths, challenges, and limitations of AI teaching methods from teachers' viewpoints.
4. To understand the continuing relevance of traditional teaching in a rapidly digitizing educational system.
5. To propose strategies for integrating AI with traditional teaching to ensure quality and holistic education.

LITERATURE REVIEW

The integration of AI in education has been extensively studied in recent years. According to Anderson (2021), AI-based learning platforms improve personalization and student engagement by analyzing learning patterns. Similarly, Sharma (2022) highlights that blended learning, combining traditional and digital approaches, is highly effective in India, where cultural values are deeply embedded in education.

Traditional teaching, however, continues to hold importance, as noted by Singh (2020), who emphasizes that personal interaction between teacher and student fosters emotional and moral development that technology cannot replace. The *National Education Policy (NEP) 2020* also advocates for the inclusion of digital technology in education while retaining core traditional values. This dual approach indicates the need for balance rather than replacement.

METHODOLOGY

➤ Research Design

The study employed a **survey research method**. A descriptive research design was adopted to capture the current perceptions of teachers across Gujarat.

➤ Population and Sample

- **Total Sample Size:** 300 teachers
- **Gender Distribution:** 150 male and 150 female teachers
- **Profession Distribution:** 150 school teachers and 150 university teachers
- **Geographical Scope:** Gujarat state, India

➤ Sampling Technique

A stratified random sampling method was used to ensure equal representation of gender and profession categories. This approach enhanced the reliability and comparability of the findings.

➤ Data Collection Tool

A structured **questionnaire containing 50 questions** was developed. The items covered:

- Effectiveness of teaching methods
- Student engagement and participation
- Accessibility and inclusiveness
- Moral and cultural integration
- Teacher satisfaction and adaptability

Responses were recorded on a 5-point Likert scale ranging from 1 (Very Low) to 5 (Very High).

➤ Data Analysis

Descriptive and comparative statistical methods were employed. Results were presented using tables, charts, and averages for clearer interpretation.

DATA ANALYSIS AND RESULTS

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Table 1: Average Scores of AI Teaching vs. Traditional Teaching by Gender & Profession

Gender	Profession	AI Teaching Score	Traditional Teaching Score
Female	School Teacher	3.85	2.40
Female	University Teacher	3.08	2.37
Male	School Teacher	3.63	2.49
Male	University Teacher	3.44	2.28

(Scale: 1 = Very Low, 5 = Very High)

Figure 1: Comparison of AI vs. Traditional Teaching

KEY OBSERVATIONS

1. Female school teachers showed the highest acceptance of AI teaching (mean = 3.85).
2. University teachers, particularly females, rated AI lower compared to school teachers.
3. Traditional teaching received consistently lower scores across all groups, though male school teachers rated it slightly higher than others.
4. Overall, AI teaching was preferred more strongly than traditional teaching, especially in school contexts.

FINDINGS

1. **AI Teaching as Effective and Modern:** Teachers perceived AI as providing more personalized learning, quick assessment, and innovative teaching strategies.
2. **Gender-Based Variations:** Female teachers, especially at the school level, were more receptive to AI adoption compared to their male counterparts.
3. **Professional Differences:** School teachers rated AI higher, possibly due to younger students being more adaptive to technology. University teachers, dealing with mature learners, still emphasized traditional mentorship.

Role of Traditional Teaching: Despite lower scores, traditional methods were recognized as crucial for developing discipline, ethics, and teacher-student bonding.

DISCUSSION

The results align with global findings that AI improves teaching efficiency and learning outcomes. Teachers in Gujarat are generally open to integrating AI, especially in schools, where technology can simplify repetitive tasks and enhance student engagement. However, concerns regarding AI include the lack of emotional connection, over-reliance on machines, and ethical implications of data-driven education.

University teachers' relatively lower acceptance indicates skepticism about whether AI can replace the critical thinking, mentoring, and guidance required at higher education levels. This reflects a realistic understanding that while AI can supplement, it cannot substitute human teaching fully.

CONCLUSION

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The research concludes that while AI-based teaching is perceived as more effective and engaging, traditional teaching remains essential in providing emotional support, discipline, and cultural education. Teachers in Gujarat favor AI tools but advocate for a **blended learning model** that incorporates both AI and traditional methods. This integrated approach ensures that students benefit from technological advancements without losing touch with human values and cultural identity.

RECOMMENDATIONS

1. **Promote Blended Learning:** Encourage teachers to combine AI tools with traditional methods.
2. **Teacher Training Programs:** Organize workshops and training for teachers to adopt AI-based teaching tools effectively.
3. **Infrastructure Development:** Provide adequate digital infrastructure in rural and urban schools and universities.
4. **Policy Framework:** Develop educational policies that support ethical AI use while safeguarding student data and cultural identity.
5. **Continuous Research:** Expand studies to other states for nationwide comparison and deeper insights.

Curriculum Integration: Introduce AI literacy as part of teacher education programs.

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Comparative study of Selected Motor Ability Components for speed strength of M. P. Ed students in Saurashtra University Rajkot

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ABSTRACT

Speed is increasingly important in individual team sports, along with other skills. Speed represents a skill (Verchoshansky, 1996). It involves moving the body as quickly as possible. Speed is classically defined as the shortest time required to move a given distance, which is equal to the velocity, but without specifying the direction (Herman and Garhammer, 2008). In practical terms, it refers to the ability to move a body as quickly as possible over a given distance. However, in reality, this issue is a little more complicated because speed is not constant over the entire distance and can therefore be divided into several phases. Acceleration, maximum speed maintenance, etc. are related to it. Speed is a necessary skill for players to achieve high-level results in any sport. If this does not happen, that player or team can suffer a great loss in competition.

The aim of this research study was to study the speed and power of 50 meter run of students studying in M. P. Ed. at Saurashtra University Rajkot. In this research study, students studying in M. P. Ed. were selected as subjects. In this research study, a total of 20 students were randomly selected, whose age was between 22 and 25 years.

KEYWORDS EXERCISE, SPEED, RUNNING.

INTRODUCTION

Speed is the ability to move quickly across the ground or move limbs rapidly to grab or throw. Speed is not just how fast someone can run (or cycle, swim etc.), but is dependent on their acceleration (how quickly they can accelerate from a stationary position), maximal speed of movement, and also speed maintenance (minimizing deceleration). Movement speed requires good strength and power, but also too much body weight and air resistance can act to slow the person down. Speed Training In addition to a high proportion of fast twitch muscle fibers, it is vital to have efficient mechanics of movement to optimize the muscle power for the most economical movement technique.

Speed is one of the main fitness components, important for success in many sports. For some athletes such as Track and Field sprinters, sprint swimmers, cyclists and speed skaters, speed is the most important aspect of fitness. In many other sports, including team field sports, good speed is also very important as part of the overall fitness profile. A list of the top sports requiring speed has the obvious ones of track and field sprinters on top. See also another list ranking sports in which speed is important.

To gain speed in sports, proper training can be given to the athlete to improve his sports performance. To improve running speed, a training program is needed that focuses on leg strength and power, which includes proper technique training to make the best use of your strength and power development.

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The purpose of this research study was to examine the speed power in 50 meter race of students studying in M. P. Ed. at Saurashtra University Rajkot.

OBJECTIVES OF THE STUDY

The objective of this research study was to compare the speed and power of Part-1 and Part-2 students studying in M. P. Ed. at Saurashtra University, Rajkot in 50 meter race.

Method

Subject Selection

To achieve the purpose of this research study, students studying in M. P. Ed. at Saurashtra University, Rajkot were randomly selected as subjects. The age group was 22 to 25 years.

Tools

The speed of the students was measured by a 400 meter track.

Statistical Analysis

According to objectives of the study to gathering the data Analysis of descriptive statistics (Mean, Standard Deviation) and 'Independent -T' test were used. The Level of significant was set at 0.05.

RESULT

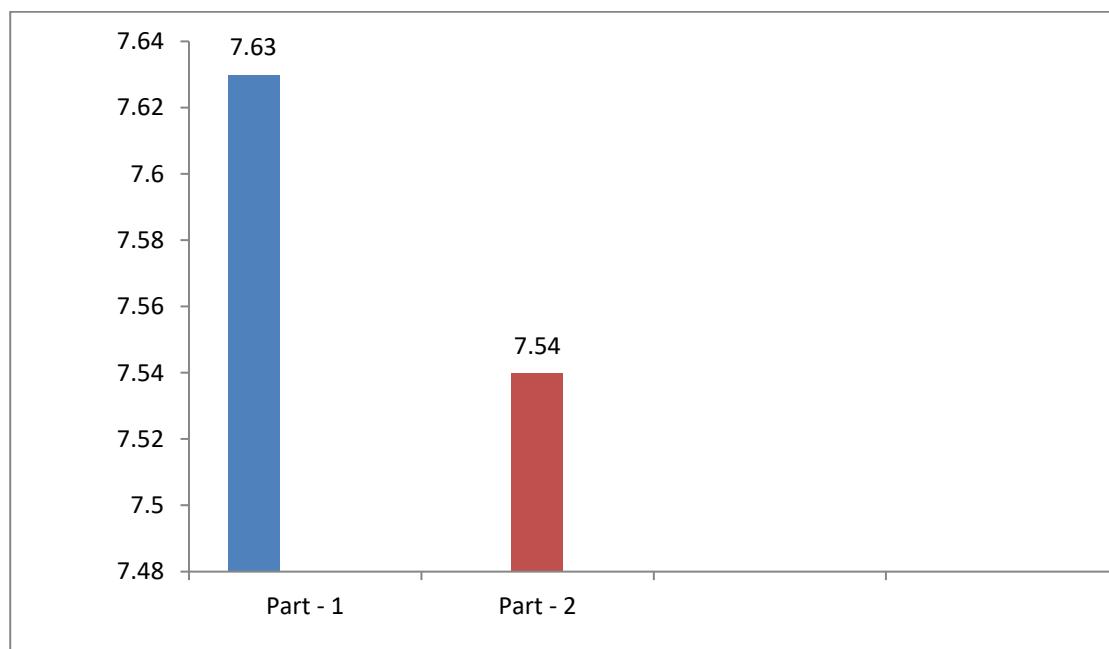
Table

Mean, SD and T-values for speed and power level in students of M. P. Ed. College, Saurashtra University, Rajkot

M. P. Ed	Number	Mean	SD	Mean Difrance	"T" Test
Part – 1	10	7.63	0.227	0.09	0.87
Part – 2	10	7.54	0.228		

*Significant level at 0.05 (28) = 2.048

It can be seen in the above table that in the Speed test, the mean of the students of Part - 1 was 7.63 and the mean of Part - 2 was 7.54. The standard deviation of the students of Part - 1 was 0.227 and the standard deviation of the students of Part - 2 was 0.228. The "T" ratio was 0.09. Which was not significant at the 0.05 level.



DISCUSSION

There was no significant difference in the speed of the students of M.P.Ed Part-1 and Part-2. Hence, it can be said that the speed of both the groups was similar.

CONCLUSION

The research finally found that there was no significant difference in the speed of M.P.Ed Part - 1 and Part - 2 students.

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AN ASSESSMENT OF THE IMPLEMENTATION STATUS OF POLICY ON SEXUAL HARASSMENT OF WOMEN AT WORKPLACE

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ABSTRACT

The current paper aims to review the extent of execution of the “Sexual Harassment of Women at Workplace Act” (POSH, 2013). In addition, this paper also critically reviews the University Grants Commission’s 2015 regulations across the Indian higher educational institutions. This paper has used the existing empirical studies, institutional reports and the policy analyses to form its conclusions. The primary objective is to assess the legal provisions of this act and how they translate into institutional practice. Further, it aims to identify the gaps in their compliance and their redressals. This would help in recommending practical strategies to improve and protect the dignity and ensure the safety of women in the higher educational systems. This paper uses structured secondary review methodology. This paper considers three interrelated domains for its analysis. It uses formal compliance, awareness and accessibility and substantive outcomes. Further, this literature also identifies and indicates the instances of uneven compliance. This review paper, additionally, reviews the gaps in monitoring, the transparency in outcomes and the safeguards for the survivors. Using all of these available resources and information, this paper seeks to propose an implementation checklist. This will also help in creating a priority based capacity building measure and help in providing suggestions to the existing policies for their improvement. This paper, thereby concludes that bridging the gap between policy and practice would require both structural and cultural reforms. These changes should be driven by accountability, transparency and should have a survivor centric design in the higher education institutes.

KEYWORDS: POSH; HIGHER EDUCATION; SEXUAL HARASSMENT; UGC REGULATIONS

INTRODUCTION

Higher education institutes (HEIs) are characteristic settings where workplace and learning roles overlap. Here, the relations are created naturally which creates opportunities for abuse and can raise distinct barriers for reporting them. Sexual harassment is one such issue which affects the safety of women in a workplace. In such institutions, their dignity and their capacity to fully participate in academic and professional contexts is hampered significantly (Yadav, 2023). The judicial and policy architecture to address campus harassment rests on three landmarks in India. First is the Supreme Court’s “Vishaka” judgment of the year 1997. This establishes the employer obligations to prevent harassment in a workplace (Panchori, 2021). Second is the Sexual Harassment of Women at Workplace Act (POSH) which aims to provide statutory redress (Vidyanagar, 2013). This act is based on key principles, which are, “Prevention, Prohibition and Redressal”. The third landmark was issued by the University Grants Commission (UGC) in the year 2015, which clarifies the HEI specific rules and regulations. These

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regulations help in operationalising POSH for the higher education institutions of India (Myrboh and Buam, 2022). These UGC based regulations, alongwith the “Saksham” report, joins the “Internal Complaints Committees” (ICCs) with the gender sensitisation modules. This was intended to help prevent and redress such abuses in HEIs (Pathak, 2022). However, post legislative research has shown that there is a substantial gap between policy implementation and practice. Many HEIs have been complying with these policies on paper by constituting ICCs. However, these formed bodies lack training, transparency and survivor centric practices. Further, these functional bodies lack the required independence to work effectively. In addition, the awareness of these policies among the students and staff remain in doubt. The differences in power, vulnerabilities due to caste and class and other challenges have increasingly complicated the processes of reporting and redressal of them (Shukla, 2024).

This secondary review, therefore, aims to analyse the recent empirical and policy literature to draw its conclusions. Through this structured review, it aims to map the extent of practice of these regulations in the HEIs. Further, it aims to identify the existing gaps in knowledge and operations in those HEIs. This would, therefore, help in proposing a structured and targeted reform strategy to help strengthen the functionality of ICCs. This will also help in reforming the accessibility, monitoring and help in increasing the support for the survivors.

METHODOLOGY

The current paper uses a structured secondary review for synthesising its conclusions. This review uses the statutory and regulatory texts such as the POSH Act and the existing UGC regulations of 2013 and 2015, respectively. In addition, it uses the peer reviewed institutional studies which are available post 2020 to understand the implementation and practice efficiencies. Further, it has also used the available NGO and audit reports of the HEIs, along with the media briefs to understand the gaps better. For analysis of these sources, three analytical domains were used. The formal compliance and ICC structures, the awareness and the reporting behaviour across the HEIs and the procedural outcomes of these policies, further, the survivor support based on these were also considered. For this review, recent empirical works and the institutional audits were considered. Furthermore, this review uses the “Sadler Effectiveness’ Triangle” for organising an estimated understanding of policy practice and implementation (Sadler, 1982). This method helps understand the “procedural, transcriptive and the substantial” values of these policies. This helps converge the various available sources, and thereby, helps to triangulate the data to increase the confidence.

LITERATURE REVIEW AND DISCUSSION

Regulatory and Institutional Framework

The jurisdiction of the POSH Act covers the educational institutes across the country. This act defines sexual harassment of women in the workplace. Further, it mandates internal redressal mechanisms for them and prescribes a fixed timeline for that. It ensures procedural safeguards for its investigation and provides interim relief. According to the regulations by the UGC, POSH must be adopted by all the HEIs. They have prescribed the ICC compositions and even clarified the confidentiality obligations of the committee. The ICC must contain a female presiding officer, a non-teaching staff, student representative, and an external expert. Further, it also stresses on the ICC’s duties of reporting and report keeping duties as well. These guidelines also have directions to introduce gender sensitisation programmes as well (Government of India, 2013; Jolly, 2025).

The “Saksham” guidelines by the UGC focuses on dual measures. It emphasises preventive education and promotes the ICC’s adjudicatory mechanisms. These guidelines suggest content for the gender sensitisation workshops and additionally recommends an ICC constituency with tenure arrangements (Pathak, 2022). However, these guidelines have left a significant amount of operational discretion to the HEIs. Discretion, such as, the qualification of the committee member and the frequency of reporting, creates a lot of compliance heterogeneity. This is prominent across the country’s HEI ecosystem (Dudeja, 2024; Pathak, 2022).

Compliance - Formal vs Functional

Pathak (2022) used Sadler’s framework to document the widespread “paper compliance”. It shows that even though the ICCs exist constitutionally, they lack trained membership, consistent meeting schedules and effective case-management systems. In addition, the HEIs have often failed to publicise the annual anonymised statistics as well. Multiple studies have reported rapid formalisation of POSH structures after 2015. However, their functional capacity varies sharply. Recent trends reveal that most of the institutions now state they have an ICC on record, but again, their capacity of functioning is highly doubtful (Sarpotdar, 2020). Similar patterns have been brought to prominence by Diwakar and Tyagi (2024) and Srikanth (2018). The study and audit of these policies have revealed that the existence of these policies and regulations are not a measure of their effectiveness. Mehta (2021) has identified several operational gaps. Their study shows that most HEIs possess limited legal and trauma expertise. In addition, their use of external experts is inconsistent and not transparent. Further, the selection of the member for the ICC is rarely transparent and does not follow the guidelines effectively. The ICCs in the HEIs across India, have also shown weak record keeping and little to no independent audits are performed. These gaps in implementation produce variable investigative quality. It also leaves the survivors uncertain about the outcomes and protections. Several international reviews have identified such comparable trends on a global scale. These studies identify precarious contracts, hierarchical academic cultures and leadership inaction to be strong risk factors for the HEIs to prevent harassment (Sinha and Bondestam, 2022; Täuber et al., 2022).

Awareness, Accessibility and Reporting Behaviour

Diwakar and Tyagi (2024) and Pathak (2022), in their study, had surveyed several HEIs across several cities in India. These studies indicate that there is little awareness of complaint procedures in most HEIs. Only a few students and staff are aware of the ICC and their roles in their institution. Further, they observed that many of the HEIs have failed to educate and convey their roles effectively to the staff and the students. Many of the HEIs have failed to display multilingual information and have seldom shared their functioning helplines. Pathak (2022) has summarised the prior surveys and have shown that many of the students and staff have not had access to anti-harassment education. This has resulted in a higher number of incidents going unreported. Diwakar and Tyagi (2024) highlights that such instances have a tendency to go unnoticed or underreported. The main identified reason is the fear of retaliation and the stigma associated with it. All of these accessibility problems were highlighted by the faculties who lack job security. Additionally, the research students, who are dependent on their supervisors and the marginalised communities have supported these claims of injustice. This lowers their trust on these policies and reduces their trust in the institutional remedies. These groups often face intersectional barriers as well. It includes language, lack of confidential reporting channels and the fear of retaliation. Often, the students and scholars have acted in fear that speaking out would worsen their academic or employment prospects (Khanna and Mukherjee, 2024).

Power Asymmetries, Retaliation, and Informal Resolution

In an institution, a supervisor controls the grades, funding or job renewals. In such situations, a victim of abuse prefers silence over speaking out. The fear of retaliation if they speak up or their reputation harm leads them to remain silent. Diwakar and Tyagi (2024), and Srikant (2018), have given qualitative evidence highlighting how the academic hierarchies and career dependencies can suppress reporting. Thus, the literature warns against over-reliance on informal conciliation absent robust protections. This is because such settlements can prioritise institutional reputation over survivor safety and may not include safeguards.

Procedural fairness, Timeliness and Survivor Centric Practices

Existing empirical reviews show that there is inconsistent adherence to the POSH deadlines by the HEIs. In many cases, the inquiries are delayed beyond the stipulated 90 days timeline. Many HEI sources reveal that there are consistent breaches of confidentiality of reporting mechanisms. In several cases, the final outcomes of the complaints are insufficiently communicated to the complainants (Singh, 2023). Pathak (2022), in their study, has stressed the need for “trauma informed” practices in HEIs. It states that the ICC hearings must account for “trauma related memory disruptions”. They should also look to avoid adversarial modes that can “retraumatise” the survivors. Further, Diwakar and Tyagi (2024) show that there is very low awareness of the interim relief options. They also show that there is uneven availability of counseling and legal support for the survivors.

Intersectionality and Marginalised Voices

Several studies have flagged Dalit and other marginalised students as experiencing particular forms of harassment. This has been significantly compounded by the discrimination and isolation on the HEI campuses (Rathod, 2022). However, there is a gap in literature centering issues like caste, sexuality and regional marginalities. The existing UGC guidelines does recognise these vulnerable groups. However, these fall short of operational requirements for their proper representation. Pathak (2022) and Srikant (2018), both have pointed out the need for targeted outreach.

Media and Digitally Mediated Harassments

Studies and current news have shown a steep increase in campus based digital harassment for women. These range from image based abuses to even trolling and organised harassment incidents (Dey, 2024; Mukherjee and Dasgupta, 2022). The existing POSH and UGC guidelines predate the intensification of such harms. They have not provided any granular operational guidance on evidence preservation, takedown demands, or coordination with platform providers. Studies such as the one by Diwakar and Tyagi (2024) have urged the authorities to handle these digital instances better and seek help from technical experts for a secure and rapid action against these abuses.

RESULTS AND KEY FINDINGS

Findings	Evidence	References
<ul style="list-style-type: none"> - Formal compliance is widespread. - Functional compliance is uneven. 	<p>Most of the HEIs have reported the existence of ICCs. However, many of them show “paper compliance” only.</p>	Pathak (2022); Srikant (2018).

- Awareness and accessibility are low.	Several surveys and audits have shown that many of the students and staff do not know ICC contacts, complaint steps or timelines.	Pathak (2022); Diwakar and Tyagi (2024).
- Power asymmetries and retaliation fears have suppressed reporting of abuses.	Dependence on supervisors, and dominance of academic hierarchies have deterred complaints.	Diwakar and Tyagi (2024); Srikant (2018)
- Existence of several Procedural weaknesses.	Investigations often exceed statutory timelines. Further, confidentiality is seen to be breached on numerous occasions.	Pathak (2022); Government of India (2013).
- Intersectional vulnerabilities can magnify risk and reduce trust.	Dalit, low-income, disabled and other marginalised students have been facing compounded harassment. They are less likely to trust ICCs and other policies.	Pathak (2022); Srikanth (2018).
- Digitally mediated harassment is under-addressed.	Image-based abuse and other coordinated online attacks are increasingly reported from the HEIs.	Dey (2024); Diwakar and Tyagi (2024); Mukherjee and Dasgupta (2022)

Table 1: Key Findings of the Study

POLICY AND PRACTICE RECOMMENDATIONS

At the institutional level the HEIs should look to meet the functionality standards of ICC. They should look to appoint at least one informed external member. They should also look to maintain minutes of the meetings and keep anonymised records of case summaries. UGC and other systemic bodies should look to introduce training programs which the ICC members need to complete before they can be a member of the ICC. Further, the HEIs must look to provide on campus counselling and legal aids to help the staff and students. They should also look to provide anonymous reporting channels and help provide them with interim protective measures. Each HEI should look to provide multilingual posters, in order to inform the staff and students about their rights and protective measures. Collaborating with external experts would also be crucial in handling digital based harassments.

At the systemic level, UGC should look to collect standardised anonymous indicators from the HEIs. These can then be aggregated in order to have a collective idea about the effectiveness of their policies. These systemic bodies should look to provide grants for creating counselling units in the HEIs which lack the financial support. Further, funding longitudinal studies would help create a better understanding of

the situation across the HEIs. Additionally, organising third party audits on the HEIs would help understand the policy practice status. These institutions should look to mandate the production of inclusion plans for the marginalised segment. This would improve the intersectional outreach.

GAPS IN LITERATURE

Most of the HEIs do not publish systematic and anonymised ICC records and data. It includes the number of complaints, their resolution means and timelines, and their final outcomes. Studies including the one by Pathak (2002) have shown that without a centralised dashboard, it is not possible to identify the systemic hotspots. Thus, it would be impossible to measure the actual success and progress of these policies. Further, public silence also undermines institutional accountability. This absence of comparable indicators has prevented the researchers from conducting longitudinal evaluations properly. Existing documents have shown that the existing ICCs in the HEIs lack legal and trauma informed expertise. Further, the selection of the members are often opaque. This makes the investigative quality variable and also raises potential conflict of interest. This, thereby, undermines the trust. In addition, the support systems for the survivors remain patchy. With the level of inconsistency in their support, the psychological burdens increase substantially. This makes conducting and continuing studies highly difficult.

The existing case studies are based on small sample surveys. Thus, national representation with longitudinal datasets and post POSH outcomes are lacking. This limits the evidence based policy design. It also prevents casual inferences about whether the interventions actually reduce the incidents or better the outcomes for the survivors. Additionally, there is insufficient focus on intersectionality and digital harassment. The UGC framework has mentioned the vulnerable groups but have failed to provide an operational mandate. Furthermore, the existing guidelines are not very clear about the management of digital media based harassments. This, being an increasing modality, requires immediate technical and legal expert interventions.

CONCLUSION

The current review analyses the implementation status of the POSH Act and the UGC regulations which exist for the HEIs in India. These policies provide a comprehensive legal and regulatory framework for the prevention and redressal of sexual harassment for women in the HEIs. Recent studies and reports have shown that there is a persistent gap between policy implementation and practice. Many of the HEIs across the country meet the formal criteria. However, they lack the functional capacity, training and survivor centric practices. Additionally, the HEIs lack the transparency required to translate law into campus safety. To reduce this gap would require a coordinated action and require collaboration at both institutional and systemic levels. HEIs should look to professionalise the ICCs and look to provide survivor centric services. They should provide accessible multilingual channels for complaints and provide efficient redressal systems. It would be crucial for the regulators to create and maintain anonymised national dashboards for a comprehensive understanding of the implementation status of the policies. These measures would ensure that the institutions move from nominal compliance to measurable safety compliance. It will also allow better monitoring and help create longitudinal research as well. Thus, consistent reporting would allow effective policy refinement which would be evidence backed.

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CONDITION OF THE GARASIA TRIBE IN RAJASTHAN

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ABSTRACT

The evolution of the Garasia tribe of Rajasthan has been presented through this research. The current state of this tribe in India has projected their subnormality in the aspects of finance and education in particular. A case study analysis has been conducted by selecting three cases that are relevant to the research. The analysis has projected Rajasthan having only 52.8% literacy rate and the emphasis on the National Education Policy (NEP) as an inclusive educational program by the Indian government. The cases have also highlighted how progressive the community is terms of their “courtship fairs” and current awareness on girl child education.

KEYWORDS: COURTSHIP FAIR, ECONOMIC BACKWARDNESS, EDUCATIONAL STRUGGLES, GARASIA TRIBE, SOCIOECONOMIC CHALLENGE.

INTRODUCTION

The Garasia is a tribal community of Rajasthan, and they are popular for their progressive social practices. Their practices mainly focus on women's agency in choosing partners and live-in relationships, often by organizing “courtship fairs” (López-Guillén et al. 2024). This tribe has a rich cultural heritage, including their unique dances, rituals, and colourful attire. However, the current situation of the Garasia tribe has exhibited socioeconomic challenges. Their major problems encompass limited access to education, despite freedom of choice for women. They are currently facing the issue of having scarce resources as the community is restricted to many opportunities (Maurya et al. 2025). It causes their backwardness and educational struggles due to financial difficulties.

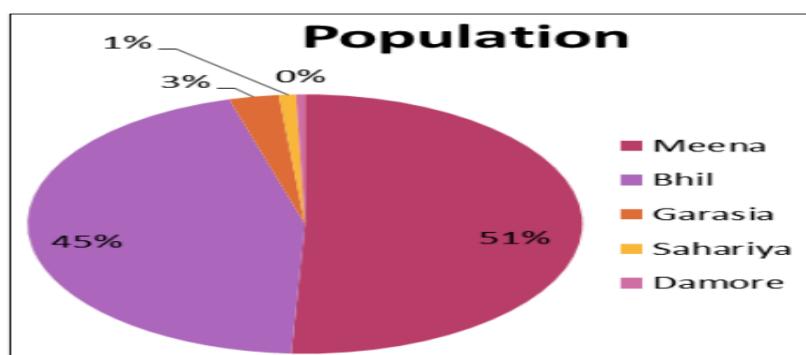


Figure 1: Population of Scheduled Tribes (ST) in Rajasthan

(Source: Influenced by Joshi & Raghav, 2019)

Figure 1 projects the population of different tribes from Rajasthan, where the Garasia is only 3% in this region (Joshi & Raghav, 2019). It shows the challenges of remoteness and isolation in terms of their settlement. This particular tribe has a poor economic status, which leads to poor dietary intake and nutritional knowledge. Thinness and stunting are common among the school children of this community. They are isolated from mainstream society for a prolonged time, which has hindered their overall development.

RESEARCH PURPOSE

The research has the purpose of evaluating the current situation of the Garasia tribe from Rajasthan. Focusing on their situation can help in depicting their social and economic conditions so that the efforts of improvement can be known.

LITERATURE REVIEW ON THE GARASIA TRIBES

The identification of the recurrent challenges of the Garasia tribe

Poor economic conditions and persistent poverty are the main challenges of the Garasia tribe of Rajasthan. According to Bhat et al. (2023), the majority of the Garasia families live below the poverty line. The government lacks in comprehending the specific needs of this community, and consequently, the tribal development programs fail to improve their condition. This tribe suffers from widespread malnutrition, visible in the thinness of the children. However, Hutchcroft & Gera (2024) have argued that Sickle Cell Disease (SCD) is a prevalent public health condition among the Garasia tribe. They also have cultural resistance that imposes challenges to obtaining formal education.

Critical evaluation of social and cultural aspects of the Garasia tribe

The Garasia society is patriarchal and patrilineal, having a traditional council known as "Panchayat". It is responsible for governing the entire community, and the members of this council are generally the elders (Astudillo-Clavijo et al. 2023). However, a unique change has taken place in this tribe's social dynamic as women now have a stronger position than men. For instance, the freedom of women allows the wedding expenses to fall into the groom's family. This tribe also has a unique custom of accepting live-in relationships, and the practice is known as "dapa". It is a long-standing tradition of this tribe, which is still a social stigma in many developed parts of India (López-Guillén et al. 2024). The teenage youth freely participate in the "courtship fair" to choose their partners. The tribe has a rich culture, yet is facing the threat of cultural erosion. Maurya et al. (2025) have pointed out that the cultural threat in Garasia is mainly the result of urbanization.

Research Rationale

It is important to research the contemporary challenges and overall conditions of the Garasia tribe for cultural preservation. The tribes lack social justice and developing strategies for their progression, which is essential to be addressed through this research (Purohit et al. 2025). The research needs to consider the socioeconomic marginalization that imposes hurdles to improving their livelihoods. The economic challenge among these people is persistent despite the government's development efforts. Cultural preservation and advocacy are other reasons that compel organizations to organize a study on this particular tribe of Rajasthan (Ganesh et al. 2021). The research can try to balance modernity and tradition, as the tribe has projected a resistance to integrating into the materialistic society. For instance, a critical discussion on the tribe's challenges can offer an overview of their difficulties in maintaining cultural integrity (Kumar & Lama, 2021). Thus, the research is culturally sensitive to generate empathy and social understanding.

Research Method

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The research has followed a secondary qualitative method to involve existing data and information on the Garasia tribe. A case study analysis has been performed for an in-depth discussion of the real-world situation that the tribe is facing (Biondi & Russo, 2022). The case studies have been selected from different academic databases and newspaper articles. For instance, IJCRT and ResearchGate are the databases from which studies on the Garasia community have been extracted. The inclusion criteria of the cases are their relevance to only the Garasia tribe and current data regarding the community over the last 5 years. The major principles of case study analysis, such as triangulation, have been used to consider using multiple data sources. The case study method has been applied by using epistemology to acquire knowledge on social beliefs and interpret them (Ullah et al. 2022). This principle has helped in finding subjective meaning from the chosen cases and meet the study's aim.

CASE STUDY DISCUSSION

Cases	Sources	Findings
“Work And Migration Pattern: A Case Of Garasia Tribe Of Rajasthan”	Sinha (2024)	This case study has discussed the current working patterns, education, age, and migration of the Garasia group to explore their livelihoods.
“Educational Struggles and Successes Storytelling of the Garasia Tribe in Rajasthan”	Sharma (2025)	This paper has focused on the struggle of the Garasia community to acquire proper education, which separates them from mainstream society.
“Live-in To Childbirth, Rajasthan Tribe’s Unique Approaches To Relationships And Marriage”	News18 (2024)	The unique cultural and traditional choices of the Garasia tribe and their recent practices have been exhibited through this research.

Table 1: Outline of the chosen cases

Table 1 outlines the chosen cases on the Garasia community of Rajasthan. The article by Sinha (2024) is focused on the work and migration patterns of this tribal community. It is justified to choose this case because it has provided extensive knowledge on the current internal migration and its economic impacts. For instance, the article has found that rural marginalization has caused an enormous number of Garasias for forced labour work. Hence, the overall socioeconomic status of this group has been obtained by exploring their recent status in the labour market, demonstrating why they are facing economic hurdles.

The second case is on the educational struggles of the Garasia group and a few stances of success. Sharma (2025) has projected that this tribe is prioritizing education despite having a lack of opportunities due to their backwardness. This case is suitable for this research for its valuable knowledge on cultural resistance, economic hardships, and the increasing rate of early dropouts as major constructs of their educational struggles.

No.	STATE	Literacy (in percentage)		
		Person	Male	Female
1	Jammu & Kashmir	50.6	60.6	39.7
2	Rajasthan	52.8	67.6	37.3
3	Uttar Pradesh	55.7	67.1	43.7
4	Jharkhand	57.1	68.2	46.2
5	Odisha	52.2	63.7	41.2
6	Chhattisgarh	59.1	69.7	48.8
7	Madhya Pradesh	50.6	59.6	41.5
8	Gujarat	62.5	71.7	53.2
9	Andhra Pradesh	49.2	58.4	40.1
10	Karnataka	62.1	71.1	53.0

Figure 2: Tribal literacy rate of India

(Source: Influenced by Sharma, 2025)

Figure 2 expresses the literacy rate among the tribal groups of India, including Rajasthan, which has a 52.8% literacy rate. The article is particularly appropriate in this study's context as it resonates with the recurrent educational situation of the Garasia tribe. It has also depicted the emphasis of the tribe on using the native language, which imposes obstacles on their educational scope (Sharma, 2025). However, the government has acknowledged the "National Education Policy" (NEP), designed to provide educational opportunities for the tribal communities.

The third case is related to the "unique approaches" that make the Garasia tribe distinguished from other Indian tribal communities. Their current progressive cultural practices involve engaging in live-in relationships and normalizing having babies before marriage (News18, 2024). Despite having such a progressive outlook, it shows a deeply rooted culture. This article has also stressed the historical importance of Indian customs about marriage and the traditions that are still followed. Therefore, this article is applicable to this research to project not only the current social status of the Garasias but also how their progressive practices differ from those of other communities.

DISCUSSION

A critical evaluation of the Garasia tribe and their current state has been projected through the analysis. The three case studies have been carefully derived to primarily show the economic, educational, and social standing of the Garasias (Sinha, 2024; Sharma, 2025; News18, 2024). The articles have predicted that despite being a progressive tribe in terms of girls choosing their partners and engagement in live-in, the tribe has inadequate basic resources. They do not get an education due to a lack of government funding and initiatives. It contributes to their insufficient employment opportunities and often leads to forced labour.

The cultural practices of the Garasias have separated them from mainstream society. However, the success story of a Garasia girl of 16 years has been shown through the findings of Sharma (2025). It has described the social pressure on the girl, yet highlighted the importance of parental support for tribal girl children to opt for education. It has estimated the social progression of the tribe in recent times and their changing attitudes towards education. Similarly, the article from Sinha (2024) has predicted that the population of

Garasia often suffers from the pressure of the bureaucrats and policymakers of India. In this way, the current social and economic positions of this tribe can be connected through these three cases.

CONCLUSION

The current research paper has prioritized discussing the evolution of the Garasia tribe living in Rajasthan. This tribe is found to be progressive in terms of their practices of “courtship fair,” allowing women to select their partners. Such a progressive outlook of this community has been shown through the case study analysis. This method has worked appropriately since the research is secondary qualitative. The analysis of the included cases has determined the socioeconomic status and backwardness of this tribe. They lack social inclusion and formal education, which contribute to their geographical isolation as well.

FUTURE SCOPE AND LIMITATIONS

The research has the potential to provide valuable insights for future projects on the Garasia tribe. The cultural, economic, social, and educational background of this tribe has been detailed within the research. Hence, it is expected to depict the core practices and conditions rooted within the culture of this society.

On another note, the research is restricted within its methodology due to the inclusion of only qualitative information representation. The research could have included other forms of data, such as statistical information, as concrete evidence. The research also has inadequate theoretical knowledge, which works as a potential limitation for this study.

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Exploring The American Dream in the Jhumpa Lahri's The Namesake and Bharti Mukherjee's Jasmine

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ABSTRACT

This paper argues that via the grammar of names, domestic attachments, and embodied mobility, Jhumpa Lahiri's *The Namesake*(2003) and Bharti Mukherjee's *Jasmine*(1989) both map and uneven, iterative process of "becoming American." The texts treat immigrations as a temporal practice, an ongoing negotiation among memory, habit, kinship, and the technologies of state identification, rather than as a finished border crossing, despite differences in their tonal registers and narrative architectures (Mukherjee's restless, propulsive first person voice versus Lahiri's slow, omniscient realism). The protagonist's frequent renaming in *Jasmine*- from Jyoti to Jasmine to Jase to Jane, indexes survival as ongoing improvisation, a Strategy for navigating the racial precarity and gendered violence of the late 20th century US. Gogol/Nikhil Ganguli, the Bengali American protagonist of *The Namesake*, learns that the self is an archive of relationships and decisions rather than a single essence as he navigates the complexities and charm of his "good name." When read as a whole, the novels show that assimilation and cultural preservation are intertwined practices influenced by labour, low class and desire rather than being normally exclusive. They also revealed the way in which racial scripts, bureaucratic structures, and the private economies of family life mediate American myths of self-invention.

KEYWORDS: DIASPORA, AMERICAN DREAM, IDENTITY, SELF-NAMING, ASSIMILATION, POSTCOLONIAL, TRANSNATIONALISM, GENDER, MEMORY

INTRODUCTION

The stakes of both novels become clearer when placed within the post-1965 migration regime. Asian immigration was made possible by the 1965 immigration and Nationality Act, which also changed the demographic and cultural makeup of the United States by going away with national origin quotas. The characters created by Mukherjee and Lahiri inhabit that aftermath as transcontinental kin networks, engineers, students, small town shopkeepers, and graduate school friendships that reinforce the everyday fabric of American life. However, the novels also maintain that immigration laws do not eliminate previous hierarchies, even though they facilitate mobility. The characters' "arrival" is less triumph than endurance and less melting than bricolage because the United States is still divided along racial, class, and regional lines. Thus, both texts make the compromises and raptures that make up diasporic belonging readable, which complicates narratives of celebration of the American Dream.

A woman who never stops moving is at the heart of *Jasmine*. A cartography of flight and refashioning, the book begins with prophetic violence in rural Punjab before soaring to the Florida Gulf Coast, Manhattan, Flushing, Iowa and finally back to California. *Jasmine*'s renaming are survival tactics that trigger distinct repertoires of behaviour and expectations rather than being flimsy masks. Through marriage and migration, Jyoti, the firefly-loving village girl, transforms into *Jasmine*; later, the motel

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maid “Jase” negotiates the racially segregated service economy of New York and lastly “Jane” embraces Midwestern Domesticity while working as a banker’s partner in Iowa. With its unique scripts of femininity, each name opens a new social field. To put in another way, names are local passports that permit some movements while prohibiting others. Most importantly the book rejects a definitive, final identity. The decision made by Jasmine/Jane in the coda, who is travelling to California with Bud’s Vietnamese American banker friend is morally dubious but thematically consistent. The self is a verb; movement is more of a method than an escape.

Violence casts a shadow over the novel’s mobility. The murder of her husband, Prakash, serves as the impetus for Jasmine’s migration, which is subsequently characterised by the trauma of sexual assault after she arrives in Florida. Mukherjee makes migration a gendered experience by constituting this violence, not by aestheticising it. The immigrant narrative is reframed as an odyssey of risk by the beach rape and Jasmine’s self-defence and symbolic retaliation by killing the attacker. A new self, “Jase” is established by this violent threshold and she makes the decision to “rip free” from fatalism. The text itself remains ambivalent, anchoring the each transformation in labour regime and in the affective demands of caretaking and romance. Critics have argued over weather Mukherjee’s portrayal of atomised self-making. This tension that reinvention is both agency and compulsion, both choice and necessity is what gives the book its energy.

In contrast The Namesake moves forward with a patient focus on suburban areas, family customs and the gradual accumulation of habits over many years. Lahiri’s book chronicles the Ganguli family in Cambridge and the Boston suburbs, filtered through intergenerational misrecognition, while Jasmine takes place in jump cuts and risky geographies. The book begins with a misnaming; the hospital’s documentation require a name before the patient can be released, and the father, Ashoke names his pet “Gogol” After the Russian writer Nikolai Gogol whose works literally saved his life in a terrible train accident in India. The social fact of Gogol which is now ingrained in school records, friendships, and the flexible intimacy of the home, cannot be erased by the good name “Nikhil”, which appear later. Lahiri turns bureaucracy into a plot device by refusing to accept the neat dichotomy of “Indian at home/American at outside” due to the temporality of forms and documents. Rather the house itself becomes an Americanised site, where Christmas lights, PTA meetings and televised football coexist with food, language and decoration.

A boarder dialectic the self as continuity verses the self as selection is captured by Gogol/Nikhil’s name oscillation. In college, he takes on the carefully manicured, adult facing persona of “Nikhil”, a name that has been chosen to condone flirtation, nightlife, and the carefully calibrated rejection of uncomfortable adolescent attachments. But “Gogol” endures, showing up in scenes with his family and in the recollection of his parents’ unlikely courtship. Thus, Lahiri breaks away from stock assimilation plots, where the second generation is forced to make a decision. Rather, she organises the story as accretion: identities accumulate are put away, are retrieved with new significance following Ashoke’s passing and ultimately settle as acceptance rather than a resolution. By recognising that reading one’s name entails accessing a larger archive of inheritance and contingency, the novel’s well-known ending scene is Gogol alone reading the author Gogol for the first time opens out rather than resolves the name.

Three common concerns are brought to light when reading these two books together. First, although they use different grammars, both text centre immigrant life around naming. While renaming is contemplative

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and archival in *The Namesake*, it is strategic and forward-looking in *Jasmine*. However, names are not labels in either case; rather they are practices that necessitate social interaction and are maintained by organisations ranging from DMV offices to hospitals to universities. Second, the assimilation process is linked to love stories in every book. Romance is an infrastructure, not just a personal one. Through his relationships with Prakash, Taylor and Wylie in New York and Bud Ripplemeyer in Iowa, *Jasmine* is able to access American classed spaces, such as the suburban home and the cosmopolitan loft. In a similar vein, Gogol's relationships with Maxine and her wealthy parents the international designer Mousumi and later more grounded domestic spaces chart his ebb and flow of longing for a frictionless always self-assured and readable American identity. Third, by separating existential fit from material success. Both books challenge the American Dream. The subjective ease that national mythology promises is not always achieved by social mobility, home ownership or professional stability. Rather, belonging comes in small realisation that you can be more than one thing without being fake.

Perhaps the most notable difference between the two is the gendered structure of migration. The vulnerability of a woman travelling alone through illicit channels, vulnerable to predators and reliant on Ad-Hoc solidarity is made evident by Mukherjee. In a world with no guarantees where institutional safety nets are replaced by phone numbers and hushed instructions, *Jasmine*'s resourcefulness shines through. Ashima is isolated but on a different level, according to Lahiri, who places her in the company of marriage and a networked Bengali diaspora. She navigates American supermarkets and the lack of her extended family while living alone in a Cambridge apartment but she is not confronted by the same spectral violence that plagues *Jasmine*'s journey. When danger is presented by *Namesake*, it manifests in the mundane form of auto accidents, medical crises and unexpected death. This distinction highlights the ways in which the immigrant condition is influenced by race, class, and legal-status. While both protagonists face the more subtle violence of stereotype, tokenisation and the need to translate oneself, *Jasmine*'s undocumented entry and precarious employment expose her to dangers that the educated professionals of Lahiri's world could not imagine.

THE IDEA OF HYBRIDITY

—less as a joyous mashup than as a lived coping mechanism with loss—is a crucial analytical lens that unites the novels. Although Homi Bhabha's concept of the “Third Space” is sometimes overused. Both texts deserve it because their characters don't neatly combine their origins and destinations; instead they live in a transitional space where customs from “home” and “here” are combined to meet the demands of the present. This space is literal to *Jasmine*—a sequence of addresses where she experiments with different speech, patterns, fashion choices and desires. It is the “in—betweenness” of childhood memories and adult decisions of filial piety and personal preference, according to Gogol. This hybridity is reflected in the novels' formal strategies. *The Namesake* stages identity as palimpsest through a linear, intergenerational frame, while *Jasmine* stages identity as montage through nonlinear flashbacks and geographic leaps.

IDENTITIES

Continuous to be the most accurate tool each novel uses to explore selfhood under migration. Both as signifiers and as social facts. Identity is produced collectively in *Jasmine*, as the protagonist's new names are given by employers, lovers and situational demands. The conferral is frequently loving but not neutral; Bud's “Jane” stabilise and ruralise, while Taylor's “Jase” domesticates and Americanises. Power is intertwined with the intimacy of naming. The novel repeatedly asks whether love can be separated from

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the fantasy of the remarking of the other, even though Jasmine occasionally rejects these names. The universe issue in Lahiri's Gogol/Nikhil is how to extract a name from the thick layer of memory without breaking ties to family. In some ways, his legal change to "Nikhil" provides psychological comfort but it also creates a double Consciousness: family members are unable to give up the pet name because it is linked to the father's survival, while friends who know him as Nikhil are unable to access the origin story that gives the pet name its life. While Lahiri's naming dramatises the lengthy tail of the past, where names are laced with responsibilities and gifts, Mukherjee's naming emphasise the pragmatics of survival in the present.

In both novels everyday rituals, foods, and home interiors serve as culture translation test sites. The textures of rice and lentils, the meticulous replication of Bengali desserts during celebrations and the furnishing of living room with Indian textiles and American furniture is all echoed in Lahiri's sentences. These descriptions illustrate how families maintain continuity over distance; they are not exotic ornaments. Ashima is both grieving and making do when she improvises using American ingredients to mimic familiar tastes. The domestic scenes in Mukherjee are more tentative. Every location serves as a stage for Jasmine to practice a role, whether it's borrowed sofa in a New York apartment a motel room where she cleans and sleeps or an Iowa farmhouse with its carefully calibrated childcare and romantic rituals. The distinction is clear; Mukherjee stresses that home can be a valuable but temporary period, while Lahiri stresses the laborious task of homemaking as a counterbalance to displacement.

LANGUAGE

Another area where the novels diverge and converge in insight is Language. The Gangulis' practiced restraint and the novel's fascination with habit are reflected in Lahiri's calm, observational and measured prose. We can observe how minor choices—like leaving shoes at the door or wearing a sweater to a movie—add up to the identity thanks to the omniscient narration. The vivid, occasionally incantatory prose of Mukherjee is appropriate for a narrator who views life as an emergency requiring constant re-evaluation. "I'm not tamasha, not a sideshow", Jasmine says in a first person voice that condenses description into will. The official decision is political. Jasmine insists on the migrate woman's interiority as momentum rather than just reflection, in contrast to The Namesake's attempt to make the minor chords of assimilation readable.

Reading as a tool for belonging and survival is another theme in both books. The chapter of Nikolai Gogol is more than just a matter of taste for Ashoke. It is fulcrum of life and death, a talisman that brings him to the United States as a graduate student and frames the present he gives his son. Gogol views his late reading of The Overcoat as a return to the fatherly origin that he misinterpreted. Reading is a way to give the scene of naming a new meaning and to re-habit it. Reading is less prominent as an artefact in Jasmine but it is just as important as a figure for remarking; Jasmine reads people, reads rooms and reads the codes that grant her access to worlds that would otherwise be closed off to her. As a result, the novels link literacy to acceptance into the world but they also highlight its limitations: reading the room does not equate to being accepted by it.

LEGAL - ILLEGAL WAY

Both novels reveals the structures that supports the American Dream in order to restore the political perspective. In Lahiri, social security numbers, college applications, mortgage documents and green cards are the unseen scaffolding that lives are built upon they are present everywhere and nowhere. The absence

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or fragility of these records results in a distinct risk cartography in Mukherjee. The dream is policed both literary and figuratively as evidenced by Jasmine's awful entry, her contingent work and her sporadic run-ins with the law. Marriage licences, adoption documents and medical records all influence who is considered family so even romance is mediated by the government. Thus, by describing the gatekeeping mechanisms that dictate who can work, where they can work, and how much they can pay, the novels challenge oversimplified narratives of "hard work" leading to success.

Without considering the racial formation of "Asian American" as it developed in late twentieth century American culture, a comparative reading would be lacking. The internal diversity of that category is illustrated in the novels of Lahiri and Mukherjee, who write from distinct points in its consolidation. Middle class and professionally trained, Lahiri's character fill a void in the post 1965 racial order that is frequently defined by the myth of the "model minority." The book illustrates the advantages of this stereotype, especially in the ways Maxine's family consumes "ethnic differences" as a fashion statement while anticipating a smooth transition into their cosmopolitan ease. In contrast Mukherjee's Jasmine navigates environments where Asian diversity is characterised as vulnerability or exotic threat rather than being domesticated by professional class. The beach in Florida where she is attacked is a frontier where she might not be protected by the law, not a multicultural salon. Thus, reading the books together casts doubt on any homogenising perception of South Asian America and emphasises how different experiences are produced under the same national mythos by factors such as class, gender, and legal status.

Both books' attention to time—not just the immigrant's "before and after" but also the rhythms of endurance—waiting for letters, waiting for status confirmation, waiting for grief to subside—is among their most enlightening themes. The *Namesake* spans decades, with chapter breaks that occasionally resemble calendar flips to commemorate graduations, funerals, birthdays and cross continental journeys. This temporal scale enables the novel to examine the evolution of attachment: how Gogol's teenage humiliation develop into adult compassion for his parents' sacrifices and how Ashima's early confusion develops into enduring community ties. In contrast, Jasmine's episodes flow swiftly, highlighting how quickly her life is changing. Here, time is dynamic and spontaneous.

The ethics of reinvention that each novel promotes merits a moment's reflection. Mukherjee has occasionally come under fire for her assimilationist politics, which interpret Jasmine's mobility as a celebration of America individually at the expense of solidarity with other oppressed communities. However, the most intense passages in the book make it clear that reinvention is a survival strategy in a world with limited options, not a luxury brand. It is possible to interpret Jasmine's choice to leave Bud in search of a new future as a rejection of a narrative that would have put an end to her journey and fixed her as "Jane" in the Midwest rather than as betrayal. Lahiri, on the other hand has occasionally been misunderstood as supporting a return to the roots by using Gogol's late discovery of the literary origin of his name. The novel is more nuanced: reading Nikolai Gogol offers a means of embracing contradiction and acknowledging that an American life can consist of inseparable pieces, but it does not bring back a lost essence. Collectively, the books offer an ethics of diasporic selfhood that is a deft handling of conflicting values rather than romantic cosmopolitanism or nostalgic nativism.

PLACES

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In both text place is important as an agent as well as a backdrop. Mukherjee's America is a sequence of micro-regions: New York's cosmopolitan anonymity shelters Jasmine even as it exploits her labour; rural Iowa offers recognition and constraint; California beckons as horizon. Every American space is layered with past migrations and displacement, as Lagiri's Massachusetts suburbia of commuter train, university seminars and colonial homes subtly reminds us. The maps in the novels cross at the infrastructure level, such as train lines, airports, and highways. Mobility is both a benefit and a drawback; while distance fosters new beginnings, it also erodes intimacy. The bus rides that transport Jasmine between jobs and the train accident that moulds Ashoke's life end up serving as symbols of a modernity that is both freeing and deadly.

Another difference is revealed if we look at how each novel defines home. The concept of home is cumulative for Lahiri's Gangulis. These episodes describe home as an itinerant composite that is created and remade through habit, memory and travel. Examples include the first apartment in Cambridge, the suburban single-family home, the return trips to Calcutta and Ashima's later decision to split her time between countries. For Jasmine home is more of a commitment than a physical location: a determination to continue working toward a self that can accept its choices. Her final decision to leave again is not a sign that she has failed to find a solution; rather it is a rejection of a "good enough" that would turn into regret. By making this distinction, the American Dream is reframed as a moral calculation that determines which opportunities and attachments make a life feel owned rather than borrowed, rather than as a place with a house and two cars.

PARENTHOOD

Their conceptions of belonging are further nuanced by the novel's depictions of parenthood. Lahiri focuses on the conflicting wishes of parents and children; Gogol and his sister Sonia want to be normal American kids without having to explain themselves. While Ashoke and Ashima want their kids to be at home in America without losing sights of a details of their own upbringing. The tenderness of the book comes from acknowledging that both desires are legitimate and that a family is where there legitimate desires collide, reconcile and realign. For Jasmine, becoming a parent is a partially realised and postponed risk. By taking care of Duff in New York and Bud's child in Iowa, Jasmine prepares for a motherhood that she both wants and fears. The novel indirectly addresses the moral dilemma of whether and under what circumstances to bring a child into a precarious life. Here parenthood also entails self-adoption: Jasmine creates resilient versions of herself by adopting names, partners and communities.

IMPACT OF EDUCATION

Work is a related axis of comparison. The institutionalised route to legitimacy—graduate school, engineering positions, hospital stays and academia—is exemplified by Lahiri's professional class characters. These organisations mediate immigration into stories about merit and contribution. However, Lahiri maintains that institutional belonging can be alienating, particularly for Ashima, whose reproductive labour supports the family's upward mobility without recognition and whose degrees and skills do not readily transfer into the U.S. labour market. In contrast, Mukherjee emphasises precarious labour, including front desk work, childcare and cleaning, all of which are racialised and feminised. Jasmine is assimilated into social hierarchies and learns America idioms through these jobs, which are more than just environments. As a result, the American Dream is reduced in the novels from a macroeconomic concept to routines, dress code and salaries.

Lastly, each book addresses death as a final identity recalibration. Gogol's teenage grievances are resolved by Ashoke's passing in *The Namesake*, which also reinterprets his name as a gift rather than a burden. Time is rearranged by mourning: the past become more readable, the present more delicate and the future more amenable to compromise. The protagonist of *Jasmine* is unmoored from any sense of safety by the death at the start (Prakash's murder) and the death threats upon arrival (the rape, the knife, the boat). Instead of being something you inherit, life becomes something you seize. The novels' imagined textures of self-making are shaped by the disparate placements of death in narrative time— Lahiri's subsequent loss versus Mukherjee's initial trauma.

To conclude, there are complimentary cartographies of immigrant becoming in *Jasmine* and *The Namesake*. A contemplative, archival self that learns to carry multiple names as layered truths is modelled by Lahiri, while a kinetic, improvisatory self that survives by renaming and recollecting is modelled by Mukherjee's novel. In both cases, the American Dream is a space of disputed meanings shaped by law, work, and love rather than being a straightforward opportunity or myth. The novels demonstrate that identity under migration is a matter of fit and function rather than authenticity by tracing the movement of names through institutions and intimate relationships: what name work where, for who, and at what coast? In their own unique ways, both texts also emphasise the value of labour that is frequently overlooked, the intricacy of responsibilities that bind families together across seas, and the silent bravery of discovering how to live with contradiction without betraying oneself.

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नरेंद्र कुमार

शोधार्थी -राजनीति विज्ञान विभाग, माधव विश्वविद्यालय, पिंडवाड़ा (राजस्थान)

डॉ. बिशाल भट्टाचार्य

सहायक आचार्य एवं विभागाध्यक्ष विभाग मानविकी एवं सामाजिक विज्ञान संकाय
माधव विश्वविद्यालय, सिरोही, आबूरोड, राजस्थान

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ftyk] fyax vkSj 'kklu**

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Hkkjr esa iapk;rh jkt dks rhu&Lrjh; xzkeh.k Lo'kklu ç.kkyh ds :i esa laLFkkxr :i nsus okyk %o...oki lafo/kku la'kks/ku ¼f<,,½ ns'k ds yksdrkaf=d fodsaæhdj.k esa ,d ehy dk iRFk jkfcg qvkvA blus fu;fer pquko] vf/kdkjksa dk forj.k vkSj efgkvksa] vuqlwfpr tkfr;ksa rFkk vuqlwfpr tutkfr;ksa ds fy, laoS/kkfud :i ls vkj{k.k dh O;oLFkk vfuok;Z dh] ftlls teuh yksdra= dks lq-<+ djus vkSj ,sfrgkfld :i ls oafpr lewgksa dh jktuhfrd Hkkxhnkjh c<+kus dk ç;kl fd;k x;kA jktLFkku] tgka LFkkkuh; Lo'kklu dh yach ijaijk jgh gS] mu jkT;ksa esa ls ,d Fkk ftlls bu lq/kkjksa dks tYnh ykxw fd;kA le; ds lkFk jkT; us iapk;r jkt laLFkkvksa esa efgkvksa ds fy, vkj{k.k dks †å% rd c<+kdj xzkeh.k 'kklu esa fyax lekurk dks c<+kok nsus esa vxz.kh Hkwfedk fuHkkbZA

bu lq/kkjksa us efgykvska ds o.kZukRed çfrfuf/kRo dks dkQh gn rd c<+k;k—ftlls os fu.kZ; ysus okys eapksa ij mifLFkr jgrh gSa—ysfdु okLrfod çfrfuf/kRo] tgki efgyk usrk uhfr fu/kkZj.k] lalk/kuksa dk vkoavu vkSj lkeqnkf;d leL;kvksa dks çHkkoh <ax ls çHkkfor djrh gSa] vHkh Hkh vleku :i ls fodflr gSA vuqHkotU; lk{; crkrs gSa fd efgyk usrkvska dh jktuhfrd çHkko'khyrk vDlj lkekftd&vkfFkZd fLFkfr] lk{kjrk Lrj] tkfr vkSj oxZ lajpuvkvska] lkFk gh laLFkkxr leFkZu vkSj ikfjokfjd lg;ksx dh miyC/krk ij fuHkZj djrh gSA

jktLFkku ds nf{k.k.&if'pe Hkkx esa fLFkr lhjksgh ftyk bl çdkj dh xfr'khyrkvska dk v/;u djus ds fy, fo'ks"k :i ls mi;qä mnkgj.k çLrqr djrk gSA ;g ftyk lkekftd&lkaL—frd fofo/krk] tutkrh; vkSj xSj&tutkrh; tula[;k] lk{kjrk nj esa mYys[kuh; varj vkSj fyax vlekurvkvska ds fy, tkuk tkrk gSA ;s lanHkhZ; fo'ks"krk,i xzke iapk;rksa esa efgyk çfrfuf/k;ksa ds fy, pquksfr;ki vkSj volj nksuksa iSnk djrh gSaA blh i`"BHkwfe esa] ;g v/;u ;g tkapus dk ç;kl djrk gS fd efgyk,i jktuhfrd çfØ;k esa dSls Hkkx ysrh gSa] os xzke iapk;rksa esa fu.kZ;ksa dks fdruh gn rd çHkkfor dj ikrh gSa] muds ,tsalh dks lhfer djus okys vojks/k dkSu ls gSa] vkSj dkSu ls lgk;d dkjd—tSls f'k{kk] {kerk fuekZ.k igy vkSj leFkZudkjh laLFkkxr <kaps—mudh usr`Ro Hkwfedvkvska dks lq-<+ djrs gSaA ,slk djds ;g v/;u LFkkuh; 'kklu esa efgykvska ds l'kfädj.k vkSj Hkkjr esa tehuh yksdra= ds fodkl'khy Lo:i dh xgu le> esa ;ksxnku nsus dk y{; j[krk gSA

1-1 vuqla/kku leL;k vkSj rdZ

%o...osa lafo/kku la'kks/ku ds rgr çnku fd, x, laoS/kkfud lqj{kk mik;ksa vkSj jktLFkku esa efgykvska ds fy, †åo% vkj{k.k tSIh jkT;&Lrjh; uokpkjksa ds ckotwn] iapk;r jkt laLFkkvkvska esa efgyk çfrfuf/k;ksa dh okLrfod ifjfLFkfr;ki vf/kd tfVy fp= çLrqr djrh gSaA ifjokjksa esa fyax vk/kkfjr lÙkk lajpuv,i] xzkeh.k lekt esa xgjs iSBs fir`lÙkkRed —f"Vdks.k vkSj xgjh lkaL—frd ijaijk,i vDlj efgykvska dh Lora= fu.kZ; ysus dh {kerk dks lhfer djrh gSaA dbZ ekeyksa esa] efgyk ljiap vkSj okMZ InL; çHkko'kkyh iq#"k ifjokj InL;ksa ;k lkeqnkf;d vfHktr oxZ ds nckoksa dk lkeuk djrh gSa] ftlls Pç, Dlhß çfrfuf/kRo dh fLFkfr mRiUu gksrh gS] ftlesa fu.kZ; ysus dh 'kfä iq#"kksa ds gkFk esa cuh jgrh gSA blds vfrfjä] lhfer vkSipkfjd f'k{kk] ç'kklfud çfØ;kvska dk vi;kZlr Kku vkSj çf'k{k.k ,oa laLFkkxr leFkZu dh deh efgykvska dh 'kklu esa çHkkoh Hkkxhnkjh dh {kerk dks vkSj lhfer djrh gSA

gkykafHkkjr esa iapk;r jkt esa efgykvska dh Hkkxhnkjh ij i;kZlr 'kks/k miyC/k gS] lhjksgh ftys ds fy, vuqHkotU; lk{; lhfer gSa] fo'ks"k :i ls lgdehZ&lehf{kr vdknfed lkfgR; esaA vf/kdka'k v/;u cM+s jkT;ksa ;k mPp —';rk okys ftyksa ij dsafäer gksrs gSa] ftlls lhjksgh tSls vis{kk—r de 'kksf/kr {ks=ksa dh mis{kk gksrh gSA ;g mis{kk egRoiw.kZ gS D;ksafD lhjksgh ,d fof'k"V lkekftd&jktuhfrd ifj—'; çLrqr djrk gS—ftlesa tutkrh; vkSj xSj&tutkrh; tula[;k dk feJ.k] lk{kjrk vkSj vkfFkZd lalk/kuksa esa vlekurv,i] vkSj fof'k"V lkaL—frd çFkk,i 'kkfey gSa—tks lh/ks LFkkuh; jktuhfr esa efgykvska dh Hkkxhnkjh ds Lo:i dks vdkdj nsrh gSaA fcuk O;ofLFkr]

ftyk&Lrjh; fo'ys"k.k ds ;g le>uk dfBu gks tkrk gS fd lanHkhZ; fHkUurk,i efgvkvsA dh ,tsalh vkSj yksdrkaf=d Hkkxhnkjh dh xq.koÙkk dks dSIs çHkkfor djrh gSaA

;g v/;;u ftyk&fo'ks"k] fefJr fof/k;ksa okyh tkap çLrqr djds bl vuqla/kku varj dks ikVus dk ç;kl djrk gS] tks ek=kRed vkadM+ksa ds lkFk xq.kkRed var-Zf"V;ksa dks la;ksftr djrh gSA ;g u dsoy lhjksgh dh xzke iapk;rksa esa efgvkvsA dh HkwfedvkvsA] pqukSfr;ksa vkSj miyfC/k;ksa ij lk{; mRiUu djrk gS] cfYd jktLFkku vkSj Hkkjr ds vU; leku lanHkksaZ esa fyax&laosnh 'kklu dks lq-<+ djus ds fy, O;kid lcd Hkh çnku djrk gSA bl v/;;u dk rdZ blfy, nksuksa Lrjksa ij vk/kkfjr gS—,d vdknfed vko';drk ij] tks ekStwnk lkfgR; esa varj dks lacksf/kr djrh gS] vkSj nwljh uhfr vko';drk ij] tks fodsaæhdj.k dks xgjk djus] efgvkvsA ds l'kfäd.j dks c<+kus vkSj vf/kd mÙkjnk;h xzkeh.k 'kklu lajpuvkvsA ds fuekZ.k ij py jgs cglksa dks lwfpr djrh gSA

1-2 mís';

- 1- lhjksgh ftys dh xzke iapk;rksa esa efgvkvsA dh jktuhfrd Hkkxhnkjh ds Lrj dk ekiu djukA
- 2- xzke iapk;r Lrj ij dk;Zlwph fu/kkZj.k] ctV fu.kZ; vkSj lsok forj.k ds ifj.kkekksa esa efgvkvsA ds okLrfod çHkko dk ewY;kadu djukA
- 3- efgvkvsA dh fu.kZ; ysus dh 'kfä ds lkekftd&tulkaf[;dh; vkSj laLFkkxr fu/kkZjdksa dh igpku djukA
- 4- ck/kkvsA vkSj l'kä djus okys dkjdksa dh tkip djukA
- 5- fyax&laosnh LFkuh; 'kklu dks lq-<+ djus ds fy, uhfrxr vkSj dk;ZØexr flQkfj'ksa çLrkfor djukA

2 lkfgR; dh leh{kk

dklk],l- %2015%

ds vuqlkj] efgvkvsA dh jktuhfrd Hkkxhnkjh dks fdlih Hkh ns'k esa efgvkvsA dh fLFkfr dk ,d egRoiw.kZ ekinaM ekuk x;k gSA bl dkj.k ls] gky ds o"kkksaZ esa jktuhfr vkSj fu.kZ;&fuekZ.k esa efgvkvsA dh Hkkxhnkjh dks iwjh nqfu;k esa fo'ks"k /;ku feyk gSA gkykaf] efgvkvsA dk fu.kZ; ysus okys inkia ij çfrfuf/kRo vHkh Hkh xaHkhj :i ls de gSA bl v/;;u dk eq[; mís'; bfFk;ksfi;k esa efgvkvsA dh jktuhfrd Hkkxhnkjh dh pqukSfr;ksa vkSj voljksa dk v/;;u djuk gSA blds fy, xq.kkRed vuqla/kku i)fr dk mi;ksx fd;k x;kA MsVk eq[; :i ls f}rh;d lzsksa ls ,d= fd;k x;k] ftuesa çdkf'kr if=dk,i] iqLrdsA vkSj ljdkj rFkk xSj&ljdkj laxBuksa dh fjiksVZ 'kkfey gSaA v/;;u ds fu"d"kZ n'kkZrs gSa fd vkfFkZd] /kkfeZd] lkekftd vkSj lkaL—frd tSIs fofoHkUu dkj.k efgvkvsA dh detksj jktuhfrd Hkkxhnkjh esa ;ksxnku djrs gSaA v/;;u ls ;g Hkh irk pyk fd jktuhfrd Hkkxhnkjh efgvkvsA dks viuh leqnk; dh ewy leL;kvksa vkSj vko';drkvksa dks lacksf/kr djus dk volj nsrh gS vkSj orZeku jk"Vªh;] {ks=h;] ftyk vkSj LFkuh; Lrjksa ij ikjnf'kZrk] Hkz"Vkpj fojks/kh okLrfod ç;kl] tokcnsg] jktuhfrd çfrc)rk] jktuhfrd usr`Ro vkSj jktuhfrd mÙkjnk;Ro lqfuf'pr djrh gSA ;g IR; gS fd fo'o dh vk/kh ls vf/kd vkcknh efgyk,i gSa] ysfdu mUgsa vius

led{kksa dh rqyuk esa IHkh ljdkjh Lrjksa ij jktuhfrd fu.kZ; ysus rd igqip ugha gSA blfy,] fu.kZ; ysus vkSj jktuhfr esa efgvkvsd dh leku Hkkxhnkjh dsoy U;k; ;k yksdra= dh lk/kkj.k ekax ugha gS] cfYd efgvkvsd ds fgrksa dks /;ku esa j[kus ds fy, vko';d iwoZ&'krZ gSA
pik] , - 2014%

ds vuqlkj] IHkh euq"; tUe ls Lora= vkSj leku lEeku vkSj vf/kdkjksa esa leku gksrs gSa vkSj gj fdh dks IHkh vf/kdkj vkSj Lora=rk,i fcuk fdh HksnHkko ds ckIr gSa] tSls fd tkfr] jax] fyax] Hkk"kk] /keZ] tUe ;k vU; fLFkfrA gkykaf] ;g vR;ar nqHkkZX;iw.kZ gS fd fo'o ds yxHkx IHkh lektksa esa efgvkvsd dks iq#"kksa dh rqyuk esa ghu fLFkfr >syuh iM+h gSA ckphu Hkkjr esa efgyk,i thou ds IHkh {ks=ksa esa iq#"kksa ds leku fLFkfr dk vkuan ysrh FkhaA e/; vkSj vk/kqfud dky ds chp ds ckn ds le; dh efgyk,i vius lEeku ds ;ksX; LFkku ls oafpr jgh vkSj vusdksa tkfr vkSj laçnk;ksa ds esy&tksy us efgvkvsd dh f'k{kk vkSj dY;k.k ij ux.; /;ku fn;k] ftlds ifj.kkeLo:i cky foookg] lrh çFkk] fo/kok foookg ij çfrca/k vkSj rykd tSlh vusd vU;k;iw.kZ çFkk,i çpfyr gqbZaA efgvkvsd dh v/khurk dks pqukSrh nsus dh {kerk IHkh :iksa esa lÜkk dh fLFkfr ls efgvkvsd ds oafpr gksus ds dkj.k xahkhj :i ls çHkkfor gqbZA Lora=rk ls igys vkSj ckn nksuksa Hkkjr ds usrkvksa us thou ds fofHkUu {ks=ksa esa efgvkvsd mRFkku] fo'ks"kdj fo/kkulHkkvksa esa mfpr çfrfuf/kRo ds fy, dsoy ekSf[kd leFkZu gh fd;k] ftlls vkt Hkh efgyk,i fo/kku] ç'kklu vkSj ikVhZ usr`Ro ds 'kfädsæksa esa lEekfur LFkku dk vkuan ugha ys ikrh gSaA

varjkZ"Vah; Lrj ij Hkh] efgvkvsd eqíksa ij] efgvkvsd dk jktuhfrd l'kfädj.k IHkh ppkZvksa ds dsaæ esa jgk] ysfdu fQj Hkh fdh Hkh jktuhfrd ç.kkyh esa] fodflr vkSj fodkl'khy ns'ksa nksuksa esa] efgvkvsd dh Hkkxhnkjh iq#"kksa dh rqyuk esa cgqr de gSA blesa dksbZ lansg ugha fd fyax lekurk dk fl)kar Hkkjr; lafo/kku esa fufgr gSA Hkkjr dk lafo/kku iw.kZ erkf/kdkj dh xkjaVh nsrk gS vkSj efgvkvsd dks jktuhfr esa IfØ; :i ls Hkkx ysus ds fy, iwjh laHkkouk,i vkSj <kapk çnku djrk gSA ysfdu ;g nq%[kn gS fd Lora=rk ds ckn ds n'kdksa esa jktuhfr esa efgvkvsd dh Hkkxhnkjh esa fxjkoV ns[kh xbZA jkT; vkSj lekt mUgsa yacs le; ls yafcr jktuhfrd vkj{k.k çnku djus esa ihNs jg x, gSaA gky gh esa] efgvkvsd ds vkj{k.k fo/ks;d us yxHkx Ms<+ n'kd rd jktuhfrd cgl dk fo"k; cuk gqvk gSA ;g fo/ks;d laIn vkSj ckgj ges'kk xje cglksa dks tUe nsrk jgk gSA laIn vkSj jkT; fo/kkulHkkvksa esa efgvkvsd ds fy, ,d&frgkbZ lhVksa ds vkj{k.k ds fy, çLrkfor dkuwu dks igyh ckj ,p Mh nsoxkSM+k ds usr`Ro okyh la;qä ekspkZ ldkj us rS;kj fd;k FkkA ;g fo/ks;d f,, flracj f<^ dks yksdlHkk esa çLrqr fd;k x;kA gkykaf bls dbZ ckj laIn esa çLrqr fd;k x;k] jktuhfrd lgefr dh deh ds dkj.k ;g ikl ugha gks ldkA

gkykifd gekjs lafo/kku vkSj vU; fo/kk;h çko/kkuksa rFkk le;≤ ij LFkkfir fofHkUu vk;ksxksa us fyax lekurk ds mís'; dh çkfIr ds fy, dbZ ç;kl fd, gSa] fQj Hkh Lora=rk ds ckn n'kdksa rd efgvkvsd dks 'kSf{kd] vkkFkZd vkSj fo'ks"k :i ls jktuhfrd :i ls l'kä cukus ds ;kstukc) ç;kl okafNr ifj.kke ugha ns ldsA ;g 'kks/ki= efgvkvsd ds jktuhfrd Hkkxhnkjh ds ek/;e ls mudh eqfä ls lacaf/kr gSA efgvkvsd ds v/khurk vkSj muds f[kykQ ldkjkRed HksnHkko dks le>rs gq,] mudh l'kfädj.k dh vko';drk mRiUu gqbZ gS – jktuhfrd vkSj vkkFkZd nksuksa :iksa esaA bl 'kks/ki= dk mís';

efgykvksa ds jktuhfrd vkj{k.k fo/ks;d ds fuekZ.k vkSj leFkZu dks çksRlkfgr djuk gSA blds vfrfjä] bldk y{; jktuhfr esa Hkz"Vkpkj] vijk/khdj.k vkSj lkaçnkf;dj.k dks jksdus] pquko vfHk;kuksa esa [kpZ dh lhek dM+h djus vkSj lekt esa tkx:drk iSnk djus ds ç;klksa dks c<+kok nsuk gS] rkfd fyax lekurk vkSj fyax U;k; ds ewY;ksa dk fodkl fd;k tk ldsA bu mís';ksa dks çklr djus ds fy, ;g dk;Z la;qä jk"Vä dh fjiksVksaZ] varjkZ"Väh; ekunaMksa vkSj laf/k;ksa] Hkkjr; lafo/kku ds çko/kkuksa vkSj vU; fo/kk;h dkuwuksa] Hkkjr ljdkj dh fjiksVksaZ] xSj&ljdkjh laxBuksa dh fjiksVksaZ vkSj vk/kqfud U;k;fonksa ds egRoiw.kZ dk;ksaZ ij vk/kkfjr gS] ftUgksaus ukjhoknh U;k;'kkL= vkSj v/;;u ds fodkl esa egRoiw.kZ ;ksxnku fn;kA

oxhZt] Vh- ¼2020½

ds vuqlkj] efgkykvksa dh jktuhfrd Hkkxhnkjh dks lHkh çdkj ds fodkl esa ,d vfuok;Z rRo ekuk tkrk gS; gkykaf] Hkkjr dh fyax lekurk uhfr;ki vHkh Hkh leh{kk ds v/khu gSaA f⁺‰ esa Lora=rk ds ckn] efgkykvksa ds jktuhfrd çfrfuf/kRo dks c<+kus ds fy, Hkkjr ds fofHkUu LFkkuh; Lo'kklu laLFkkuksa esa 'kfä ds fodsaæhdj.k ds dbZ ç;kl fd, x,A iapk;r jkt laLFkkykvksa ds vf/kfu;e us lekt ds gkf'k, ij jgus okys oxksaZ] ftuesa efgyk,i Hkh 'kkfey gSa] dks jktuhfrd laLFkkuksa esa fu.kZ; ysus dh Hkwfedk esa 'kkfey gksus dk volj çnku fd;kA blfy,] ;g v/;;u efgkykvksa dh LFkkuh; Lo'kklu laLFkkykvksa esa jktuhfrd usr`Ro dk irk yxkus dk ç;kl djrk gS] blds fy, xq.kkRed fof/k;ksa dk mi;ksx fd;k x;k] tSls iapk;r jkt laLFkkykvksa ds la'kks/ku vf/kfu;e dk nLrkost fo'ys"k.k vkSj dsjy jkT; ds ,d ftys esa fuokZfpr efgyk çfrfuf/k;ksa ds lkFk fo'ks"kK lk{kkRdkjA ;g 'kks/ki= Hkkjr esa jktuhfrd usr`Ro dh fLFkfr esa efgkykvksa dh pqukSfr;ksa dh igpku djus dk ç;kl djrk gS] tks fo'o dk lcls cM+k yksdrkaf=d ns'k gSA v/;;u ds fu"d"kZ n'kkZrs gSa fd usr`Ro Hkwfedk esa efgkykvksa dh lekurk esa dkQh çxfr gqbZ gS; gkykaf] jktuhfrd {ks= esa lfØ; gksus ds fy, efgkykvksa ds lkeus vHkh Hkh dqN egRoiw.kZ ck/kk,i ekStwn gSaA

fNCcj] ih- ¼2022½

ds vuqlkj] Hkkjr esa efgyk,i jktuhfrd thou esa iq#"kksa ftruh Hkkxhnkjh ugha djrh gSaA tcfd i;kZlr la[;k esa efgyk,i ernku ds fy, tkrh gSa] mUgsa jk"Väh; vkSj jkT; Lrj dh fo/kkulHkkvksa esa cgqr de çfrfuf/kRo çklr gSA ;g 'kks/ki= fo/kkulHkkvksa esa efgkykvksa dh lhfer mifLFkfr dks bl rF; ls tksM+rk gS fd dbZ efgyk,i vHkh Hkh ?kjsyw dk;ksaZ rd gh lhfer gSaA bl nkos dk leFkZu ,d losZ{k.k ds fo'ys"k.k ls feyrk gS] tks mÙkj Hkkjr ds ,d jkT; esa fd;k x;k Fkk] rkfd ;g vkadk tk lds fd dkSu lh efgyk,i LFkkuh; fudk;ksa esa 'kkfey gksus dk volj çklr djus esa l{ke jgh gSa] tgki vc ,d&frgkbZ lHkh lHVsA efgkykvksa ds fy, vkjf{kr gSaA fo'ys"k.k ls irk pyrk gS fd tulkaf[;dh; dkjksa dks fu;af=r djus ds ckn Hkh] dsoy ogh efgyk,i tks ?kj ls Lora= igpku j[krh gSa] LFkkuh; fudk;ksa ds pquko esa Hkkx ysus dk volj çklr djus dh laHkkouk j[krh gSaA blds ckn ;g 'kks/ki= Hkkjr; ekeys ds fu"d"kksaZ dk foLrkj vU; ns'kksa rd djrk gS vkSj fo'o ewY; losZ{k.k dk fo'ys"k.k djrk gS vkSj ikrk gS fd leku iSVuZ oSf'od Lrj ij Hkh ekStwn gSaA ,sls efgyk,i jktuhfrd :i ls vf/kd lfØ; gksus dh laHkkouk j[krh gSa ftudh igpku ?kj ds ckgj Hkh gksrh gSA

QsYMeSu] lh- ,p-] MkeZLVSM~V] th- ,y-] dqekj] oh-] vkSj :xj] ts- ih- ¼2015%

ds vuqlkj] efgvkvs a dh jktuhfrd Hkkxhnkj h vkSj LokLF; ds chp laca/k dks le>uk 'kks/kdrkZvksa ds fy, dfBu jgk gS vkSj ikjaifjd egkekjh'kkL= ;k lkekftd foKku i)fr;ksa dk mi;ksx djds bls i;kZlr :i ls v/;u ugha fd;k tk ldrkA geus LokLF; {kerk <kaps dk mi;ksx fd;k rkfd LokLF; ,tsalh ds fofHkUu vk;keksa dks le>k tk lds vkSj ;g Li"V fd;k tk lds fd LFkkuh; jktuhfrd vFkZO;oLFkk,; LokLF; dks dSIs çHkkfor djrh gSaA mÙkj h Hkkjr esa lkeqnkf;d&vk/kkfjr O;ogkj ifjorZu çca/ku gLr{ksi ds DyLVj&jSaMekbt~M fu;af=r ijh{k.k dk ykHk mBkrs gq,] geus gLr{ksi vkSj xSj&gLr{ksi xkaoksa esa v/kZ&lajfpr] xgu Qksdl lewgksa ds lkFk xq.kkRed v/;u fd;kA geus çR;sd lewg dks efgvkvs a dh jktuhfrd Hkkxhnkj h vkSj LokLF; esa 'kkfey lhekvs a vkSj çsj.kkvksa ds ckjs esa ifj-'; çLrqr fd,A FkheSfVd fo'ys"k.k LokLF; ,tsalh ds pkj {ks=ksa—Hkkxhnkj h] Lok;Ùkrk] vkRe&l{kerk] vkSj LokLF; ç.kkyh—ij dsafær Fkk] tks jktuhfrd Hkkxhnkj h vkSj LokLF; ds chp laca/k dks le>us ds fy, çklafxd gSaA o') efgvkvs a us lcls vf/kd vkRe&l{kerk fn[kkbZ vkSj lewg ds :i esa lcls vf/kd IQy LokLF; odkyr ç;klksa dk mYys[k fd;kA lacaf/kr lkeqnkf;d&vk/kkfjr uotkr gLr{ksi esa Hkkxhnkj h ds çHkko fHkUu Fks] ftlesa vkRe&l{kerk esa dqN varj fn[kkbZ fn,] ysfdu Hkkxhnkj h] Lok;Ùkrk ;k LokLF; ç.kkyh dh dk;Zç.kkyh esa dsoy nqyZHk lq/kkj gq,A efgvkvs a dh LokLF; ,tsalh dks csgrj cukus ds fy, Lok;Ùkrk ls lacaf/kr lkaL—frd ekunaMksa] LFkkuh; volajpuk vkSj LokLF; ç.kkyh] vkSj iq#"k ,oa efgyk —f"Vdks.kksa dks le>uk vko';d gSA LokLF; {kerk esa lq/kkj ds fy, lkeqnkf;d&vk/kkfjr Hkkxhnkj h LokLF; gLr{ksi esa LokLF; ,tsalh ij dsafær Li"V j.kuhfr;kj mruh gh egRoiw.kZ gksuh pkfg, ftruh LokLF; ladsrdA

Xyhl] ,l- ¼2021%

ds vuqlkj] ;g ys[k Hkkjr esa jktuhfrd Hkkxhnkj h ds fu/kkZjksa dh tkap djus ds fy, ,d vf}rh; MsVk lsV dk mi;ksx djrk gSA fo'ks"k :i ls] f<Šf dh Hkkjr dh tux.kuk ds MsVk dks f<%o<&Šå ds pqukoh ifj.kkekksa ds lkFk tksM+k x;k rkfd nksuksa fyaxksa dh Hkkxhnkj h dks çHkkfor djus okys dkjksa dh tkap dh tk ldsA fHkUu çHkkoksa dh O;kogkfd :i ls tkap dh xbZA fodflr ns'kksa esa egRoiw.kZ ik, tkus okys dbZ çHkko Hkkjr esa Hkh çklafxd gSa] ftuesa vk;] f'k{kk vkSj fuokZpu {ks= dh laL—fr 'kkfey gSaA blds vfrfjä] Je cy Hkkxhnkj h vkSj ikfjokfjd ftEesnkfj;ksa dk Hkh çHkko gksrk gS] gkykaf ;g la;qä jkT; vesfjdksa esa vuqekfur fn'kk ds foijhr gSA LokLF; vkSj f'k{kk ds fy, ljdkh lalk/kuksa dh deh Hkh Hkkxhnkj h dks çHkkfor djrh gSA ,d nwljh tkap esa ogh tux.kuk MsVk f<%o%o&%oŠ ds pqukoh ifj.kkekksa ds lkFk mi;ksx djds Hkkjr esa efgyk jktuhfrd Hkkxhnkj h ij ljdkh çfrfØ;k dk vuqeku yxk;k x;kA cky e`R;q nj ds dkj.kksa ds lanHkZ esa] LokLF; ifj.kkekksa ij efgyk Hkkxhnkj h dk dksbZ çHkko ugha ik;k x;kA ;g laHkor% blfy, gqvk D;ksafd tux.kuk ftyksa vkSj ernku fuokZpu {ks=ksa dks esy djus ds fy, MsVk dks lesfdr djuk vko';d FkkA

ukbd] tsM- ,p- ¼2017%

ds vuqlkj] jktuhfrd Hkkxhnkjh yksdrkaf=d O;olFkk dh çeq[k fo'ks"krk gSA yksdra= dh çHkko'khyrk bl ckr ij fuHkZj djrh gS fd vius IHkh ukxfjksa dks leku vkSj çHkkoh Hkkxhnkjh fdruh çnku dh tkrh gSA Hkkjr esa efgyk,i yxHkx vk/kh tula[;k dk fgLlk gSa] blfy, jktuhfrd çfØ;k esa mudk mfpr /;ku vkSj mfpr fgLlsnkjh vko';d gSA ukxfjksa dh jktuhfrd ekeyksa esa lfØ; Hkkxhnkjh yksdrkaf=d rkus&ckus dks etcwr djrh gSA pwifd Hkkjr; jktuhfr esa efgykvksa dh mifLFkfr de çrhr gksrh gS] blfy, efgykvksa dks muds vf/kdkjksa ds çfr tkk:d djuk vkSj mUgsa eq[;/kkjk dh jktuhfr esa Hkkxhnkjh ds fy, çsfjr djuk vko';d gSA Hkkjr dk lafo/kku vuqPNsn ...,,‡ vkSj ...,,^ ds rgr jktuhfrd xfrfot/k;ksa esa leku vf/kdkj vkSj çHkkoh Hkkxhnkjh dh xkjaVh nsrk gSA gkykaf] jktuhfrd çfØ;k esa Hkkxhnkjh ds fy, LFkku dh deh us u dsoy fu.kZ; ysus okyh laLFkkvksa esa mudh vuqifLFkfr dks tUe fn;k gS cfYd muds lkekU; eqíksa vkSj leL;kvksa dh mis{kk Hkh dh gSA etcwr vkSj çHkkoh yksdrkaf=d O;olFkk ds fy, efgykvksa dh Hkkxhnkjh vfuok;Z gSA ;fn efgykvksa dh vkokt vkSj eqíksa dh mis{kk dh tkrh gS ;k mUgsa fdukjs dj fn;k tkrk gS] rks okLrfod yksdra= dh dYiuk ugha dh tk ldrhA ;g 'kks/ki= jktuhfr esa efgykvksa dh Hkkxhnkjh dk fo'ys"k.k djrk gS vkSj ;g Hkh tkaprk gS fd D;k efgykvksa dh vkokt vkSj ekaxsa turk ds lkeus egRoiw.kZ eqíksa ds :i esa çLrqr dh tkrh gSa ;k ughaA

jk;] , -] vkSj usg:] ts- ¼2018%

ds vuqlkj] efgyk,i fo'o dh yxHkx †å% tula[;k gSa] ysfdu Hkkjr esa vleku fyax vuqikr fn[kkbZ nsrk gS] tgkj efgykvksa dh la[;k iq#"kksa dh rqyuk esa de gSA çfr fååå iq#"kksa ij ‹+å efgyk,i gSaA iq#"kksa dh lk{kjrk nj Š,,,-f+% gS tcfd efgykvksa dh lk{kjrk nj ^-+^% gSA tgkj rd mudh lkekftd fLFkfr dk laca/k gS] mUgsa IHkh txg iq#"kksa ds cjkcj ugha ekuk tkrkA ;|fi efgyk,i çR;sd xfrfot/k esa iq#"kksa ds leku l{ke gSa] ysfdu os eq[;r% çtuu Hkwfedk esa vf/kd 'kkfey jgrh gSaA fofHkUu 'kks/kksa] ljdkjh dk;ZØeksa vkSj uhfr;ksa] varjjk"Vªh; le>kSrksa] lEesyuksa] flQkjf'kksa vkSj laln esa efgykvksa ds vkj{k.k fo/ks;d ds ikfjr gksus ds ckotwn] Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh vHkh Hkh iq#"kksa dh rqyuk esa cgqr de gSA jktuhfrd Hkkxhnkjh dk vFkZ dsoy efgykvksa dks fn;k x;k ernku dk vf/kdkj ugha gS] cfYd blesa jktuhfrd tkx:drk] lfØ;rk vkSj fu.kZ;&fuekZ.k çfØ;k esa lfØ; Hkkxhnkjh Hkh 'kkfey gSA ge ns[k ldrs gSa fd efgyk,i vkfFkZd] lkekftd] iks"k.k vkSj rduhdh -f"V ls dqN gn rd l'kä gSa] ysfdu jktuhfrd l'kfädj.k dh xfr muds chp cgqr /kheh gSA ;g gekjs ns'k ds fy, cM+h fpark dk fo"k; gS fd efgyk,i jktuhfr esa viuh Hkkxhnkjh D;ksa ugha ns jgh gSa vkSj mUgsa LFkkuh; ,oa jk"Vªh; fu.kZ;&fuekZ.k laLFkkvksa esa 'kkfey fd;k tkuk pkfg,A fyax lekurk dks efgykvksa ds vf/kdkjksa dks l'kä cukus vkSj mudh jktuhfrd Hkkxhnkjh esa ck/kkvksa dks nwj djds çkIr fd;k tk ldrk gSA

Ms] ,y-] vkSj nkl] ,u- ¼2020%

ds vuqlkj] efgyk l'kfädj.k vkSj yksdrkaf=d 'kklu esa lq/kkj fdlh Hkh jkT; ;k jk"Vª ds fy, vko';d gSA jktuhfrd ,tsaMk vkSj jktuhfr esa Hkkxhnkjh vPNs 'kklu vkSj yksdrkaf=d <kaps ds fodkl esa vfuok;Z gSA bl lanHkZ esa] efgykvksa dh jktuhfrd Hkkxhnkjh c<+kus ds fy, lcls egRoiw.kZ laLFkku jktuhfrd ny gSaA jktuhfrd ny ukxfjd lekt laxBu vkSj varjjk"Vªh; laxBuksa ds ek;/e ls

efgykvksa ds jktuhfrd l'kfädj.k dks çHkkfor dj ldrs gSaA Hkkjr esa] fo/kk;h vkSj jktuhfrd çkFkfedrkvksa ds fu/kkZj.k esa efgyk,i vHkh Hkh v/khLFk fLFkfr esa gSaA blh i'"BHkwfe esa] gekjk v/;u if'pe caxky] Hkkjr esa efgyk vksa dh jktuhfrd Hkkxhnkjh dh fLFkfr dk ewY;kadu djrk gS] tks fyax lekurk vkSj efgyk l'kfädj.k çkIr djus esa egRoiw.kZ Hkwfedk fuHkk jgh gSA

foLikan~th] ch-] vCnqy] ,I-] vikys] , -] vkSj Mqisjs] ,I- ½2016½

ds vuqlkj] ;g 'kks/ki= xzkeh.k xqtjkrh efgyk vksa dh jktuhfrd Hkkxhnkjh ls lacaf/kr p;fur varfuZfgr fo"k;ksa dh [kkst djrk gSA bl MsVk milsV dk fo'ys"k.k ;g le>us esa enn djrk gS fd xzkeh.k xqtjkr esa fyax dSls dke djrk gS] fo'ks"kdj efgyk vksa dh Ikekftd xfr'khyrk ds lanHkZ esa] ftls vk;q] f'k{kk] Ikekftd&vkfFkZd fLFkfr vkSj ifjokfjd lajpuvksa tSls vk;eksa ds ek/;e ls ns[kk tkrk gSA xq.kkRed tkap vkSj fyax vk/kkfjr fo'ys"k.k ds ek/;e ls] ;g 'kks/ki= iq#"k vkSj efgyk -f"Vdks.kksa ds chp vlekurvksa dks mtkxj djrk gS] fo'ks"kdj efgyk vksa dh yxkrkj de jktuhfrd Hkkxhnkjh dks ysdj] vkSj blds ifj.kkeLo:i ;g Hkfo"; dh uhfr;ksa vkSj ç;klksa ds fy, ekxZn'kZu çnku djrk gS tks efgyk l'kfädj.k vkSj fyax lekurk dh fn'kk esa dke dj jgh gSaA

3- v/;u {ks=% fljksgh ftyk

fljksgh ftyk] tks nf{k.k&if'pe jktLFkku esa fLFkr gS] yxHkx f...^ oxZ fdyksehVj {ks=Qy esa QSyk gqvk gS vkSj bldh tula[;k yxHkx f...^ yk[k gS ½tux.kuk „åff½A lk{kjrk nj f...^ -å,,% gS ½iq#"k: %oå-...,,%] efgyk: f...^ -%o+%½A ftys esa ikip Cy,d gSa& fljksgh] fiaMokM+k] fj;ksnkj] 'ksvksxat] vkSj vcw jksMA vkthfodk ds eq[; lk/ku —f"k vkSj i'kqikyu gSaA ftys esa „...f xzke iapk;rsa gSa] ftuesa ls f...^ lkVsa efgyk vksa ds fy, vkjf{kr gSaA tula[;k dk ,d egRoiw.kZ fgLlk vuqlwfpr tutkfr;ksa ls lacaf/kr gS] fo'ks"k :i ls Hkhy vkSj xjkfl;k lewgksa lsA

4 dk;Zç.kkyh

4-1 :ijs[kk

;g ,d O;k;kRed vuqØfer fefJr fof/k vk/kkfjr v/;u gS ftlesa igys ek=kRed losZ{k.k ½çfrfØ;k la[;k¾312½ fd;k x;k vkSj mlds ckn xq.kkRed lk{kkrdkj ½çfrfØ;k la[;k¾25½ ,oa lewg ppkZ ½çfrfØ;k la[;k¾10½ vk;ksftr dh xbZA

4-2 uewuk p;u

Cy,dksa esa Lrjh—r ;k-fPNd p;u fd;k x;k] rkfd vknoklh vkSj xSj&vknoklh xzke iapk;rksa dk leqfpr çfrfuf/kRo lqfuf'pr gks ldsA çR;sd xzke iapk;r esa p;fur çfrHkkfx;ksa esa fuokZfpr efgyk çfrfuf/k] iq#"k lnL;] vf/kdkjh vkSj leqnk; ds lnL; 'kkfey FksA

4-3 MsVk laxzg

lajfpr ç'ukoyh ds ek/;e ls Hkkxhnkjh] çHkko] ck/kk,i vkSj l'kfädj.k dkjksa dks ekik x;kA ljiapksa vkSj iapk;r lfpoksa ds lkFk lk{kkrdkj esa çfØ;kvksa dh xgjkbZ ls tkudkjh çkIr dh xbZA lewg

ppkZvksa ds ek;/e ls leqnk; ds lnL;ksa] fo'ks"kdj Lo;a lgk;rk lewg ds lnL;ksa dh /kkj.kkvksa dks ladfyr fd;k x;kA

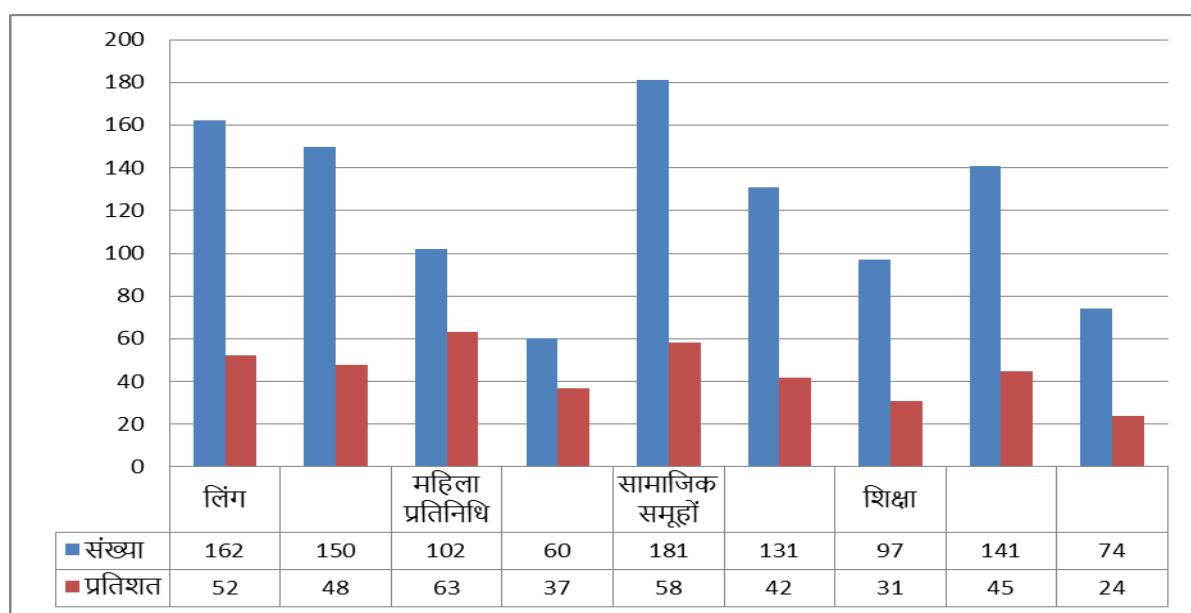
4-4 MsVk fo'ys"k.k

ek=kRed MsVk dk fo'ys"k.k fooj.kkRed lkaf[;dh] çfrxeu e,My vkSj fu.kZ; fuekZ.k lwpdkad ¼Mh, evkbZ½ fuekZ.k ds ek;/e ls fd;k x;kA xq.kkRed MsVk dks FkheSfVd :i ls dksM fd;k x;kA

5- ifj.kke

rkfydk 1 uewuk çksQkby

pj	Js.kh	la[;k	çfr'kr
fyax	efgyk,i	162	52
	iq#"k	150	48
efgyk çfrfuf/k	igyh ckj ços'k ikus okys	102	63
	vuqHkoh ¼iqu% fuokZfpr½	60	37
Ikekftd lewgksa	vuqlwfpr tkfr/vuqlwfpr tutkfr	181	58
	vU; fiNM+k oxZ@IkekU;	131	42
f'k{kk	fuj{kj	97	31
	çkFkfed ls ek;/fed	141	45
	mPprj ek;/fed vkSj mlls Åij	74	24



fp= 1 uewuk çksQkby

rkfydk 1 esa lhjksgh ftys esa losZ{k.k fd, x, 312 çfrHkkfx;ksa dk lkekftd&tulkaf[;dh; fooj.k çLrqr fd;k x;k gSA fyax forj.k fn[kkrk gS fd efgyk,a ¼52%½ iq#"kksa ¼48%½ dh rqyuk esa FkksM+h vf/kd gSa] tks ,d larqfyr uewus dks n'kkZrk gS ftlesa efgyk çfrHkkfx;ksa dh ekewyh cgqyrk gSA efgyk çfrfuf/k;ksa esa ls vf/kdka'k ¼63%½ ighy ckj iapk;r jkt ç.kkyh esa ços'k dj jgh gSa] tks vkj{k.k uhfr;ksa ds çHkko dks n'kkZrk gS] ftlus LFkuh; Lrj ij u, usr`Ro ds volj iSnk fd, gSaA dsoy 37% efgyk çfrHkkfx;ksa us iwoZ vuqHko dh tkudkjh nh] ftlls irk pyrk gS fd dbZ vHkh jktuhfrd Hkkxhnkjh ds çkjafHkd pj.k esa gSaA

lkekftd lewg çfrfuf/kRo dh -f"V ls] vf/kdka'k çfrHkkxh ¼58%½ vuqlwfpr tkfr/vuqlwfpr tutkfr leqnk; ls gSa] tcf 42% vU; fiNM+k oxZ vkSj lkekU; Jsf.k;ksa ls gSaA ;g forj.k iapk;r jkt vkj{k.k dh lekos'kh ç—fr dks mtkxj djrk gS] tks ç'kklu esa gkf'k, ij jgus okys lewgksa ds fy, LFku çnku djrk gSA

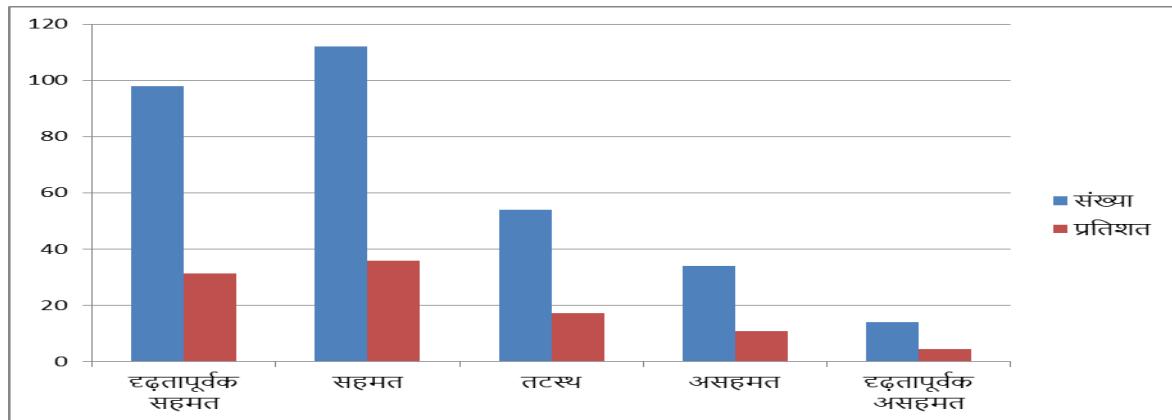
'kSf{kd ;ksX;rk ,d fefJr rLohj çLrqr djrh gSA çfrHkkfx;ksa dk ,d egRoiw.kZ Hkkx ¼31%½ fuj{kj gS] tcf yxHkx vk/ks ¼45%½ us dsoy çkFkfed ls ek;/fed Lrj dh f'k{kk çkIr dh gSA dsoy yxHkx ,d pkSFkkbZ ¼24%½ us mPp ek;/fed ;k mlls vf/kd f'k{kk çkIr dh gSA ;g 'kSf{kd forj.k fuokZfpr çfrfuf/k;ksa }jkj ç'kklfud çfØ;kvksa dks le>us esa vkus okyh pquksfr;ksa dks n'kkZrk gS] fo'ks"kdj muds fy, ftudh lk{kjrk lhfer gSA gkykaf] mPp 'kSf{kd ;ksX;rk okys ,d egRoiw.kZ vYila[;d dh mifLFkfr LFkuh; fu.kZ;&fuekZ.k esa vf/kd lwfpr Hkkxhnkjh ds mHkjrs voljksa dh vksj Hkh b'kkjk djrh gSA

dqy feykdj] ;g uewuk lhjksgh dh iapk;r jkt laLFkkvksa esa fyax] tkfr vkSj f'k{kk dh fofo/krk dks n'kkZrk gS vkSj efgyk çfrfuf/k;ksa esa Hkkxhnkjh] çHkko vkSj dk;Z{kerk esa fofHkUurkvksa dk fo'ys"k.k djus ds fy, etcwr vk/kkj çnku djrk gSA

rkfydk 2 fu.kZ; ysus dk çHkko

xzke iapk;r ds fu.kZ;ksa dks vkdkj nsus esa efgyk çfrfuf/k;ksa dk egRoiw.kZ çHkko gksrk gSA

dFku	la[;k	çfr'kr
—>+rkiwoZd lger	98	31.4
lger	112	35.9
rVLFk	54	17.3
vlger	34	10.9
—>+rkiwoZd vlger	14	4.5
dqy	312	100.0

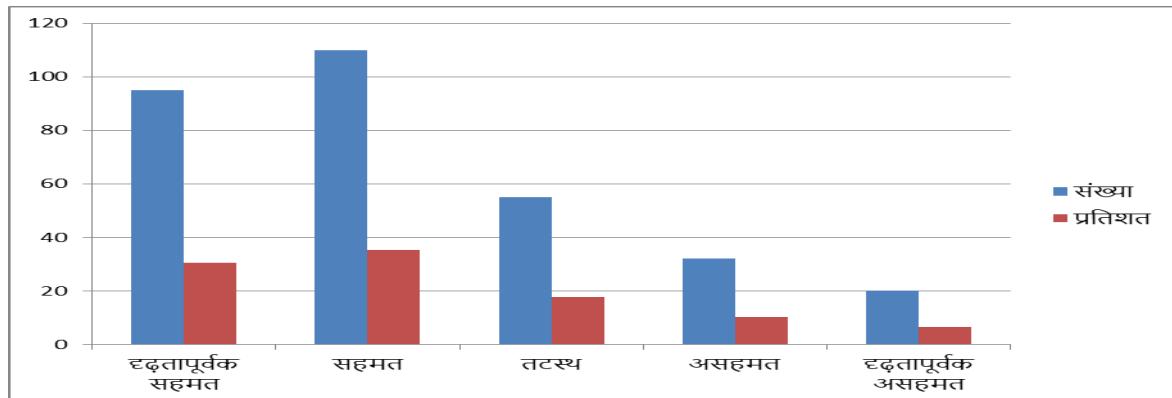


$fp = 2 fu.kZ; ysus dk \chi Hkko$

$rkfydk 2 ck/kk, i$

fir`lÙkkRed ekunaM vkSj ikfjokfjd ncko iapk;rksa esa efgvkvs ds Lora= fu.kZ; ysus esa ck/kk Mkjys gSaA

dFku	la[;k	çfr'kr
-<+rkiwoZd lger	95	30.4
lger	110	35.3
rVLFk	55	17.6
vlger	32	10.3
-<+rkiwoZd vlger	20	6.4
dqy	312	100.0



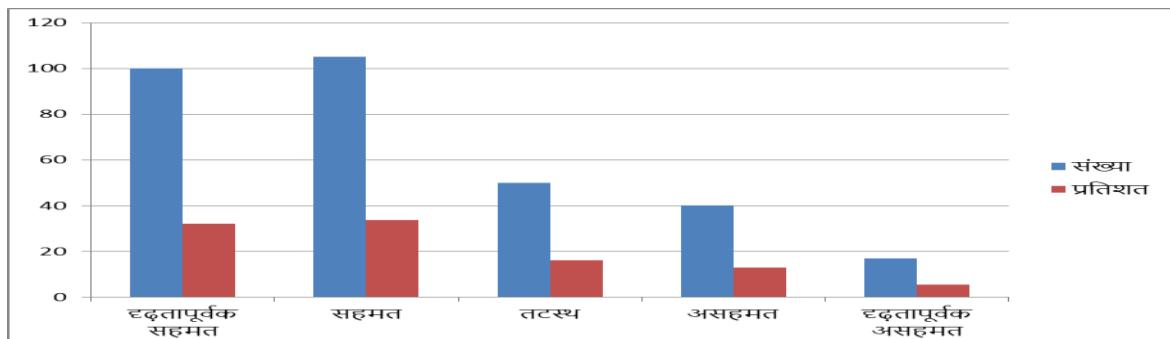
$fp = 2 ck/kk, i$

$rkfydk 3 l\{kedrkZ$

çf'k{k.k vkSj lgk;rk dk;ZØe efgyk çfrfuf/k;ksa ds vkRefo'okl vkSj \chi Hkko'khyrk dks c<+krs gSa

dFku	la[;k	çfr'kr
-<+rkiwoZd lger	100	32.1
lger	105	33.7
rVLFk	50	16.0

vlger	40	12.8
—<+rkiwoZd vlger	17	5.4
dqy	312	100.0



fp= 3 l{kedrkZ

rkfydk 2] 3 vkSj 4 ls ;g Li"V gksrk gS fd efgyk çfrfuf/k;ksa dk iapk;r fu.kZ;ksa esa çHkko vkSj mudh Hkkxhnkjh fofHkUu dkjksa ls çHkkfor gksrh gSA fu.kZ; fuekZ.k esa çHkko ls lacaf/kr vkadM+s n'kkZrs gSa fd yxHkx nks&frgkbZ efgyk çfrfuf/k ½31-4% iwjh rjg lger vkSj 35-9% lger½ xzke iapk;r ds fu.kZ;ksa dks vkdkj nsus esa egRoiw.kZ Hkwfedk fuHkkrh gSaA ;g fn[kkrk gS fd efgyk çfrfuf/k;ksa dh Hkkxhnkjh dsoy ukeek= dh ugha gS] cfYd muds fopkj vkSj fu.kZ; LFkuh; ç'kklu esa okLrfod çHkko Mkys gSaA lkFk gh] ck/kkvksa ij vk/kkfjr vkadM+s crkrs gSa fd fir`lÙkkRed lkekftd ekU;rk,i vkSj ikfjokfjd ncko efgyk çfrfuf/k;ksa ds Lora= fu.kZ; ysus esa ck/kk Mkys gSaA djhc nks&frgkbZ çfrHkkxh ½30-4% iwjh rjg lger vkSj 35-3% lger½ bl ckr ls lger gSa fd ;s lkekftd vkSj ikfjokfjd ncko muds fu.kZ;ksa dh Lora=rk dks lhfer djrs gSaA ;g Li"V djrk gS fd l'kfädj.k ds cktwn lkekftd lajpu,a efgyk usr`Ro dh iw.kZ lfØ;rk esa jksM+k Mk yIdrh gSaAogha] l'kfädj.k dkjksa dh rkfydk n'kkZrh gS fd çf'k{k.k vkSj leFkZu dk;ZØe efgyk çfrfuf/k;ksa ds vkRefo'okl vkSj dk;Zdq'kyrk dks c<+krs gSaA yxHkx nks&frgkbZ çfrHkkxh ½32-1% iwjh rjg lger vkSj 33-7% lger½ bl ckr ls lger gSa fd ;g çf'k{k.k vkSj lgk;rk muds fu.kZ; ysus dh {kerk vkSj iapk;r dk;ksaZ esa çHkkoh Hkkxhnkjh dks lq-+< djrk gSAdqy feykdj] ;s vkadM+s fn[kkrk gSa fd efgyk çfrfuf/k;ksa dh Hkkxhnkjh] fu.kZ; ysus dh {kerk vkSj çHkko muds O;fäxr çf'k{k.k] lkekftd ck/kkvksa vkSj ikfjokfjd leFkZu ls çHkkfor gksrh gSA tcfd çf'k{k.k vkSj leFkZu mUgsa l'kä cukrs gSa] lkekftd vkSj ikfjokfjd ncko mudh Lora=rk dks lhfer dj ldrs gSaA

6- flQkfj'ksa

- 1- {kerk fuekZ.k& bZMCY;wvkj ds fy, fu;fer ifjp; vkSj iqu'p;kZ çf'k{k.kA
- 2- fyax&laosnu'khy ctV& xzke iapk;r Lrj ij fyax v,fMV dks laLFkkxr cukukA
- 3- ç,Dlh çfrfuf/kRo ij vadq'k& mifLFkfr vkSj cksyus ds fu;eksa dks ykxw djuk] dksje IR;kiu lqfuf'pr djukA
- 4- lgk;rk lajpu,i& efgyk çfrfuf/k;ksa ds fy, cky ns[kHkky lqfo/kk,i vkSj othQk çnku djukA

5- **Ifefr;ksa dks etcwr djuk&** fu;fer fuxjkuh ds lkFk dk;kZRed LFkk;h Ifefr;ksa dks vf/knsf'kr djukA

6- **ikjnf'kZrk&** ctV vkSj cSBd ds fooj.k çdkf'kr djus ds fy, bZ&xzke Lojkt dk mi;ksx djukA

7- **Ikekftd ykecanh&** efgkyvksa dh lkewfdg lkSnsckth 'kfä dks etcwr djus ds fy, Lo;a lgk;rk lewgksa dks xzke iapk;rkса ls tksM+ukA

7- fu"d"kZ

iapk;rh jkt laLFkkvksa esa efgkyvksa ds fy, vkj{k.k ds dk;kZUo;u us jktLFkku ds xzkeh.k 'kklu ds ifj-'; esa egRoiw.kZ ifjorZu yk;k gSA efgkyvksa ds fy, 50% çfrfuf/kRo lqfuf'pr djus okyh bu uhfr;ksa us i;kZlr ek=kRed çfrfuf/kRo çnku fd;k gS] ftlls efgkyvksa ds fy, usr`Ro inksa ij cSBus vkSj vkSipkfjd :i ls fu.kZ; ysus okyh Ifefr;ksa esa Hkkx ysus ds vHkwriwoZ volj iSnk gq, gSaA

lhjksgh ftys esa v/;u ls irk pyrk gS fd xzke IHkk dh cSBdksa vkSj iapk;r Ifefr;ksa esa efgkyvksa dh Hkkxhnkjh mifLFkfr vkSj vkSipkfjd lnL;rk ds fglkc ls vf/kd gS] ysfdu mudk okLrfod çHkko—fu.kZ; fuekZ.k] fodkl ;kstukvksa dk çLrko nsus vkSj Lora= vf/kdkjksa dk ç;ksx djus dh {kerk—rqyukRed :i ls lhfer gSA

mifLFkfr vkSj çHkko ds chp bl varj esa dbZ dkjd ;ksxnku djrs gSaA Ikekftd ekU;rk,i] fir`lÙkkRed —f"Vdks.k vkSj ikfjokfjd ncko vDlj efgkyvksa dh fu.kZ; ysus dh Lora=rk dks lhfer djrs gSa] tcfd f'k{kk] iwoZ jktuhfrd vuqHko vkSj {kerk fuekZ.k dk;ZØeksa rd igqap esa varj mudh çHkko'khyrk ij vlj Mkylk gSA bl v/;u ds çek.k crkrs gSa fd ç'k{k.k çkIr djus okyh] Lo;a lgk;rk lewgksa esa Hkkx ysus okyh ;k mPp 'kSf{kd ;ksX;rk j[kus okyh efgyk,a fu.kZ; ysus dh vf/kd {kerk çnf'kZr djrh gSa] tks laLFkkxr leFkZu vkSj l'kfädj.k ra=ksa ds egRo dks n'kkZrk gSA
lkaf[;dh; mifLFkfr dks okLrfod jktuhfrd 'kfä esa cnyus ds fy, vko';d gS fd O;kid laLFkkxr lq/kkj ykxw fd, tk,i] tks efgkyvksa ds fy, vuqdwu okrkoj.k rS;kj djsaA blesa yf{kr {kerk fuekZ.k dk;ZØe] fyax&laosnu'khy ç'kklfud çFkk,i] vuqHkoh usrkvksa }jkj ekxZn'kZu] vkSj leqnk; esa efgkyvksa ds ;ksxnku dks igpkuus ds fy, tutkx:drk 'kkfey gSaA

efgkyvksa dh 'kklu esa Hkwfedk dks etcwr djuk dsoy lekurk ;k laoS/kkfud çko/kkuksa dks iwjk djus dk loky ugha gS; ;g vf/kd lekos'kh] mÙkjnk;h vkSj çHkkoh LFkkuh; 'kklu dh fn'kk esa ,d ekxZ gSA tc efgyk,a okLrfod :i ls fu.kZ; ysus dh {kerk vkSj çHkko dk ç;ksx djus esa l{ke gksrh gSa] rks iapk;r jkt laLFkk,i fofHkUu leqnk;ksa dh vko';drkvksa dks csgrj rjhds ls iwjk dj ldrh gSa] fodkl ifj.kkekksa esa lq/kkj dj ldrh gSa vkSj lekt ds IHkh oxksaZ dh Hkkxhnkjh dks egRo nsus okyh yksdrkaf=d laL—fr dks çksRlkfgr dj ldrh gSaA

IanHkZ

1- *fNCcj] ih- ¼2022½- dqN efgyk,i jktuhfrd :i ls lfØ; D;ksa gSa\ Hkkjr esa ?kjsyw] lkoZtfud LFkku vkSj jktuhfrd HkkxhnkjhA baVjus'kuy tuZy v,Q dEisjsfVo lksf'k;ksy,th] 43¼3&5½] 409&429A*

2- *pik] , - ¼2014½- efgykvksa dh jktuhfrd Hkkxhnkjh: Hkkjr esa ,d dsl LVMhA vksvkbZMh, baVjus'kuy tuZy v,Q lVsuscy MsoyiesaV] 7¼02½] 91&108A*

3- *dklk] ,l- ¼2015½- bfFk;ksfi;k esa efgykvksa dh jktuhfrd Hkkxhnkjh dh pqukSfr;kj vksj voljA tuZy v,Q Xykscy bdksu,feDI] 3¼4½] 1&7A*

4- *oxhZt] Vh- ¼2020½- Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh vkSj usr`Ro: pqukSfr;ksa dh tkjpA fo,`kksth iksfyfVdk bj ,MfefuLVafoekl] 19¼1½] 111&125A*

5- *QsYMeSu] lh-,p-] MkeZLVkV] th-,y-] dqekj] oh-] vkSj :xj] ts-ih- ¼2015½- efgykvksa dh jktuhfrd Hkkxhnkjh vkSj LokLF;: xzkeh.k Hkkjr esa LokLF; {kerk dk ,d v/;;uA tuZy v,Q gsYFk i,fyfVDI] i,fylh ,aM y,] 40¼1½] 101&164-*

6- *Xyhlu] ,l- ¼2021½- Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh vkSj LokLF;A n ,uYI v,Q n vesfjdu ,dsMeh v,Q i,fyfVdy ,aM lks'ky lkbal] 573¼1½] 105&126-*

7- *ukbd] tsM-,p- ¼2017½- Hkkjr esa jktuhfrd Hkkxhnkjh ds ek/;e ls efgykvksa dk l'kfädj.kA baVjus'kuy tuZy v,Q ,dsMfed fjlpZ ,aM MsoyiesaV] 2¼6½] 728&731-*

8- *jk;] , -] vkSj usg:] ts- ¼2018½- Hkkjr esa efgykvksa dk jktuhfrd l'kfädj.k: fLFkfr vkSj pqukSfr;kjA varjkZ"Vah; tuZy v,Q áweu lkslkbVh foKku ¼vkbZts,p,l,l½] 7] 9&18A*

9- *Ms] ,y-] vkSj nkl] ,u- ¼2020½A efgyk l'kfädj.k vkSj jktuhfrd Hkkxhnkjh: if'pe caxky] Hkkjr esa ,d lekt'kkL=h; v/;;uA baVjus'kuy tuZy v,Q fØfVdy vdkmafVax] 11¼5½] 417&428A*

10- *folanth] ch-] vCnqy] ,l-] viys] , -] vkSj Mqisjs] ,l- ¼2016½A xzkeh.k Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh: ySafxd -f"Vdks.k ls folaxfr;ksa dks le>ukA bafM;u tuZy v,Q tsaMj LVMht] 13¼3½] 425&450A*

11- *fxjkMZ] , -e- ¼2014½A vkSipkfd jktuhfr esa dne: xzkeh.k Hkkjr esa flapkbZ dh vkSipkfd jktuhfrd cfØ;kvksa esa efgykvksa dh HkkxhnkjhA fo'o fodkl] 57] 1&18A*

12- *ckmjh] , -] vkSj clq] , - ¼2024½- if'pe caxky] Hkkjr esa 'kgjh LFkkuh; 'kklu esa efgykvksa dh jktuhfrd Hkkxhnkjh vkSj l'kfädj.kA tuZy v,Q ,f'k;u ,aM vÝhdu LVMht] 59¼1½] 142&158-*

13- *vksiksdw] ih- ¼2021½- efgyk,i vkSj jktuhfrd Hkkxhnkjh: ?kkuk vkSj Hkkjr dk ,d rquyukRed v/;;uA SSRN 3768023 ij miyC/k gSA*

14- *gqlSu] ,e-] uwj] ,l-] vkSj csgku] vkj- , - ¼2021½- jktuhfrd cfØ;k esa efgykvksa dh Hkkxhnkjh: Hkkjr vkSj ikfdLrku dk rquyukRed fo'ys"k.kA efgyk,i ¼1997&2032½] 13-*

15- *dqekj] ,u-] j?kquxFku] ds-] ,fj,Vk] , -] ftykuh] , -] pØorhZ] ,l-] esuu] ih-] vkSj fDolqfEcax] , -vkj- ¼2019½A lkekftd usVodZ] xfr'khyrk vkSj jktuhfrd Hkkxhnkjh: Hkkjr esa lkoZtfud vf/kdkj;kstukvksa dh igqip vkSj mi;ksx esa lq/kkj ds fy, efgyk Lo;a lgk;rk lewgksa dh {kerkA fo'o fodkl] 114] 28&41A*

16- ckuks] ,l- ¼2014½A 'kgjh Hkkjr esa efgyk,i vkSj fu.kZ; ysuk: okjk.klh 'kgjj mÙkj çns'k] Hkkjr dk ,d ySafxd HkkSxksfyd v/;uA baVjus'kuy tuZy v,Q bathfu;fjax ,aM lkbal ¼vkbZtsbZ,l½] 3¼4½] 1&11A

17- fe'ksyqêh] ,y- ¼2007½A yksdra= dk LFkuh;dj.k: mÙkj Hkkjr esa jktuhfrd Hkkxhnkjh vkSj yksdfç; jktuhfrA tuZy v,Q n j,;y ,aFkzksiksy,ftdy baLVhVîwV] 13¼3½] 639&656A

18- pêksik;/k;] vkj-] vkSj Mq¶yks] bZ- ¼2004½- uhfr fuekZrk ds :i esa efgyk,i: Hkkjr esa ,d ;k-fPNd uhfr ç;ksx ls lk{;A bdksuksesfVºdk] 72¼5½] 1409&1443A

19- nkl] ch- ¼2021½- Hkkjr esa efgykvksa dk l'kfädj.k: cnyrk ifj-'; vkSj blds fufgrkFkZA ,u,lvks;w vksiu tuZy] 4¼2½] 8&14A

20- vks>k] vkj- ¼2014½- ukxkySaM] Hkkjr esa pqukoh jktuhfr esa efgyk,iA baVjus'kuy fjlpZ tuZy v,Q lks'ky lkbalst] 3¼11½] 47&50A

21- 'kekZ] ih- ¼2014½- nf{k.k ,f'k;k esa efgykvksa dh Hkkxhnkjh dh dqyhura=h; fir`lÙkkRed jktuhfrd laL—fr] Hkkjr] ckaXykns'k] ikfdLrku ds fo'ks"k lanHkZ esaA fo'o dkaxzsl dks çLrqr 'kks/k i= esaA

22- ikjs] vkj- ,] vkSj gqISu] ,e- vkbZ- ¼2023½A jktuhfrd vkj{k.k vkSj Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh ij bldk çHkko: ,d leh{kkA baVjus'kuy tuZy v,Q i,fyfVdy lkbal ,aM xousaZl] 5¼1½] 54&56A

23- etwenkj] ,e- ¼2020½A Hkkjr esa efgykvksa dh jktuhfrd Hkkxhnkjh: 'kklu ifjorZu ds ckn if'pe caxky dk fo'ys"k.kA bEiSDV: baVjus'kuy tuZy v,Q fjlpZ bu áweSfuVht] vkVZ~l ,aM fyVjspj ¼bEiSDV: btzgy½] 8] 57&62A

24- 'kekZ] bZ- ¼2020½A efgyk,i vkSj jktuhfr: Hkkjr; efgykvksa ds jktuhfrd l'kfädj.k dk ,d dsl LVMhA baVjus'kuy tuZy v,Q lksf'k;ksy,th ,aM lks'ky i,fylh] 40¼7/8½] 607&626A

25- csljk] ,l- ¼2022½A Hkkjr esa vkfnoklh efgykvksa dk jktuhfrd l'kfädj.k: ,d leh{kkA yksd ç'kklu foHkkx mRdy fo'ofo/ky;] ok.kh fogkj] Hkqous'ojj 55-



બોચાસણવાસી અક્ષરપુરુષોત્તમ સ્વામિનારાયણ

સંપ્રદાયના કાર્યોની યુવાનો પર થયેલ અસર

(સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાને કેન્દ્રમાં રાખીને)

હિતેશ રમણલાલ પટેલ

પીએચ.ડી. સ્કોલર, સમાજશાસ્ત્ર ભવન, શ્રી ભક્તકલ્પ નરસિંહ મહેતા યુનિવર્સિટી, જુનાગઢ

પ્રસ્તાવના:

મનુષ્ય સમગ્ર જીવન દરમિયાન અનેક માનવ પ્રવૃત્તિથી પ્રેરણા મેળવતો હોય છે. જેમાં ક્રોટુંબિક પ્રવૃત્તિ તથા ધાર્મિક પ્રવૃત્તિ જેવી બાબતો ખૂબ જ અસર કરે છે. ધાર્મિક પ્રવૃત્તિઓ અલગ અલગ ધર્મ સંસ્થાઓ દ્વારા થતી હોય છે. ભારતીય સમાજ રચનાના સંદર્ભે ધાર્મિક સંસ્થાઓ દ્વારા સમાજમાં આમૂલ પરિવર્તન લાવવાના ધરણા પ્રયત્નો થયા છે. સહજાનંદ સ્વામી દ્વારા સ્થાપિત તથા પ્રમુખસ્વામી મહારાજ દ્વારા જેનો વિકાસ થયેલ છે એવા ' બોચાસણવાસી અક્ષર પુરુષોત્તમ સ્વામિનારાયણ સંપ્રદાય' એ પણ આવી જ એક ધાર્મિક સંસ્થા છે. જેના કાર્યોથી આજે હજારો માનવીઓના જીવનમાં પરિવર્તન આવેલું જોવા મળે છે. પરિવર્તન સતત ચાલતી પ્રક્રિયા છે.

સંશોધનએ કોઈ સમસ્યાના સંદર્ભમાં હકિકતો તથા તેના અર્થોનો પ્રમાણિકપણે અને બૌદ્ધિક રીતે તપાસવાની પ્રક્રિયા ગણી શકાય. સંશોધનએ વૈજ્ઞાનિક પદ્ધતિ નિયમ બદ્ધ રીતે કોઈપણ સમસ્યાના ઉકેલ માટે થતી પ્રક્રિયા ગણી શકાય. સંશોધન કાર્યકારણ સંબંધને સમજવાના પ્રયત્નરૂપે કરવામાં આવે છે. સંશોધન બે પ્રકારના હોય છે (1) શુદ્ધ સંશોધન (2) વ્યવહારુસંશોધન, શુદ્ધ સંશોધનનો હેતુ સિદ્ધાંત રચનાનો હોય છે. વ્યવહારુસંશોધન વ્યવહારુસંશોધનનું સમાજમાં જોવા મળતી વર્તમાન સમસ્યાઓના સંદર્ભમાં હોય છે. વર્તમાન સમયમાં સમાજમાં યુવાઓમાં આવેલ બદીઓનું નું પ્રમાણ વિશેષ જોવા મળ્યું છે. જેમાં ખાસ કરીને વ્યસનનું પ્રમાણ સતત વધતું જાય છે. પ્રસ્તુત અભ્યાસમાં સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના બીએપીએસ સંપ્રદાયમાં જોડાયેલા યુવાનોમાં આવેલ પરિવર્તન સંદર્ભે કરવામાં આવેલો છે.

સંશોધન પ્રશ્નની પસંદગી અને કારણો:

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[HTTPS://ANANTAGOJ.ORG/VIEWOFSPACE/](https://anantagoj.org/viewofspace/)

પ્રસ્તુત અભ્યાસમાં સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના બીએપીએસ સંપ્રદાયમાં જોડાયેલા યુવાનોમાં આવેલ પરિવર્તન સંદર્ભે તપાસ કરવામાં આવેલી છે.

પ્રસ્તુત સંશોધન પ્રશ્નની પસંદગી એ જાણવાથી ઈચ્છાથી કરવામાં આવી છે કે ભારત દેશ યુવાઓનો દેશ યુવા પેઢી ઉજ્જ્વલ તો સમાજ ઉજ્જ્વલ વર્તમાન સમયમાં 21 મી સદીમાં ધણા બધા પરિબળોને લીધે યુવાનોમાં ધણી બધી બદીઓ જોવા મળે છે. તેના પાછળના કારણો ગારીબી, બેકારી, યોગ્ય માર્ગદર્શનનો અભાવ, ઉત્તમ વિચારોનો અભાવ, ધાર્મિક ઉત્તમ વિચારો તેમના સુધી ન પહોંચવા જેવી બાબતો અસરકર્તા છે.

ગુજરાત રાજ્યનો સાબરકાંઠા જિલ્લો વિવિધતા સભર ભૌતિક ક્ષેત્રફળ ધરાવે છે. જેમાં અલગ અલગ આઠ તાલુકા આવેલા છે. હિંમતનગર, ઇડર, પ્રાંતિજ, તલોદ, વડાલી જેવા ખેતી તથા ઔદ્યોગિક વિકાસ ધરાવતા તાલુકા પણ છે. અને ખેડબુહા, પોશીના, વિજયનગર જેવા વનવાસી બંધુઓનું પ્રભુત્વ ધરાવતા પછાત તાલુકા પણ છે. છેલ્લા ધણા બધા વર્ષોથી પ્રમુખસ્વામી મહારાજ દ્વારા જેનો વિકાસ થયેલ છે તેવા બોચાસણવાસી અક્ષરપુરુષોત્તમ સ્વામિનારાયણ સંપ્રદાય દ્વારા સમાજ વિકાસના સતત પ્રયત્નો થઈ રહ્યા છે. સંતોના વિચરણ દ્વારા સમાજમાં યુવાઓના વિકાસ માટે સંપ્રદાય દ્વારા ખૂબ જ મોટા પાયે પ્રવૃત્તિઓ થઈ રહી છે.

સંસ્થાની અલગ અલગ પ્રવૃત્તિઓથી પ્રેરાઇને યુવાઓમાં કેવા પરિવર્તનો આવ્યા છે એ બાબત તપાસવાનો હેતુ છે. પ્રસ્તુત અભ્યાસ દ્વારા બીએપીએસ સંસ્થા દ્વારા તેની પ્રવૃત્તિઓ થતી સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના યુવાઓમાં આવેલ પરિવર્તન તપાસવામાં આવેલ છે.

સંશોધનના અભ્યાસના હેતુઓ:

- યુવાનોમાં આવેલા ધાર્મિક પરિવર્તનો જાણવા.
- યુવાઓની સ્વાસ્થ્ય તથા જીવનશૈલીમાં સુધારો જાણવો.
- યુવાઓની શૈક્ષણિક પ્રગતિમાં પડતી મુશ્કેલી જાણવી.

સંશોધન અભ્યાસની ઉત્કલ્પનાઓ:

- યુવાનોમાં આવેલા ધાર્મિક વિચારોના અભાવે સામાજિક અસરો પડતી હશે.
- યુવાઓમાં વ્યસનના વધુ પ્રમાણને કારણે સ્વાસ્થ્ય તથા જીવનશૈલીમાં તકલીફ પડતી હશે.
- યુવાઓમાં ધાર્મિક વિચારોના અભાવે શૈક્ષણિક પ્રગતિમાં ઘટાડો જોવા મળતો હશે.

સંશોધન અભ્યાસ પદ્ધતિ અને નિર્દર્શા:

પ્રસ્તુત અભ્યાસમાં સર્વેક્ષણ પદ્ધતિનો ઉપયોગ કરવામાં આવ્યો છે. જેમાં સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના બીએપીએસ સંપ્રદાયમાં જોડાયેલા યુવાનોની કેટલીક સમસ્યાઓનો સમાજશાસ્ત્રીય અભ્યાસ દ્વારા તપાસ કરવામાં આવી છે. સંશોધનમાં યોગ્ય તારણો મેળવવા માટે યોગ્ય નિર્દર્શ પસંદ કરવું જરૂરી છે. તેને ધ્યાનમાં રાખીને પ્રસ્તુત અભ્યાસમાં અલગ અલગ ગામમાંથી યાદચિક નિર્દર્શન પદ્ધતિનો ઉપયોગ કરી ૫૦ જેટલા યુવાઓની પસંદગી કરવામાં આવી છે. પસંદ થયેલ નિર્દર્શને પ્રશ્નાવલી આપવામાં આવી તથા રૂબરૂ મુલાકાત દ્વારા તેમની સમસ્યાઓ જાણવાનો પ્રયત્ન કરેલ છે.

પ્રસ્તુત સંશોધન અભ્યાસનું મહત્વ:

- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાયના વિવિધ કાર્યો થકી યુવાઓમાં આવેલ પરિવર્તન જાણવા માટે મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાયના કાર્યો થકી યુવાનોમાં આવેલ શૈક્ષણિક પ્રગતિ વિશે જાણવા માટે મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધનમાં બીએપીએસ સંપ્રદાયના કાર્યો થકી યુવાનોના સ્વાસ્થ્ય અને જીવનશૈલીમાં કેવું પરિણામ જોવા મળ્યું છે તે જાણવા માટે મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાયમાં જોડાયા પછી યુવાનોની આર્થિક પ્રગતિ વિશે જાણવા માટે ખૂબ જ મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાય થકી સેવાકીય પ્રવૃત્તિઓ દ્વારા યુવાઓમાં આવેલ સામાજિક પરિવર્તન વિશે જાણવા માટે ખૂબ જ મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાય થકી યુવાઓમાં આવેલ વૈચારિક પરિવર્તન વિશે જાણવા માટે ખૂબ જ મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાયના વિચારો થકી યુવાઓમાં વ્યસનના પ્રમાણમાં ઘટાડા સંદર્ભે જાણવા માટે ખૂબ જ મહત્વનું રહેશે.
- પ્રસ્તુત સંશોધન બીએપીએસ સંપ્રદાયના વિચારો થકી યુવાન સ્ત્રીઓમાં આવેલ સામાજિક પરિવર્તનો સંદર્ભે જાણવા માટે ખૂબ જ મહત્વનું રહેશે.

સંશોધનની મર્યાદાઓ:

- પ્રસ્તુત સંશોધનમાં ફક્ત સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના યુવાનોમાં પરિવર્તન વિશે અભ્યાસ કરવામાં આવેલો છે. તેથી અન્ય તાલુકામાં શું પરિવર્તન જોવા મળેલ તે બાબતો જાણી શકાશે નહીં.
- પ્રસ્તુત સંશોધનમાં બીએપીએસ સંસ્થાના કાર્યોની અસરો તપાસવામાં આવી છે. તેથી અન્ય ધાર્મિક સંસ્થાઓ દ્વારા થયેલ પ્રયત્નો જાણી શકાશે નહીં.
- પ્રસ્તુત સંશોધનમાં ફક્ત બીએપીએસ સંપ્રદાયમાં જોડાયેલા યુવાનોની વાત કરવામાં આવેલી છે તેથી સંપ્રદાયના વિચારો થકી વૃદ્ધો અને બાળકોમાં આવેલ પરિવર્તનો જાણી શકાશે નહીં.
- હિંમતનગર તાલુકો એતી તથા ઔદ્યોગિક રીતે વિકસિત તાલુકો છે. સાબરકાંઠા જિલ્લાના અન્ય પછાત તાલુકામાં સંપ્રદાયના પ્રયત્નો થકી આવેલ પરિવર્તનો વિશે જાણી શકાશે નહીં.
- પ્રસ્તુત સંશોધન ફક્ત બીએપીએસ સંપ્રદાય વિશે જાણવા પ્રયત્ન થયેલ છે તેથી સ્વામિનારાયણ સંપ્રદાયના અન્ય સંપ્રદાયો થકી થયેલ કાર્યો વિશે જાણી શકાશે નહીં.
- પ્રસ્તુત સંશોધનમાં ફક્ત શૈક્ષણિક, આર્થિક અને વ્યસનની બાબત લેવામાં આવી છે. જેથી સંપ્રદાયના પ્રયત્નો થકી યુવાનોમાં આવેલ અન્ય પરિવર્તનો વિશે જાણી શકાશે નહીં.
- પ્રસ્તુત સંશોધનમાં તમામ યુવાનોની વાત હોવાથી શિક્ષિત યુવાન કે અશિક્ષિત યુવાનોમાં થયેલ અલગ અલગ પરિવર્તનો તપાસી શકાશે નહીં.
- પ્રસ્તુત સંશોધનમાં બીએપીએસ સંપ્રદાય કે જે હિન્દુ ધર્મને વરેલો છે. તેના સિવાય અન્ય ધર્મના સંપ્રદાયો દ્વારા કરવામાં આવેલ કાર્યો થકી થયેલા પરિવર્તનો તપાસી શકાશે નહીં.

સંશોધન અભ્યાસના તારણો:

પ્રસ્તુત સંશોધનમાં સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકામાં બીએપીએસ સંપ્રદાય સાથે જોડાયેલા કુલ ૫૦ યુવાનોને ઉત્તરદાતા તરીકે પસંદગી કરવામાં આવી છે. તેઓ પાસેથી મળતી માહિતીના તારણો નીચે મુજબ છે.

- પ્રસ્તુત અભ્યાસમાં ૬૦% ઉત્તરદાતાઓ ૨૫ થી ૩૫ વર્ષની વય જૂથના છે. ૪૦% ઉત્તરદાતાઓ ૩૫ થી ૪૫ વર્ષની વયજૂથના છે.

- પ્રસ્તુત અભ્યાસમાં ૧૦૦% ઉત્તરદાતાઓ હિન્દુ ધર્મના છે.
- પ્રસ્તુત અભ્યાસમાં ૬૭% ઉત્તરદાતાઓ જનરલ કેટેગારીના છે. ૨૫% ઉત્તરદાતાઓ ઓબીસી કેટેગારીના છે. ૮% ઉત્તરદાતાઓ અનુસૂચિત જાતિના છે.
- પ્રસ્તુત અભ્યાસમાં ૮૮% ઉત્તરદાતાઓ પરાણિત છે. તથા ૧૨% ઉત્તરદાતાઓ અપરાણિત છે.
- ઉત્તરદાતાઓની અભ્યાસની વિગતો મેળવતા જાણવા મળ્યું કે ૨૨% ઉત્તરદાતાઓએ HSC સુધીનો અભ્યાસ કરેલ છે. જ્યારે ૬૨% ઉત્તરદાતાઓ સ્નાતક તથા B.ed નો અભ્યાસ કરેલ છે. જ્યારે ૧૬% ઉત્તરદાતાઓ અનુસ્નાતકથી ઉપરની પદવી ધરાવે છે.
- ઉત્તરદાતાઓની કામની વિગતો તપાસતા માલુમ પડ્યું કે, ૬૬% ઉત્તરદાતાઓ નોકરી સાથે સંકળાયેલા છે. તથા ૧૮% ઉત્તરદાતાઓ એતી સાથે સંકળાયેલા છે. ૧૬% ઉત્તરદાતાઓનો અભ્યાસ ચાલુ છે.
- ૭૨% યુવાનો વિભક્ત કુટુંબમાં રહે છે. ૨૮% યુવાનો સંયુક્ત કુટુંબમાં રહે છે.
- તમે ચાલો આદર્શ બનીએ અથવા ઇન્ટીગ્રેટેડ પર્સનાલિટી ડેવલપમેન્ટ કોર્સ પ્રોગ્રામ વિશે જાણો છો? એ પ્રશ્નના ઉત્તરમાં ૮૮% ઉત્તરદાતાએ 'હા' માં જવાબ આપ્યો તથા ૧૦% ઉત્તરદાતાએ 'ના' માં જવાબ આપ્યો તથા ૨% ટકા ઉત્તરદાતા પ્રસ્તુત કાર્યક્રમ વિશે જાણતા નથી. જો 'હા' તો પ્રસ્તુત કાર્યક્રમ થકી તેમના જીવનમાં સામાજિક જાગૃતિ વિકસી છે, જેના જવાબમાં ૮૮% ઉત્તરદાતા દ્વારા હકારાત્મક પ્રતિસાદ જોવા મળ્યો.

પ્રસ્તુત પ્રોગ્રામ થી યુવાનોમાં સંસ્કાર સંશોધન થયું છે જેના પ્રત્યુત્તરમાં ૮૯% મહત્તમ યુવાનોએ હકારાત્મક પ્રતિસાદ આપ્યો.

- ઉત્તરદાતા પૈકી ૩૩% ઉત્તરદાતા વ્યસન કરતાં જોવા મળ્યા. તથા ૬૭% ઉત્તરદાતા વ્યસન કરતાં નથી.

બીએપીએસ સંપ્રદાય સંચાલિત વ્યસનમુક્તિ અભિયાન થકી યુવાનોમાં વ્યસનનું પ્રમાણ ઘટ્યું છે? પ્રસ્તુત પ્રશ્નમાં મહત્તમ યુવાનો ૮૭% યુવાનો વ્યસન મુક્ત થયેલા જોવા મળ્યા.

વ્યસનમુક્તિ અભિયાન થકી ૮૭% યુવાનોમાં સ્વાસ્થ્ય અને જીવનશૈલીમાં હકારાત્મક સુધારો આપ્યો.

- બીએપીએસ સંપ્રદાયમાં જોડાયા બાદ ૬૨% યુવાઓમાં શૈક્ષણિક પ્રગતિ જોવા મળી.
- બીએપીએસ સંપ્રદાયમાં જોડાયા બાદ ૫૨% યુવાઓમાં વ્યવસાયિક પ્રગતિ જોવા મળી.

૪૮% યુવાઓ દ્વારા નવો વ્યવસાય શરૂ કરવામાં આવ્યો.

- બીએપીએસ સંપ્રદાય દ્વારા લેવામાં આવતી સત્સંગ શિક્ષણ પરીક્ષા થી ૬૬% ઉત્તરદાતા પરિચિત હતા. જ્યારે ૪% ઉત્તરદાતા પ્રસ્તુત પરીક્ષા અજાણું હતા.

જ્યારે પ્રસ્તુત પરીક્ષા થકી ૬૪% યુવાનોમાં ધાર્મિક જ્ઞાનનો વધારો જોવા મળ્યો.

- બીએપીએસ સંપ્રદાયમાં જોડાયેલા ૬૨% વિદ્યાર્થીઓ સ્ટડી સર્કલ પ્રોગ્રામમાં ભાગ લે છે. ભાગ લીધેલા વિદ્યાર્થીઓ પૈકી ૬૫% વિદ્યાર્થીઓની શૈક્ષણિક ક્ષમતામાં વધારો જોવા મળ્યો.
- બીએપીએસ સંપ્રદાયમાં જોડાયા બાદ તથા સંત સમાગમથી ૬૪% યુવાઓના અંગત જીવનમાં હકારાત્મક પ્રભાવ જોવા મળ્યો.
- બીએપીએસ સંપ્રદાયમાં જોડાયા બાદ તથા ધાર્મિક આધ્યાત્મિક ભાવના થકી ૬૨% યુવાઓની માનસિક વિચારસરણીમાં હકારાત્મક પ્રભાવ જોવા મળ્યો.

ઉપસંહાર:

પ્રસ્તુત અભ્યાસ દરમિયાન ચાદર્ચિક નિર્દર્શન પદ્ધતિ દ્વારા બીએપીએસ સંપ્રદાયમાં જોડાયેલા ૫૦ યુવાનો સાથે પ્રશ્નોત્તરી અને રૂબરૂ મુલાકાતને આધારે તથા તેના આધારે પ્રાપ્ત થયેલ તારણો પરથી એવું સ્પષ્ટ થાય છે કે સાબરકાંઠા જિલ્લાના હિંમતનગર તાલુકાના બીએપીએસ સંપ્રદાયમાં જોડાયેલા યુવાનોમાં ધાર્મિક, આધ્યાત્મિક, આર્થિક, સામાજિક તથા શૈક્ષણિક ક્ષેત્રે ખૂબ સારી પ્રગતિ જોવા મળી. મહત્તમ યુવાનોમાં વ્યસનનું પ્રમાણ ખૂબ જ ઘટતું જોવા મળ્યું. મહત્તમ યુવાનો ખૂબ જ ઉત્સાહભેર બીએપીએસ સંપ્રદાયના કાર્યક્રમોમાં ભાગ લે છે. બીએપીએસ સંપ્રદાયમાં જોડાયા પછી તથા સંત સમાગમ થકી યુવાનોની વૈચારિક શક્તિમાં ખૂબ જ હકારાત્મક પરિણામ જોવા મળ્યું. પ્રમુખસ્વામી મહારાજ તથા મહંતસ્વામી મહારાજનું જીવન તથા તેમના કાર્યોનો ખૂબ જ ઉંડો પ્રભાવ ઉત્તરદાતા યુવાનોમાં જોવા મળ્યો.

પ્રસ્તુત સંશોધન માટે મદદરૂપ થનાર તમામ ઉત્તરદાતાઓનો ખૂબ ખૂબ આભાર. તથા વંદનીય મારા માર્ગદર્શકશ્રી ડૉ. સરમણભાઈ સોલંકી સરનો હદયપૂર્વક આભાર.

સંદર્ભસૂચિ:

- ચંદ્રિકા રાવલ (૧૯૯૦) જોન્ડર અને સમાજ, પાર્શ્વ પબ્લિકેશન, અમદાવાદ,
- ચંદ્રિકા રાવલ, શૈલજા ધૂવ (૧૯૯૦) ગુજરાતમાં સ્વીઓનો સામાજિક દરજા, પાર્શ્વ પબ્લિકેશન, અમદાવાદ.
- ચંદ્રિકા રાવલ, શૈલજા ધૂવ (૧૯૯૦) સ્વીઓ અને સમાજ, પાર્શ્વ પબ્લિકેશન, અમદાવાદ.
- કલપના શાહ (૧૯૯૦) સ્વીનો બદલાતો દરજા અને ભૂમિકા, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
- હસમુખ પટેલ (૧૯૯૦) સામાજિક સમસ્યાઓ, રચના પ્રકાશન, અમદાવાદ.
- નિરા દેસાઈ (૧૯૯૦) ભારતમાં સ્વીઓનો પલટાતો દરજા, આર.આર. શેઠ કંપની, મુંબઈ.
- વિમલ શાહ (૧૯૯૦) સંશોધન અહેવાલ લેખન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
- વિમલ શાહ (૧૯૯૦) સંશોધન ડિઝાઇન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.



**સ્વિમિંગ અને યોગની તાલીમી કાર્યક્રમ દ્વારા સ્નાયુ
સહનશક્તિ પર થતી અસરનો અભ્યાસ વિષયપાત્રોની
પસંદગી**

રાહુલકુમાર આર. મકવાણા
(પીએચ.ડી. સ્કોલર) સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ.
ડૉ. મયુરધ્વજસિંહ સી. જાડેજા
(આસિસ્ટન્ટ પ્રોફેસર)

ABSTRACT :

આ સંશોધન અભ્યાસનો હેતુ સ્વિમિંગ અને યોગની તાલીમી કાર્યક્રમ દ્વારા સ્નાયુ સહનશક્તિ પર થતી અસરનો અભ્યાસ વિષયપાત્રોની પસંદગી કર્યો હતો. આ સંશોધન અભ્યાસ મોરબી જિલ્લાના ત્રણ તાલુકા પુરતો મર્યાદિત હતો. આ સંશોધન અભ્યાસમાં મોરબી જિલ્લાના ત્રણ તાલુકા અને એક તાલુકાની બે સ્કૂલ એવી ત્રણ તાલુકાની છ સ્કૂલના વિદ્યાર્થીઓને વિષયપાત્રો તરીકે પસંદ કરવામાં આવ્યા હતા. આ સંશોધન અભ્યાસમાં 14 થી 18 વર્ષની વયજૂથ ધરાવતા સ્વિમિંગ જાણતા કુલ 90 વિદ્યાર્થી ભાઈઓ પુરતો મર્યાદિત રાખવામાં આવ્યો હતો.. આ સંશોધન અભ્યાસમાં 30 વિદ્યાર્થીઓને સ્વિમિંગ તાલીમ જૂથમાં અને 30 વિદ્યાર્થીઓને યોગ તાલીમ જૂથમાં અને 30 વિદ્યાર્થીઓને નિયંત્રિત જૂથમાં એમ ત્રણ જૂથ પાડવામાં આવ્યા હતા. માપનના ધોરણમાં સ્નાયુ સહનશક્તિનું માપન શયનોત્થાન કસોટી દ્વારા કરવામાં આવ્યુ હતુ. પ્રાયોગિક જૂથ અને નિયંત્રિત જૂથની પ્રાપ્ત કરેલ માહિતી પર વિચરણ, સહવિચરણ પૃથક્કરણ (ANCOVA) લાગુ પાડી 0.05 કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી. જેનું તારણ આ પ્રમાણે જોવા મળ્યુ હતુ. પદ્ધતિસરના 12 અઠવાડિયાના સ્વિમિંગ તાલીમ અને યોગ તાલીમ કાર્યક્રમથી પસંદ થતા વિષયપાત્રોની સ્નાયુ સહનશક્તિમાં નોંધપાત્ર સુધારો જોવા મળ્યો હતો.

પ્રસ્તાવના

માનવ જીવનની પ્રગતિમાં સંશોધનોનાં મૂળ રહેલાં છે. માનવ જેમ પ્રગતિ કરતો ગયો તેમ તેમ પોતાની આસપાસના વિશ્વને જાણવાની પ્રવૃત્તિ કરતો ગયો છે. આદિમાનવના જીવનથી અત્યારના અર્વાચીન માનવનું સર્જન એ સંશોધનને આભારી છે. પ્રાચીનકાળમાં વહેમ અને કેટલીક

પરંપરાગત રૂઢીઓને જ્ઞાનમાં ધ્યાનવામાં આવતી હતી. કમશઃ માનવ સંશોધન દ્વારા તેમાંથી બહાર આવતો ગયો અને વૈજ્ઞાનિક જ્ઞાન તરફ ફળતો ગયો. આ વૈજ્ઞાનિક જ્ઞાન એજ સંશોધનનું મૂળ છે. માનવે આરંભથી જ પ્રવૃત્તિને અને વિશ્વને સમજવાની કોશિશ કરી. વિશ્વમાં ઠેર ઠેર પડેલી સંબંધિત તેની નજરે પડી આ સંબંધિતામાં રહેલા કાર્ય કારણને તેણે શોધી કાઢ્યું અને પરિણામે વૈજ્ઞાનિક સંશોધનની શરૂઆત થઈ.

રમત એ પ્રાણમાત્રની સ્વાભાવિક પ્રવૃત્તિ છે. નાનાં-મોટાં દરેક બાળકને રમત પ્રત્યે સ્વાભાવિક પ્રેમ હોય છે. શાળામાં નાની મોટી રીસેસમાં નજર કરીશું તો બાળકો સ્થળની અનુકૂળતા પ્રમાણે જુદા જુદા સમૂહોમાં અનેકવિધ રમત પ્રવૃત્તિમાં મગ્ન માલુમ પડશે. રજાના દિવસોમાં રસ્તાઓ ઉપર કે પોળની સાંકડી ગતીઓમાં કે મેદાનો ઉપર બાળકો રમતાં જોવા મળે છે. બાળકોને રમવા માટે કહેવું પડતું નથી કે તેમને રમત શીખવવાની જરૂર પડતી નથી. રમત બાળકની સ્વાભાવિક પ્રવૃત્તિ છે. માનવ માત્ર જ નહિ પરંતુ નીચલી કોટિનાં પ્રાણીઓ પણ દોડવા, ફૂદવા અને પીછો પકડવાની પ્રવૃત્તિઓ કરતાં માલુમ પડે છે. નાનાં મોટાં કુરકુરિયાં તથા બિલાડીનાં બચ્ચાઓ એકબીજા સાથે બાથંબાથી અને દોડાદોડી કરે છે. વાંદરાંનાં બચ્ચાઓ ફૂદાફૂદ કરે છે. આ બધામાંથી સજીવ પ્રાણીઓ પોતાની સ્વાભાવિક વૃત્તિઓને સંતોષે છે.

તરવાની વિદ્યાનો ઉપયોગ જ્યારથી હરિફાઈની રમતો તરીકે થવા લાગ્યો ત્યારથી ઝડપી ગતિશી તરવા તરફ મુખ્ય ધ્યાન કેન્દ્રીત થયું છે. આથી કેટલાંકને એમ પણ જરૂર લાગે કે આ વિદ્યા જે ખરેખર તો બહુજન સમુદાય માટે એક ઉપકારક વ્યાયામ છે અને જેનામાં આનંદ પ્રમોદ કરતા શરીર અને મનને એકીસાથે હલકુ કુલ જેવું કરી તંદુરસ્તી અને સ્વાસ્થ્યતા બદ્ધવાની ખરી શક્તિ છે. આજે કેવળ ઝડપી ગતિશી તરવાની હરિફવૃત્તિને જ પ્રાધાન્ય અપાય છે.

આજે યોગએ ફક્ત ભારતમાં જ નહીં પરંતુ સમગ્ર વિશ્વમાં ખૂબ જ નામના મેળવી છે. યોગ દ્વારા વ્યક્તિ પોતાની શારીરિક – માનસિક સમતુલાનો વિકાસ ખૂબ જ સારી રીતે કરી શકે છે. “શરીર માધ્યમ ખલુ ધર્મ સાધનમ्” યોગ માધ્યમ દ્વારા શરીરને નમનીયતા, ચપળતા, જેવા શારીરિક ક્ષમતાનાં ઘટકો ઉપરાંત વ્યક્તિના માનસિક અને આધ્યાત્મિક પાસાઓનો પણ વિકાસ કરે છે. જેથી વ્યક્તિ તનાવમુક્ત રહે છે. આજે યોગની શિબિર, યોગવર્ગો ઠેરઠેર જોવા મળે છે. તેથી એ સાબિત થાય છે કે યોગ એ તંદુરસ્ત સ્વાસ્થ્ય માટેનું આધારભૂત પરિબળ કહીએ તો તેમાં કઈ ખોટું નથી.

નમનીયતા એ જીવનનો ખૂબ જ જરૂરી ભાગ છે. સામાન્ય માણસ હોય તો પણ તેનું દરરોજ કાર્ય કરતો હોય ત્યારે નમનીયતાના ગુણના પરિણામરૂપ પડી જઈને તેના શક્ત્ય અક્ષમાતને દૂર રાખે છે. ખેલક્ષુદની તમામ રમતોમાં સફળતા માટે ઉચ્ચ ગુણવત્તાવાળી નમનીયતા જરૂરી છે. તેની વ્યાપક માન્યતા છે. ઉચ્ચ ગુણવત્તાવાળી નમનીયતા શક્તિનું ખર્ચ ઘટાડે છે. અને પ્રતિકારક શક્તિ પણ ઓછી ખર્ચાંથી છે. જે કોઈપણ ખેલાડીની ગતિમાં દોડવાની કિયાને બળવત્તર બનાવે છે.

અભ્યાસનો હેતુ:

આ સંશોધન અભ્યાસનો હેતુ સ્વિમિંગ અને યોગની તાલીમી કાર્યક્રમ દ્વારા સ્નાયુ સહનશક્તિ પર થતી અસરનો અભ્યાસ વિષયપાત્રોની પસંદગી કર્યો હતો.

વિષયપાત્રોની પસંદગી:

આ સંશોધન અભ્યાસ મોરબી જિલ્લાના ત્રણ તાલુકા પુરતો મર્યાદિત હતો. આ સંશોધન અભ્યાસમાં મોરબી જિલ્લાના ત્રણ તાલુકા અને એક તાલુકાની બે સ્કૂલ એવી ત્રણ તાલુકાની છ સ્કુલના વિદ્યાર્થીઓને વિષયપાત્રો તરીકે પસંદ કરવામાં આવ્યા હતા. આ સંશોધન અભ્યાસમાં 14 થી 18 વર્ષની વયજૂથ ધરાવતા સ્વિમિંગ જાણતા કુલ 90 વિદ્યાર્થી ભાઈઓ પુરતો મર્યાદિત રાખવામાં આવ્યો હતો. આ સંશોધન અભ્યાસમાં 30 વિદ્યાર્થીઓને સ્વિમિંગ તાલીમ જૂથમાં અને 30 વિદ્યાર્થીઓને યોગ તાલીમ જૂથમાં અને 30 વિદ્યાર્થીઓને નિયંત્રિત જૂથમાં એમ ત્રણ જૂથ પાડવામાં આવ્યા હતા.

માપનના ધોરણો

ક્રમ	ચલાયમાન	કસોટી	માપન
1	સ્નાયુ સહનશક્તિ	શયનોત્થાન	સંખ્યા

અભ્યાસની યોજના

આ સંશોધન અભ્યાસમાં યાદુચ્છિક પદ્ધતિથી 20 વિષયપાત્રોની પસંદગી કરવામાં આવ્યા હતા. સ્વિમિંગ તાલીમ જૂથમાં 30, યોગ તાલીમ જૂથમાં 30 અને નિયંત્રિત જૂથમાં 30 વિષયપાત્રો રાખવામાં આવ્યા હતા. દરેક જૂથ પર શારીરિક યોગ્યતા અને શરીરશાસ્ત્રના ઘટકોની પૂર્વ કસોટી લેવામાં આવી હતી. ત્યારબાદ સ્વિમિંગ તાલીમ જૂથને સ્વિમિંગ અને યોગ તાલીમ જૂથને યોગની

તાલીમ 12 અઠવાડિયા સુધી આપવામાં આવી હતી અને નિયંત્રિત જીથને તાલીમથી મુક્ત રાખવામાં આવ્યું હતું. તાલીમ કાર્યક્રમ પૂર્ણ થયા બાદ ત્રણેય જીથો પર શારીરિક યોગ્યતા અને શરીરશાસ્ત્ર વિષયક પાસાઓની ઉત્તર કસોટી લેવામાં આવી હતી.

અંકડાકીય પ્રક્રિયા

પ્રાયોગિક જીથ અને નિયંત્રિત જીથની પ્રાપ્ત કરેલ માહિતી પર વિચરણ, સહવિચરણ પૃથક્કરણ (ANCOVA) લાગુ પાડી 0.05 કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી.

અભ્યાસના પરિણામો:

સારણી - 1

સ્નાયુ સહનશક્તિ કસોટી દેખાવના બે પ્રાયોગિક અને એક નિયંત્રિત જીથનું વિચરણ સહ વિચરણ પૃથક્કરણ

કસોટી	જીથ			વિચરણ સહવિચરણ પૃથક્કરણ				
	સ્વભાવિત તાલીમ	યોગ તાલીમ	નિયંત્રિત	વગોનો સરવાળો (SS)	સ્વતંત્ર માત્રા (df)	મધ્યક વિચરણ (MSS)	F	
પૂર્વ કસોટી મધ્યક	22.233	22.23 3	21.833	A	3.200	2	1.600	0.354
				W	392.900	87	4.516	
અંતિમ કસોટી મધ્યક	25.600	25.667	21.433	A	352.867	2	176.433	39.035 *
				W	393.233	87	4.520	
સુધારેલ મધ્યક	25.508	25.575	21.617	A	305.661	2	152.831	63.410 *
				W	207.277	86	2.410	

*સાર્થકતાનું ધોરણ 0.05 કક્ષાએ 'F' = 0.05 (2, 87) = 3.101 & (2, 86) = 3.103

ઉપરોક્ત સારણી - 1માં પૂર્વ કસોટી અને અંતિમ કસોટીના મધ્યકો અને સહ વિચરણ પૃથક્કરણ 'F' ની બધીજ આંકડાકીય માહિતી દર્શાવેલ છે. તે પ્રમાણે સનાયુ સહનશક્તિ કસોટી દેખાવના પૂર્વ કસોટીના મધ્યકો (સ્વિમિંગ તાલીમ જીથ = 22.233, યોગ તાલીમ જીથ = 22.233, નિયંત્રિત જીથ = 21.833) નો 'F' રેશિયો 0.354 જોવા મળેલ હતો. જેને ટેબલ વેલ્યુ સાથે સરખાવતા (3.101) 0.05 કક્ષાએ સાર્થક થયેલો જોવા મળેલ ન હતો. જેથી પ્રાયોગિક જીથ અને નિયંત્રિત જીથમાં વિષયપાત્રોનું વિભાજન સક્રિય રહ્યું.

ત્રણેય જીથની અંતિમ કસોટીના મધ્યકો (સ્વિમિંગ તાલીમ જીથ = 25.600, યોગ તાલીમ જીથ = 25.667, નિયંત્રિત જીથ = 21.433) નો 'F' રેશિયો 39.035 જોવા મળેલ હતો. જેને ટેબલ વેલ્યુ સાથે સરખાવતા (3.101) 0.05 કક્ષાએ સાર્થક થયેલો જોવા મળેલ હતો. તેથી આપવામાં આવેલ તાલીમથી વિષયપાત્રોના દેખાવમાં સાર્થક કક્ષાએ સુધારો થયેલ સાબિત થાય છે. ઉપરાંત સુધારેલા મધ્યકોનો 'F' રેશિયો 63.410 જોવા મળેલ હતો. જેને ટેબલ વેલ્યુ સાથે સરખાવતા (3.103) 0.05 કક્ષાએ સાર્થક થયેલો જોવા મળેલ હતો. 'F' રેશિયો દ્વારા સુધારેલ મધ્યકો વચ્ચે જોવા મળેલ ત્રણેય જીથોનો તફાવત સાર્થક થાય છે. સુધારેલ અંતિમ મધ્યકોની વચ્ચેના તફાવતોની સાર્થકતા જોવા માટે અને સ્વિમિંગ તાલીમ જીથ તથા યોગ તાલીમ જીથમાં કયા જીથને પ્રાયોગિક માવજત વધુ અસરકારક રહી છે તે તપાસવા માટે સુધારેલા મધ્યકો વચ્ચેના કાંતિક તફાવતની સાથે સાર્થકતા તપાસવામાં આવી હતી. જે સારણી - 2માં દર્શાવેલ છે.

સારણી - 2

સનાયુ સહનશક્તિ કસોટી દેખાવના બે પ્રાયોગિક અને એક નિયંત્રિત જીથના મધ્યકો વચ્ચેનો કાંતિક તફાવત દર્શાવતી સારણી

મધ્યક			મધ્યક તફાવત	કાંતિક તફાવત
સ્વિમિંગ તાલીમ	યોગ તાલીમ	નિયંત્રિત		
25.508	25.575		0.067	0.796
25.508		21.617	3.891*	
	25.575	21.617	3.958*	

*સાર્થકતાનું ધોરણ 0.05 કક્ષાએ

ઉપરોક્ત સારણી - ૨માં યોગ તાલીમ જીથમાં ખુબજ સાર્થક (3.958) કક્ષાએ સુધારો જોવા મળેલ હતો. ત્યારબાદ સ્વિમિંગ તાલીમ જીથ (3.891) કક્ષાએ સુધારો દર્શાવે છે. સ્વિમિંગ તાલીમ જીથ અને યોગ તાલીમ જીથની પ્રાયોગિક માવજતમાં યોગ તાલીમ જીથને આપવામાં આવેલ તાલીમની વધુ સાર્થક અસર જોવા મળી હતી. નિયંત્રિત જીથની સરખામણીમાં બંને પ્રાયોગિક જીથો સ્વિમિંગ તાલીમ જીથ અને યોગ તાલીમ જીથમાં પ્રાયોગિક માવજતની સાર્થક અસર જોવા મળતી હતી. બંને પ્રાયોગિક જીથો વચ્ચે પ્રાયોગિક માવજતની સાર્થક અસર જોવા મળેલ ન હતી. પરંતુ નિયંત્રિત જીથની તુલનામાં બંને પ્રાયોગિક જીથ પર પ્રાયોગિક માવજતની અસર જોવા મળી હતી.

તારણા:

- પદ્ધતિસરના 12 અંદરૂની સ્વિમિંગ તાલીમ અને યોગ તાલીમ કાર્યક્રમથી પસંદ થતા વિષયપાત્રોની સ્નાયુ સહનશક્તિમાં નોંધપાત્ર સુધારો જોવા મળ્યો હતો.

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GREEN FINANCE: A FINANCIAL MODEL FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Green finance has emerged over the last two decades as a critical tool for promoting sustainable development worldwide. It represents financial flows directed towards environmentally friendly projects, supporting renewable energy, energy efficiency, pollution control, sustainable agriculture and water management. Globally, green finance has grown from USD 25 billion in 2001 to over USD 2.1 trillion in 2024, reflecting the increasing integration of environmental priorities into economic decisions. In India, green finance started slowly but accelerated after 2015 due to policy initiatives, renewable energy targets and supportive measures from the Reserve Bank of India. Despite this growth, challenges such as high capital costs, regulatory ambiguities, limited awareness and a small share in the global green bond market persist. However, emerging opportunities; including renewable energy expansion, green bonds, blue finance, biodiversity projects and FinTech-driven retail products, highlight its potential to drive both environmental sustainability and economic growth. This study underscores green finance as an essential bridge between economic development, social well-being and environmental protection.

KEY WORDS: GREEN FINANCE, SUSTAINABLE DEVELOPMENT, RENEWABLE ENERGY, CLIMATE ACTION

INTRODUCTION

Green Finance is a revolutionary initiative in the financial sector aimed at providing financial support to environmentally friendly and sustainable projects. It refers to financial flows that support environmental objectives and help reduce environmental damage. This includes loans, bonds, and equity investments provided by banks, insurance companies, investment funds, and other financial institutions. These funds are primarily used for projects such as renewable energy, energy efficiency, pollution control, sustainable agriculture, and water management. The emergence of green finance is linked to growing global awareness of environmental challenges and climate change. In the 1990s, international forums such as the Rio Earth Summit introduced the concept of sustainable development. In the 2000s, financial instruments like carbon trading and green bonds were developed. After 2015, the Paris Agreement provided a strong global framework to combat climate change, making the need for green finance indispensable. This emergence indicates that traditional financial systems were insufficient to address environmental issues, creating the need for a new approach.

IMPORTANCE OF GREEN FINANCE:

- Achieving the targets set under the Paris Agreement requires large-scale investment from both private and public sectors. Green finance provides a pathway for such investments.

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- It helps countries reduce dependence on fossil fuels (coal, petrol) and adopt clean and sustainable energy sources.
- Green finance promotes new industries such as renewable energy, e-vehicles, and energy-efficient technologies, driving economic growth.
- With India's growing population and industrial development, energy demand has increased. Meeting this demand requires significant investment in clean sources like solar and wind energy.
- India has set a net-zero emissions target by 2070, and financial support will play a critical role in achieving this goal.
- The Indian government has taken various measures to promote green finance. The Reserve Bank of India (RBI) has also encouraged banks to support green finance initiatives.
- Green finance can create new businesses and employment opportunities in India, especially in renewable energy and related sectors.

Thus, green finance is not just a financial concept; it is a practical approach to linking economic development with environmental protection, which is crucial for India and the world.

PROBLEM STATEMENT

In the present time, environmental challenges such as climate change and depletion of natural resources pose serious risks to economic development. Traditional financial models and investment principles do not take these environmental risks into account. Their primary focus is on short-term profits and economic growth, often overlooking the negative impacts on the environment. The core issue is that conventional financial systems treat the harm to the environment and society as an "externality," which is not financially quantified.

As a result, industries that generate pollution can easily access capital because their short-term profits are high. Sustainable and environmentally friendly projects face difficulties in obtaining funding due to higher initial costs and long-term returns. This highlights the significant gap between economic growth and environmental protection, emphasizing the need for a new financial model.

RESEARCH MOTIVATION

The main reasons why this research paper is necessary are as follows:

- **Guidance for Financial Policy:** This study will demonstrate that green finance provides a practical financial pathway to address environmental challenges. It will help governments and financial institutions in formulating appropriate policies.
- **Investor Awareness:** The study will raise awareness among investors about the environmental and social risks associated with traditional investments. It will show that green finance is not only beneficial for the environment but also an excellent option for long-term stable returns.
- **Raising Awareness:** Research on green finance in the Indian context is still at an early stage. This study will help increase public awareness of the subject and provide a strong foundation for future researchers.

Thus, the primary aim of this study is to show that green finance is not an alternative financial arrangement but an essential model for sustainable development.

OBJECTIVES OF THE STUDY

1. To assess the current status of green finance in India
2. To analyze the role of green finance in achieving Sustainable Development Goals (SDGs)
3. To identify challenges and opportunities in the implementation of green finance

RESEARCH METHODOLOGY

This study adopts a descriptive and analytical approach. Its primary objective is to provide an in-depth analysis of the concept of green finance, its current status, and its role in sustainable development. The research is entirely based on secondary data, as the study aims to describe and analyze both the theoretical and practical aspects of the subject.

KEY SOURCES OF INFORMATION:

- Publications and Reports by the Reserve Bank of India (RBI): Policies and guidelines related to green finance in India.
- Documents from the Ministry of Finance, Government of India: Economic surveys and related policy reports of India.
- Reports from International Financial Institutions: Global and regional reports on green finance by organizations such as the World Bank, International Monetary Fund (IMF), and Asian Development Bank (ADB).
- Academic Articles and Research Papers: Journal articles published on platforms such as Google Scholar, ResearchGate, and other academic databases.
- Newspapers and Reputed Magazines: Articles related to economics and the environment highlighting current trends and challenges.

Using this methodology, the collected data will be systematically analyzed to achieve the study's objectives and draw meaningful conclusions.

REVIEW OF LITERATURE

Research on green finance has increased significantly over the past decade, reflecting global awareness of climate change and the Sustainable Development Goals (SDGs). Early studies focused on defining green finance and its fundamental concepts, while recent research delves into its impacts, challenges, and future prospects.

In recent years, there has been a notable rise in studies on green finance, indicating growing global recognition of climate change challenges and sustainable development goals. Early research concentrated on the basic concepts and definitions of green finance. Bochkareva (2018) identified green bonds, carbon financing, and environmental equity funds as key instruments, laying the foundation for the field. Around the same period, Porter & Claessens (2019) emphasized that green finance is not merely a financial concept but a decisive tool to link economic growth with environmental protection, supporting the success of international agreements like the Paris Agreement.

Zhang & Wang (2020) analyzed the development of the green bond market in China, showing that strong government policies and incentives can accelerate these financial instruments. Moreover, Yoon & Lee (2021) observed that the implementation of green finance is closely linked with corporate governance and corporate social responsibility (CSR).

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Despite progress, several challenges persist in the path of green finance. Smith (2022) highlighted the risks of green-washing, where companies claim to be environmentally friendly without actual implementation, emphasizing the need for standardized measures and regulations. In the Indian context, Sharma (2020) analyzed barriers to the development of green finance, such as lack of awareness, high initial costs, and unclear government policies. Jain & Mittal (2021) evaluated the potential of green loans and green bonds in the Indian banking sector, identifying investor confidence and the absence of risk assessment standards as major challenges. Patel & Singh (2022) presented a case study on India's emerging green bond market and recommended aligning domestic policies with global standards. Furthermore, Joshi (2023) emphasized the need for green finance for India's small and medium enterprises (SMEs), noting that these industries require targeted financial support to adopt clean technologies.

Clearly, green finance is an essential global trend. However, considering India's unique economic and social factors, there is a need for further in-depth research on its implementation, impact, and future policy frameworks.

DATA ANALYSIS & DISCUSSION

Global Green Finance – Development (2001–2025):

Year/Period	Key Events / Finance	Estimated Size	Analysis / Trend
2001–2005	Early Kyoto Protocol follow-up	<\$100 billion	Limited mainly to mitigation projects (energy efficiency)
2010	Climate Funds post-Copenhagen	~USD 200 billion	Dependent on public funds; adaptation finance weak
2015	Paris Agreement, Rapid Spread of Green Bonds	~USD 500 billion	Green bonds became key instruments for institutional finance
2020	Green Recovery after Covid-19	~USD 850 billion	Green stimulus packages; growth in ESG funds
2023	Climate Finance Flows	USD 1.9 trillion	Private investment > public investment; mitigation finance dominant (90%+)
2024	Surpassed USD 2 trillion	USD 2.0 trillion	Record high globally; adaptation & biodiversity projects still limited
2025 Q1	Green Economy & Bond Market	\$7.9 trillion (equity), \$2.9 trillion (bond outstanding)	Green economy now established in global finance; regional disparities remain significant

GREEN FINANCE AT GLOBALLY:

- Between 2001 and 2005, global climate finance began under the Kyoto Protocol. Funding was less than USD 100 billion and mainly limited to energy efficiency and emission reduction projects.
- By 2010, following the Copenhagen Summit, various climate funds such as the Green Climate Fund were established, increasing funding to around USD 200 billion, mostly reliant on public finance, with limited adaptation funding.
- The 2015 Paris Agreement marked a major turning point. Green bonds grew rapidly, reaching USD 500 billion by 2015, with institutional investors and multilateral development banks becoming active participants.
- After Covid-19 in 2020, Green Recovery packages were launched, with many countries announcing “green stimulus” measures, increasing global green finance to USD 850 billion and boosting ESG-based funds.
- By 2023, global climate finance reached USD 1.9 trillion. Notably, private climate finance (over USD 1 trillion) surpassed public finance. Mitigation projects received USD 1,780 billion, while adaptation projects only received USD 65 billion, indicating a focus on carbon reduction over climate adaptation.
- In 2024, global climate finance exceeded USD 2 trillion for the first time, with the green economy valued at \$7.9 trillion and the green bond market outstanding at \$2.9 trillion.

GLOBAL TRENDS:

- Early Phase (2001–2010) → Energy efficiency and public funds.
- Middle Phase (2010–2020) → Emergence of green bonds and ESG funds.
- Recent Phase (2020–2025) → Growth in private investment; adaptation and biodiversity projects lagging.

India – Green Finance Development (2000–2024):

Year/Period	Key Policy / Initiative	Estimated Size	SDG Alignment	Analysis / Trend
2000	RE Pilot Projects	~₹500 crore	SDG 7, 13	Initial small energy access projects
2005	Electricity Act & RE Policies	~₹2,000 crore	SDG 7, 13	Start of electricity access and efficiency programs
2010	National Solar Mission	~₹10,000 crore	SDG 7, 9, 13	Institutional financing for solar projects
2015	First Green Bonds (Yes Bank, EXIM)	\$1.1 billion (~₹7,000 crore)	SDG 7, 9, 11, 13	Start of institutional market integration
2020	RE Capacity 88 GW, Green Bonds/Loans	\$10 billion+	SDG 7, 9, 11, 12, 13	EV finance, urban clean mobility projects
2022	Sovereign Green Bonds (₹16,000 crore)	\$2 billion	SDG 7, 13	Major central government initiative
2023	Green Deposits & Multilateral Funds	~\$650 million+	SDG 12, 13	Energy efficiency, recycling

2024	Sovereign + Blue Bonds + Biodiversity Finance	\$20 billion+ cumulative	SDG 7, 9, 11, 12, 13, 14, 15	Multi-SDG diversification; focus on biodiversity & adaptation
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GREEN FINANCE AT INDIA

- India's initial green finance phase began around 2000 with Renewable Energy Pilot Projects (~₹500 crore), linked to SDG 7 (Clean Energy) and SDG 13 (Climate Action).
- In 2005, the Electricity Act and various renewable energy policies expanded electricity access and promoted energy efficiency, with funding around ₹2,000 crore.
- The 2010 National Solar Mission marked large-scale solar projects with financing around ₹10,000 crore, opening the way for long-term clean infrastructure finance.
- In 2015, India issued its first green bond (Yes Bank, EXIM Bank) valued at \$1.1 billion (~₹7,000 crore), enabling institutional funding for urban transport and clean energy sectors.
- By 2020, India's renewable energy capacity reached 88 GW, with green bonds and loans financing over \$10 billion. There was a notable increase in multilateral agency participation, private banks, and EV financing.
- In 2022, the government issued its first sovereign green bonds (~₹16,000 crore/\$2 billion), signaling strong policy support for green finance.
- In 2023, green deposits (HDFC Bank, Federal Bank) and International Solar Alliance funding contributed over \$650 million, covering MSME efficiency, recycling, and climate adaptation initiatives.
- By 2024, India began investing in Blue Bonds and biodiversity projects, aligning with SDG 14 (Life Below Water) and SDG 15 (Life on Land), with cumulative financing exceeding \$20 billion.

INDIAN TRENDS:

- 2000–2010 → Energy-centric financing (renewable energy & solar).
- 2015–2020 → Green bonds, urban transport, EV loans.
- 2021–2024 → Multi-SDG diversification (energy + cities + biodiversity + responsible consumption).

In short, globally green finance has grown rapidly, particularly with increasing private investment. And in India, initial focus was on energy access and solar projects, but post-2015 institutional bonds and post-2022 sovereign bonds have driven multi-sectoral (multi-SDG) financing.

CONCLUSION & RECOMMENDATIONS

CONCLUSION

Over the past two decades, green finance has emerged globally not just as an alternative but as a key financial instrument for sustainable development. Statistically, the growth from USD 25 billion in 2001 to USD 2.1 trillion in 2024 indicates that the global economy is increasingly moving forward with the environment at its center. In India, the journey of green finance began slowly but accelerated rapidly after 2015, driven by the Paris Agreement, renewable energy targets, and RBI policies. The increase from USD 2 billion in 2001 to USD 17 billion in 2024 shows that India is becoming an emerging hub for green finance. However, challenges remain, such as high capital costs, lack of awareness, regulatory ambiguities, and limited data. Notably, India's share in the green bond market is less than 1%, indicating that much work is still needed globally. On the other hand, future opportunities are vast—achieving 500 GW renewable energy targets by 2030, retail green finance products via FinTech, energy efficiency

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financing for MSMEs, as well as investments in blue bonds and biodiversity projects. These opportunities will help India not only achieve SDGs but also establish global leadership in the green economy.

In short, green finance is not just a financial model; it is a tool to balance the environment, society, and economy. With policy support, international cooperation, and technological innovation, green finance can become a strong foundation for a sustainable future for India and the world.

RECOMMENDATIONS

To strengthen green finance:

- Governments and regulators should adopt a green taxonomy and increase green loans under Priority Sector Lending (PSL) up to 10% in India.
- Use risk-mitigation instruments to attract private capital and promote green deposits and ESG funds in India.
- Conduct awareness campaigns for investors and MSMEs and promote EV and solar finance products through FinTech.
- Increase adaptation finance globally to USD 100 billion and provide funds for blue bonds and forest projects in India.
- Make climate risk stress testing mandatory in all banks and publish annual reports.

Global Challenges

- High perceived risk of green projects hinders private investment.
- High interest rates and reliance on foreign debt make green finance costly.
- Insufficient regulatory frameworks and the risk of greenwashing discourage investment.
- Lack of environmental data and skilled personnel creates uncertainty for investors.

Indian Challenges

- Regulatory barriers and limited market infrastructure slow down investment.
- India's share in the global green bond market is less than 1%.
- Green loans account for less than 5% of total PSL and only 3–4% of overall banking loans.
- Financing for adaptation and biodiversity (SDG 14, 15) is very low.

Global Opportunities

- Green finance can significantly contribute to sustainable industrialization.
- Large-scale growth is possible by investing in clean energy and infrastructure by 2030.
- FinTech and ESG taxonomy can provide clear guidance to investors.
- Increasing finance for adaptation and biodiversity can create new markets.

Indian Opportunities

- Achieving the 500 GW renewable energy target by 2030 requires approximately USD 20 billion annually.
- The green finance taxonomy (2025–26) will provide clarity and growth in the market.
- Banks like SBI and HDFC can lead through green bonds and deposits.
- New opportunities exist in energy efficiency and EV financing for MSMEs.
- FinTech and digital banking can expand retail products like rooftop solar and EV loans.
- Blue bonds and forest conservation projects provide opportunities aligned with SDG 14 and 15.

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A STUDY ON THE IMPACT OF FINANCIAL LITERACY ON INVESTMENT BEHAVIOUR OF ACADEMICIANS IN JAMNAGAR, GUJARAT

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ABSTRACT:

Being Financial literate has become very important in today's times. A person with financial literacy can solve money related issues like budgeting, investing, borrowing, taxation and personal financial management etc. This paper emphasis on the investment behaviour of Academicians of Jamnagar city of Gujarat state. In this research paper, primary data has been collected by questionnaire to measured financial literacy like knowledge, financial attitude, behaviour and investment challenges. The data is analysed using SPSS software employing descriptive statistics, chi-square test and regression analysis. The result of this study found the association between various demographic factors, financial literacy and investment behaviour. This study found that financial literacy has significant positive impact on investment behaviour.

KEY WORDS: FINANCIAL LITERACY, INVESTMENT BEHAVIOUR, ACADEMICIANS

INTRODUCTION:

In today's times, money has become an important thing in a person's life. Therefore, it is become necessary for every person to have financial knowledge so that their can meet the uncertainty of the future. A financially literate person can improve their standard of living by increasing their financial stability. A person who has financial knowledgeable has the ability to make better financial decisions, can effectively manage money and debt, a person becomes better equipped to reach their future financial goals, managing money well reduce their expenses, can make more ethical decision when making financial decisions such as choosing insurance, loan, various investment and using credit cards.

LITERATURE REVIEW:

The financial market was influenced by economic and non-economic factor as well as national and internation. This phenomenon had a great impact on investors investing in the stock market and makes them more sensitive to future investment decisions. When the breadth of financial products was added to this, the importance of financial issues was places on investment. (Mandell L. & Klein L. S., 2009).

(Rakesh Kumar & Dhankar R. S., 2010) have stated in their study that the risk and return are normally distributed, which means that the returns of a particular day or month are very different from those of other days or months. This creates reasonable opportunities' for earning abnormal profits. They further stated that the time horizon plays a very important role in earning these huge returns when considering the number of risks involved.

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(Dr. Paheli Nigam & Dr Neetu Kumari, 2012) this study was conducted on the impact of financial literacy on sustainable investment behaviour of employed youth in Bangalore. In this study, people aged 19-35 years were selected to get data. From this study, it was proved that most of the young investors choose remains stable. They were willing to bear a moderate amount of risk for investment, the study said, most of them were financial illiterate and also have awareness about various financial products like shares, bonds, mortgages and pension funds etc. They had a basic understanding of investment and financial markets. With the help of that knowledge, it was found that they take a moderate amount of risk.

(Punit Bhushan & Yajulu Medury, 2013) were studied of 516 salaried individuals of Himachal Pradesh use multi stage samplings to check financial literacy levels. It was found that overall literacy levels were low and financial literacy levels of male was more than female. Furthermore, level of educations, income, nature of employments and place of work influences on financial literacy whereas geographically region did not influence on financial literacy level.

(Sindhu K. P. & Kumar S. R., 2014) in their study stated that when it comes to savings, Indian households dominate both the public and private sectors. India is one of the top countries in generating savings and if this household surplus is challenged into the economy through various investment avenues, it can be very fruitful. Unfortunately, the participation of individual investors in the equity market, directly or indirectly, is very low which can prove detrimental in the future.

OBJECTIVE:

- To examine the association between various demographic factors and financial literacy.
- To investigate the relationship between different demographic factors and investment behaviour.
- To study financial literacy and its impact on investment behaviour of the academicians in Jamnagar city, Gujarat.

HYPOTHESES OF THE STUDY:

- H1: There is no significant relationship between demographic factors and financial literacy of academicians.
- H2: There is no significant relationship between demographic factors and investment behaviour.
- H3: There is no significant impact of financial literacy on the investment behaviour of academicians.

RESEARCH METHODOLOGY:

- Research Design: Exploratory and descriptive research design
- Population: Academicians of Jamnagar city.
- Sample Size: 100 academicians from Jamnagar city.
- Sampling Method: Simple random sampling method
- Data Collection Method: By a structure Questionnaire send to the focus group by online method and offline method.
- Data Analysis: SPSS software is used to perform chi-square tests and regression analysis.

VARIABLES:

- Independent variables: Financial literacy, financial attitude and financial behaviour

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- Dependent variables: Investment behaviour

SAMPLING DESIGN:

Both exploratory and descriptive research designs are used for this study. Primary as well as secondary data are utilized. The primary data are gathered using a structured questionnaire while, secondary data are source from research journals and published literature. The questionnaire is sent to the target respondents. A sample of 100 academicians from Jamnagar city is selected using the convenience sampling method. The questionnaire consists of three sections: demographic information, financial literacy questions with Likert scale questions assessing financial behaviour, financial attitude and investment behaviour.

DATA ANALYSIS AND INTERPRETATION:

The following tables show the frequencies of demographic details of the respondents:

Table 1: Demographic details of Respondents

		Frequency	Percentage
Age	Male	46	46
	Female	54	54
Age	24-30	35	35
	30-40	31	31
	40-50	24	24
	50-60	10	10
Education Qualification	Under Graduate	5	5
	Post Graduate	19	191
	PTC	11	11
	B.Ed./M.Ed.	26	26
	M.Phil.	12	12
	PHD	23	23
	Others	4	4
Teaching At	School	51	51
	College	42	42
	University	0	0
	Others	7	7
Salaried	Government	43	43
	Grant-in-aid	14	14
	Private	43	43
Monthly Income	Below 20,000	27	27
	20,001-40,000	28	28
	40,001-60,000	14	14
	60,001-100,000	19	19
	Above 100,000	12	12
Marital Status	Unmarried	31	31
	Married	67	672
	Separated	2	2

	Others	0	0
Teaching Experience	Less than 5 years	45	45
	5-10 years	21	211
	11-15 years	14	14
	More than 15 years	20	20

(Sources: Primary data)

The researcher conducted a basic analysis of the demographic variables. Data on financial literacy and investment behaviour is collected using statements measured on a 5-point Likert scale. To check the reliability of this data, Cronbach's Alpha test is used. The results of this test are given below.

Reliability statistics

Cronbach's Alpha	N of Items
.837	17

Cronbach's Alpha is applied to assess the reliability of data. A value above 0.7 % indicates that the data is considered reliable. In the present study, Cronbach's Alpha value is .0.837, which indicates a high-level of internal consistency. Therefore, the data is reliable and appropriate for further analysis.

Association between demographic factors and financial literacy of academicians

To fulfil the first objective of the study, a Chi-square test is used to examine the relationship between selected demographic factor variables and financial literacy. The test is done at a 5% significance. The result is summarized in the table below, based on the following hypothesis

H0: There is no significant relationship between demographic factors and financial literacy of academicians.

Table 2: Association between demographic factors and financial literacy

Demographic variables	Chi-square value	Significant value
Gender	67.995	0.376
Age	187.25	0.642
Education Qualification	426.09	0.101
Teaching At	120.53	0.713
Salaried	125.53	0.594
Monthly Income	255.871	0.561
Marital Status	108.21	0.918
Teaching Experience	179.35	0.783

The Chi-square test is performed at a 5% level of significance. The result show in Table 2, is examine the relationship between demographic variables and financial literacy. For demographic variable such as gender, age, education qualification, teaching level, salaried, monthly income, marital status, teaching experience is more than 0.05 which is level of significant which shows that null hypotheses for this test will be accepted. Also, it indicates that there is no significant association between demographic factors and financial literacy among academicians.

Association between demographic factors and investment behaviour of academicians

To fulfil the second objective of the study, a Chi-square test is applied to examine the relationship between different demographic variables and investment behaviour. This result shows that Chi-square test is performed at a 5 % level of significance. The result is summarised in the table below, based on the following hypotheses

H0: There is no significant relationship between demographic factors and investment behaviour of academicians.

Table :3 Association between demographic factors and investment behaviour

Demographic variables	Chi-square value	Significant value
Gender	31.581	0.085
Age	54.95	0.832
Education Qualification	155.80	0.077
Teaching At	53.542	0.153
Salaried	39.408	0.669
Monthly Income	68.473	0.939
Marital Status	50.195	0.241
Teaching Experience	79.944	0.116

The Chi-square test is performed at a 5% level of significance. The result show in Table 3, is examine the relationship between demographic factors and investment behaviour. For all demographic variables- such as gender, age, education qualification, teaching level, salaried, monthly income, marital status, teaching experience is more than 0.05 which is level of significant which shows that null hypotheses for this test will be accepted. Also, it indicates that there is no significant association between demographic factors and investment behaviour among academicians.

IMPACT OF FINANCIAL LITERACY ON INVESTMENT BEHAVIOUR

To fulfil the third objectives of the study, regression analysis is performed between financial literacy and investment behaviour of the academicians. In this analysis, investment behaviour is the dependent variables and financial literacy level is independent variables. The results of the regression analysis are presented below.

H0: There is no significant impact of financial literacy on investment behaviour of academicians.

Table 4.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.380	.144	.136	5.159

a. Predictors: (Constant), FL Score

Table 4.2 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig
1. Regression	439.603	1	439.603	16.518	<.001
Residual	2608.157	98	26.614		
Total	3047.760	99			

a. Dependent Variable: Investment Behaviour

b. Predictors: (Constant) Financial literacy

Table 4.3 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig
	B	Std. Error			
1 (Constant)	6.646	3.979		1.670	.098
Composite	1.337	.329	.380	4.064	<.001
FL					

a. Dependent variable: Investment Behaviour

To assess the impact of financial literacy on investment behaviour, a linear regression analysis is conducted. The R Square (R^2) value is 0.144, which indicates that 14.4% of the variation in investment behaviour of academicians can be explained by their level of financial literacy. The remaining 85.6% of the variation is attributed to other factors not included in this model. The standard error of the estimate is 5.159, which suggests a moderate level of prediction accuracy.

The ANOVA table shows that the model is statistically significant ($F=16.518$, $P<0.001$) indicating that financial literacy has a meaningful impact on investment behaviour. The regression coefficient ($B=1.337$, $p < 0.001$) for financial literacy is positive and significant at the 95% confident level. This means that as financial literacy increase, investment behaviour also improves. Therefore, the null hypothesis is rejected. The result confirms a significant and positive relationship between financial literacy and investment behaviour among academicians.

CONCLUSION:

Financial literacy enables a person to think critically about savings and investment decisions in their daily lives. Especially when a person has to save some portion of their fixed income for future uncertainties and invest it in such a way that it will get good returns in the future. A person who are financial literature their can manage his spending and saving ratio properly. This study focusses on the impact of financial literacy on investment behaviour of academicians in Gujarat state. It is observed that financial literacy explains a significant part of the variation in investment behaviour. Demographics factors such as age, income, teaching, etc. are also found to be associated with both financial literacy and investment behaviour. These findings emphasise the need for targeted financial literacy programs to promote better financial plannings among academicians in Gujarat state.

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SHOULD CYBERCRIMINALS FACE THE GALLOWS? RETHINKING JUSTICE IN THE DIGITAL ERA

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ABSTRACT

The exponential rise of cybercrime in the 21st century poses one of the greatest challenges to criminal justice systems worldwide. From sophisticated ransomware attacks and financial frauds to child sexual exploitation and cyberterrorism capable of paralyzing national infrastructure, the digital frontier has become as dangerous as any physical battlefield. In this context, the debate surrounding capital punishment for cybercriminals has gained increasing attention. Should digital offenses, often borderless and anonymous, ever justify the ultimate punishment of death?

This paper critically examines the intersection of law, cybercrime, and capital punishment through a comparative international lens. It begins by analyzing the scope and severity of cybercrimes, particularly those with catastrophic consequences such as cyberterrorism or large-scale child exploitation rings. It then explores the theoretical underpinnings of punishment—deterrence, retribution, and proportionality—while questioning their applicability to digital crimes.

International human rights law, including the International Covenant on Civil and Political Rights (ICCPR) and the stance of the United Nations Human Rights Council, frames the global skepticism toward the death penalty. Comparative insights are drawn from jurisdictions such as India, the United States, China, and the European Union, highlighting divergent approaches: abolition in Europe, rare use in the United States, retention in India for aggravated crimes, and broad application in China and certain Middle Eastern states. The paper presents arguments both for and against imposing the death penalty on cybercriminals. Proponents argue that cyber terrorism could potentially lead to mass casualties, warranting the harshest punishment. Opponents counter that attribution difficulties, the non-lethal nature of most cybercrimes, and global human rights concerns render the death penalty both disproportionate and impractical.

Ultimately, this study concludes that while cybercrime necessitates stringent laws and international cooperation, capital punishment is neither a proportionate nor effective response. Instead, reforms must focus on enhanced digital forensics, specialized cybercrime courts, and global treaties. The gallows may serve symbolic retribution, but justice in the digital era requires precision, proportionality, and adherence to human rights.

INTRODUCTION

The twenty-first century is characterized by an unprecedented reliance on digital technologies. From financial transactions and medical systems to defense infrastructure and daily communication, cyberspace

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has become an indispensable part of global society. While this digital transformation has enhanced efficiency, accessibility, and interconnectedness, it has also created a new arena for criminal activity. Cybercrime—broadly defined as crimes committed using computers, networks, or the internet—has evolved into one of the most pressing challenges for modern legal systems.

The alarming rise in cyber attacks illustrates the magnitude of this threat. According to Interpol's 2024 Cybercrime Report, ransom ware attacks increased by more than 80% globally in the past five years, crippling healthcare facilities, banks, and government agencies. Similarly, Europol's Internet Organised Crime Threat Assessment highlights the proliferation of child sexual abuse material (CSAM) distributed through encrypted platforms and the dark web, often involving organized international networks. Beyond financial or reputational harm, cyber attacks are increasingly capable of producing physical consequences—such as shutting down power grids, disabling air traffic control systems, or interfering with critical medical devices—potentially resulting in mass casualties.

Against this backdrop, one of the most controversial questions arises: should cybercriminals face the death penalty? The issue is far from academic. Nations such as China and Iran have already legislated capital punishment for certain cyber-enabled crimes, including large-scale fraud and cyberterrorism. In contrast, jurisdictions like the European Union, guided by the European Convention on Human Rights, have abolished the death penalty entirely, even for terrorism-related offenses. India retains the death penalty under the “rarest of rare” doctrine, with statutes such as the Protection of Children from Sexual Offences (POCSO) Act allowing capital punishment for aggravated forms of child rape, some of which may be facilitated through digital means.

The debate surrounding capital punishment in the context of cybercrime touches upon profound legal, ethical, and philosophical issues. First, cybercrime is often transnational and anonymous, raising challenges in attribution and due process. Unlike physical crimes, where perpetrators can usually be identified with greater certainty, cybercrimes may involve complex chains of actors operating across multiple jurisdictions. Wrongful attribution in such cases could result in irreparable miscarriages of justice if the death penalty is imposed. Second, the principle of proportionality in criminal law requires that punishments correspond to the severity of harm caused. While most cybercrimes involve economic loss or reputational damage rather than direct loss of life, a minority—such as cyber terrorism—could indeed cause large-scale fatalities. The central question, therefore, is whether the potential of digital crimes to inflict catastrophic harm justifies equating them with capital offenses such as murder or terrorism.

The introduction of the death penalty for cybercrimes also raises questions about deterrence and effectiveness. Supporters argue that only the harshest punishments can deter highly skilled offenders who often operate beyond the reach of conventional law enforcement. Critics, however, highlight that the death penalty has not proven an effective deterrent for other serious crimes such as homicide or terrorism. Moreover, technological sophistication means that new offenders can rapidly replace those who are prosecuted, suggesting that systemic resilience, rather than punitive severity, is the key to combating cybercrime.

This paper seeks to contribute to this evolving discourse by critically examining whether cybercriminals should ever face the gallows. It adopts a comparative and interdisciplinary approach. Legally, it evaluates domestic statutes, case law, and international instruments, including the International Covenant on Civil

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and Political Rights (ICCPR) and the Budapest Convention on Cybercrime. Philosophically, it interrogates theories of punishment—retributive justice, deterrence, and utilitarian proportionality—in the digital age. Empirically, it engages with case studies of cyber attacks that demonstrate the potential for both economic disruption and mass harm.

The structure of the paper is as follows. Part I explores the nature and scope of cybercrime, emphasizing its distinct features compared to traditional crimes. Part II examines theories of punishment and assesses their applicability to the cyber domain. Part III analyzes international and comparative legal frameworks on the death penalty in the context of cybercrime, drawing insights from India, the United States, China, the Middle East, and the European Union. Part IV presents arguments for and against the imposition of capital punishment on cybercriminals, considering legal, ethical, and practical perspectives. Part V engages with case laws and precedents to illustrate the challenges of applying the death penalty to digital crimes. Finally, Part VI offers policy recommendations and concludes by arguing that while cybercrime represents an unprecedented threat, the gallows is not a proportionate or effective solution.

The question “Should cybercriminals face the gallows?” is not merely about punishment; it is about the future of justice in the digital era. It forces us to reconsider how traditional criminal law frameworks, rooted in physical notions of harm and culpability, can adapt to a borderless, technologically driven world. The stakes are high—not only for national security and individual rights but also for the legitimacy of law in an age where the battlefield is increasingly invisible, and the consequences are potentially catastrophic.

PART I: CYBERCRIME – NATURE, SCOPE, AND EMERGING THREATS

Cybercrime, unlike traditional forms of crime, thrives in the intangible world of cyberspace. Its defining characteristic is the reliance on digital networks, computers, and the internet, which allows perpetrators to commit offenses across borders with speed, anonymity, and scale unimaginable in the physical world. To understand the debate on whether cybercriminals should ever face capital punishment, it is essential first to analyze the nature, scope, and evolving threats of cybercrime.

1. Defining Cybercrime

The term “cybercrime” encompasses a wide range of illicit activities. The Council of Europe’s **Budapest Convention on Cybercrime (2001)**, the first international treaty addressing the issue, defines cybercrime as offenses against the confidentiality, integrity, and availability of computer systems, networks, and data, along with content-related crimes such as child pornography, and computer-related fraud and forgery. Broadly, cybercrime can be categorized into three groups:

- **Crimes against the computer system itself** (e.g., hacking, malware distribution, denial of service attacks).
- **Crimes facilitated by computers** (e.g., online fraud, identity theft, cyber stalking).
- **Content-related crimes** (e.g., distribution of CSAM, incitement to terrorism, hate speech).

India’s **Information Technology Act, 2000**, particularly Sections 65 to 78, adopts a similar classification, criminalizing unauthorized access, data theft, and publication of obscene content. However, the law struggles to keep pace with technological advancements such as artificial intelligence (AI), quantum computing, and the dark web.

2. The Transnational and Anonymous Nature of Cybercrime

Unlike conventional crimes, cybercrimes are rarely confined to one jurisdiction. A hacker operating in Eastern Europe may infiltrate a bank in India, launder money through crypto currencies routed via multiple countries, and host servers in jurisdictions with weak enforcement. This transnational character complicates investigation, extradition, and prosecution. Moreover, anonymity tools such as Tor networks, VPNs, and end-to-end encryption further obscure the identity of perpetrators, raising challenges for attribution.

The anonymity problem has direct implications for capital punishment. While physical crimes leave tangible traces (fingerprints, DNA, eyewitnesses), cybercrimes often rely on digital footprints that can be manipulated, spoofed, or planted. The risk of wrongful conviction becomes significantly higher when the ultimate penalty—death—is at stake.

3. Emerging Forms of Cybercrime

The evolution of technology has given rise to increasingly dangerous forms of cybercrime:

- **Cyber terrorism:** Attacks targeting critical infrastructure such as power grids, nuclear plants, air traffic systems, or hospitals. In 2010, the **Stuxnet worm**, allegedly created by state actors, sabotaged Iran's nuclear centrifuges. Had the attack been directed at civilian infrastructure, mass casualties could have resulted.
- **Ransomware and Healthcare Attacks:** During the COVID-19 pandemic, hospitals in India, Germany, and the United States reported ransomware attacks that delayed patient care. In one German case (2020), a patient died after being redirected due to a ransomware attack on a hospital, raising debates about cyber attacks as indirect homicide.
- **Child Sexual Exploitation (CSE) Networks:** The dark web has enabled global distribution of CSAM. India's **Central Bureau of Investigation (CBI)** has uncovered international syndicates involving thousands of members sharing explicit material of minors. Some states in the Middle East and Asia have imposed capital punishment for aggravated sexual exploitation of children.
- **AI-Driven Crime:** Deep fakes, voice cloning, and automated phishing have amplified the scale of cyber deception. AI-powered attacks on autonomous vehicles or defense systems could have lethal consequences.
- **Cyber Espionage and Warfare:** State-sponsored cyber attacks blur the line between crime and war. For instance, Russia's alleged cyber operations against Ukraine disabled parts of its power grid, illustrating how cyber attacks may be used as instruments of war with life-threatening consequences.

4. The Scale of Harm

Cybercrimes can no longer be dismissed as “victimless” or limited to financial loss. The **World Economic Forum's Global Risks Report (2023)** ranked large-scale cyber attacks among the top five global risks, alongside climate change and pandemics. Financially, cybercrime is projected to cost the world **\$10.5 trillion annually by 2025**. But beyond economics, the potential human toll is alarming: an attack disabling hospital ventilators, contaminating water supply systems, or manipulating air traffic control could result in hundreds, if not thousands, of deaths.

This escalating potential for harm fuels arguments that certain cybercrimes should attract the harshest punishments, including the death penalty. Proponents argue that if a cybercriminal deliberately engineers an attack resulting in large-scale deaths—akin to a terrorist bombing—justice should treat the offender no differently from a traditional mass murderer.

5. The Challenges of Legal Response

Despite the gravity of the threat, legal frameworks remain inconsistent. While the **Budapest Convention** provides a baseline, India is not a signatory, and countries like China have developed their own cybercrime laws with harsher penalties. Enforcement gaps persist due to:

- **Jurisdictional conflicts** (where to prosecute when the crime spans multiple countries).
- **Lack of extradition treaties** for cyber offenses.
- **Technological lag** in investigation compared to rapidly evolving methods of attack.

The gap between the **real-world consequences** of cybercrime and the **legal tools available** creates pressure on governments to escalate punishments. Some have responded by introducing or retaining the death penalty, but whether this aligns with principles of justice remains contested.

PART II: PUNISHMENT THEORIES AND CYBERCRIME

The question of whether cybercriminals should ever face the death penalty requires not only a legal but also a philosophical examination of punishment. Criminal justice systems across the world justify punishment through theories such as deterrence, retribution, incapacitation, and rehabilitation. The suitability of capital punishment for cybercrime can be assessed only by testing these theories against the realities of the digital age.

1. Deterrence

Deterrence is perhaps the most cited justification for severe punishments, including the death penalty. The argument is simple: if potential offenders fear the ultimate penalty, they will be discouraged from committing crimes. In the cyber context, supporters of deterrence argue that highly skilled hackers, child predators, or cyberterrorists may weigh risks and rewards before committing crimes, and the threat of death could act as a psychological barrier. However, empirical studies on deterrence and the death penalty remain inconclusive. For instance, research conducted in the United States has shown no conclusive evidence that capital punishment deters homicide more effectively than life imprisonment. Cybercrime presents an even more complex scenario. Many cybercriminals operate from jurisdictions beyond the reach of the prosecuting state, shielded by weak extradition laws or state sponsorship. Others are motivated by ideology (e.g., hacktivists or cyber terrorists), where martyrdom rather than fear of death drives their actions. In such contexts, the deterrent effect of the death penalty is questionable.

2. Retribution

Retribution reflects the moral claim that offenders deserve punishment proportional to the harm caused. From a retributivist perspective, a cybercriminal who deliberately engineers a catastrophic cyber attack causing mass deaths could be seen as equally culpable as a terrorist who detonates a bomb in a crowded marketplace. Justice, therefore, may demand the harshest penalty—death. This argument resonates strongly in cases of cyber terrorism or child sexual exploitation networks, where society perceives the moral outrage as profound. Indian jurisprudence, through the “rarest of rare doctrine” established in Bachan Singh v. State of Punjab (1980), recognizes retribution as a valid ground for capital punishment but restricts its application to cases where collective conscience is shocked. Whether a cyber attack that results in fatalities would satisfy this threshold remains an open question, but in principle, retributive justice could justify the gallows in extreme cybercrimes. However, critics caution that retribution often borders on vengeance rather than justice. The symbolic satisfaction of executing a cybercriminal may not align with broader goals of justice, particularly when attribution errors or technical uncertainties could lead to wrongful convictions.

3. Proportionality

Proportionality is central to modern criminal law: punishments must fit the gravity of the offense. Most cybercrimes—such as financial fraud, phishing, or identity theft—cause economic harm or psychological distress but do not directly lead to death. Imposing the death penalty in such cases would violate the principle of proportionality. However, proportionality becomes more complex when considering crimes with potential for mass harm. For example: A hacker disabling a hospital's ICU ventilators, leading to multiple deaths. A cyber attack on an air traffic control system resulting in a plane crash. Cyber manipulation of a nuclear reactor causing widespread casualties. In such cases, the proportionality principle could be invoked to argue that if the consequence is mass loss of life, the punishment should be commensurate with homicide or terrorism laws, which in many countries include capital punishment.

4. Incapacitation

Incapacitation aims to protect society by permanently removing dangerous offenders from circulation. Life imprisonment without parole achieves this without resorting to execution. In the cyber context, incapacitation raises unique issues: a skilled hacker may continue to commit offenses even from within prison if access to digital devices is not strictly controlled. But advancements in prison technology and monitoring make it feasible to neutralize such risks without execution.

5. Rehabilitation

Rehabilitation seeks to reform offenders, enabling their reintegration into society. For many categories of cybercrime, such as juvenile hacking or first-time offenders involved in fraud, rehabilitation is both possible and desirable. Some hackers, once caught, have been employed by governments and corporations as cyber security experts, turning their skills toward defense rather than crime. Capital punishment, being irreversible, forecloses the possibility of rehabilitation. Given the complexity of cybercrime and the potential to redirect offender skills, rehabilitation may carry more weight in cyber law than in cases of violent crime.

6. The “Rarest of Rare” Doctrine and Cybercrime

In India, the Supreme Court in Bachan Singh limited the death penalty to the “rarest of rare” cases where life imprisonment is inadequate. Later cases like Machhi Singh v. State of Punjab (1983) clarified factors such as the nature of the crime, manner of execution, and societal shock. Applying this doctrine to cybercrime raises intriguing questions. Would a cyber attack causing economic collapse qualify? Or only those resulting in actual loss of life?

It is arguable that while financial or reputational harms are grave, they may not justify capital punishment under the rarest of rare test. However, deliberate cyber terrorism resulting in mass fatalities could theoretically pass the threshold, aligning cybercrime with terrorism or serial homicide in terms of punishment severity.

7. Conclusion on Punishment Theories

When assessed against traditional theories of punishment, the case for the death penalty in cybercrime remains fragile. While retribution and proportionality may justify it in extreme scenarios involving mass deaths, deterrence, incapacitation, and rehabilitation weigh against its broader application. Given the high risk of misattribution in cybercrime, the irreversible nature of execution poses a moral and legal dilemma.

PART III: DEATH PENALTY IN INTERNATIONAL AND COMPARATIVE LAW

The legitimacy of imposing capital punishment on cybercriminals cannot be assessed in isolation. It must be situated within the broader international and comparative legal framework that governs both cybercrime and the death penalty. Jurisdictions across the globe differ widely: some retain the death penalty and apply it to cyber-enabled offenses, while others have abolished it altogether. International human rights law also increasingly regards capital punishment as incompatible with the right to life.

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1. International Human Rights Framework

The starting point for any analysis is Article 6 of the International Covenant on Civil and Political Rights (ICCPR), which recognizes the inherent right to life and restricts the application of the death penalty to the “most serious crimes.” The UN Human Rights Committee has consistently interpreted “most serious crimes” to mean crimes involving intentional killing. By this standard, most cybercrimes—such as fraud, hacking, or pornography—do not qualify. The United Nations General Assembly (UNGA) has, since 2007, passed multiple resolutions calling for a moratorium on the use of the death penalty, with the ultimate goal of abolition. The Office of the High Commissioner for Human Rights (OHCHR) has also stated that extending the death penalty to crimes that do not involve direct killing, such as drug trafficking or cyber offenses, violates international human rights norms. Regionally, the European Court of Human Rights (ECHR) and the European Union Charter of Fundamental Rights prohibit the death penalty outright. Africa’s Protocol to the African Charter on Human and Peoples’ Rights moves in a similar abolitionist direction. Thus, the dominant international trend is toward restricting, if not abolishing, capital punishment.

2. India

India retains the death penalty but confines it to the “rarest of rare” cases, as established in Bachan Singh v. State of Punjab (1980). Capital punishment has been upheld for crimes such as terrorism, aggravated child rape, and certain forms of murder. The Information Technology Act, 2000, which governs cybercrimes in India, prescribes punishments ranging from fines to imprisonment, but not death. However, cybercrimes intersect with other statutes that do allow capital punishment: Protection of Children from Sexual Offences (POCSO) Act, 2012, amended in 2019, permits the death penalty for aggravated penetrative sexual assault against children. In cases where digital platforms facilitate such crimes, cyber elements are indirectly connected to capital offenses. Criminal Law (Amendment) Act, 2018, introduced the death penalty for rape of children below twelve years, which could extend to digitally facilitated grooming or exploitation. Unlawful Activities (Prevention) Act (UAPA), 1967, allows for capital punishment in terrorism-related crimes. If a cyber terrorist attack causes death, prosecution under UAPA could theoretically lead to a death sentence. Although no Indian court has yet sentenced a cybercriminal to death, the potential exists if digital actions directly result in fatalities. For example, if a cyber attack on a hospital led to patient deaths, it could be prosecuted under provisions relating to homicide or terrorism, attracting the death penalty under the rarest of rare doctrine.

3. United States

The United States is a retentionist jurisdiction but applies the death penalty primarily to aggravated murder, terrorism, and treason. Cybercrime-specific legislation, such as the Computer Fraud and Abuse Act (CFAA) of 1986, prescribes long prison terms but not capital punishment.

However, in cases where cyber attacks result in death, federal prosecutors may pursue charges under terrorism statutes or homicide laws, both of which permit the death penalty. For instance:

A cyber terrorist who deliberately manipulates an air traffic control system leading to a fatal crash could be charged with terrorism resulting in death, a capital offense. Similarly, cyber attacks on critical infrastructure could be prosecuted under federal anti-terror laws, where the maximum penalty is execution.

So far, no cybercriminal in the US has been sentenced to death, but the possibility exists in extreme scenarios involving mass casualties. The jurisprudence reflects a reluctance to expand capital punishment to non-lethal crimes.

4. China

China represents one of the most expansive uses of the death penalty in the world. Its criminal law permits execution for a wide range of offenses, including economic crimes and corruption. Cybercrime is no exception.

In 2010, Chinese authorities executed individuals convicted of operating massive online fraud networks and distributing obscene materials to minors. Cyber-enabled drug trafficking and child exploitation have also attracted capital punishment in China. The rationale is both deterrent and symbolic—projecting state authority over digital spaces.

China's approach reflects a philosophy of strong state control, but it has been widely criticized by international human rights organizations for violating proportionality standards. The broad use of the death penalty for cybercrime starkly contrasts with abolitionist trends elsewhere.

5. Middle East

Several Middle Eastern countries, including Iran and Saudi Arabia, retain the death penalty for offenses that extend beyond homicide to include drug trafficking, blasphemy, and cyber-enabled crimes.

Iran's Computer Crimes Law (2009) allows for capital punishment in cases where cyber activities "disrupt national security." Reports suggest executions have occurred for cyber-related offenses such as hacking government databases.

Saudi Arabia treats cybercrimes involving terrorism, child exploitation, or large-scale fraud as potential capital offenses under its strict interpretation of Sharia law.

This expansive application underscores how cultural and religious values influence the intersection of cybercrime and capital punishment.

6. European Union

The EU is the strongest abolitionist region. The European Convention on Human Rights (Protocol No. 13) abolishes the death penalty in all circumstances, including war and terrorism. Cybercrimes, regardless of severity, are punished through imprisonment, fines, and asset confiscation, but not execution.

The EU's philosophy emphasizes proportionality and human rights. Even cyber terrorism, such as the 2007 Estonia attack allegedly originating from Russia, was prosecuted under conventional cybercrime statutes without any possibility of capital punishment.

7. Comparative Observations

The comparative analysis reveals three broad models: Abolitionist Model (EU, much of Africa, Latin America): Cybercrime cannot justify the death penalty. Retentionist but Restrained Model (India, US): Capital punishment is retained but limited to rare cases of terrorism or murder. Cybercrimes may qualify only if they cause fatalities. Retentionist and Expansive Model (China, Middle East): Cybercrime itself, even absent direct loss of life, may attract the death penalty. This divergence underscores the absence of global consensus. While international human rights law leans toward abolition, sovereign states continue to apply capital punishment based on domestic priorities. The debate over cybercrime and the gallows thus reflects deeper tensions between global norms and national sovereignty.

PART IV: ARGUMENTS FOR AND AGAINST THE DEATH PENALTY IN CYBERCRIME

The imposition of the death penalty on cybercriminals remains one of the most polarizing debates in contemporary criminal law. Proponents and critics present compelling arguments, rooted in concerns of justice, deterrence, proportionality, and human rights.

A. Arguments in Favour of Death Penalty for Cybercrime

Cyber terrorism as Mass Murder

Supporters argue that cyber attacks capable of causing mass fatalities should be equated with traditional acts of terrorism. A deliberate cyber intrusion into an air traffic control system that causes an airplane

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crash is indistinguishable, in its outcome, from planting a bomb in an airport. In such cases, the moral and legal justification for capital punishment is as strong as for any terrorist or serial killer.

Deterrence Against Highly Skilled Offenders

The rarity and sophistication of elite cybercriminals heighten the case for deterrence. Governments fear that without exemplary punishments, skilled hackers might continue exploiting critical infrastructure with impunity. Execution, in this sense, is argued to act as a deterrent to others tempted to use their expertise destructively.

National Security Imperatives

States have a duty to protect sovereignty and citizens. Cyber warfare, espionage, and terrorism threaten national integrity. In countries like China or Iran, applying the death penalty to cybercrime signals the seriousness with which states treat attacks on their sovereignty.

Retributive Justice for Heinous Crimes

For crimes such as child sexual exploitation rings facilitated by the dark web, the moral outrage is immense. Proponents argue that execution reflects society's condemnation of those who inflict irreparable harm on the most vulnerable, particularly when abuse is systemic, deliberate, and global in reach.

B. Arguments Against Death Penalty for Cybercrime

Disproportionality

Most cybercrimes are non-lethal. Identity theft, fraud, ransomware, or defamation—though harmful—rarely cause direct loss of life. Imposing the death penalty in such cases violates the principle of proportionality under both domestic and international law.

Risk of Wrongful Conviction

Attribution in cybercrime is notoriously difficult. Hackers can disguise their identities, use proxy servers, or plant false digital footprints. Convicting and executing someone on potentially flawed digital evidence risks irreversible miscarriages of justice.

Ineffectiveness as Deterrence

Empirical evidence shows that the death penalty has little proven deterrent effect compared to life imprisonment. In cybercrime, where offenders often believe they are anonymous or beyond the reach of law, the deterrence effect of capital punishment is even weaker.

Human Rights Concerns

The global trend is toward abolition of capital punishment. UN bodies, the European Union, and Amnesty International have repeatedly stressed that the death penalty should not extend to crimes beyond intentional killing. Cybercrimes fall outside this threshold in all but the most catastrophic cases.

Alternative Sanctions Available

Life imprisonment without parole, asset forfeiture, extradition treaties, and international cooperation offer powerful tools to incapacitate cybercriminals. Specialized cybercrime courts and enhanced digital forensic capacity can achieve justice without resorting to execution.

C. Balanced Assessment

The arguments reveal a fundamental tension. On one hand, cybercrime has evolved to a level where it can cause harm comparable to weapons of mass destruction. On the other, the structural uncertainties of cyberspace—anonymity, attribution, and proportionality—make the death penalty an unstable and risky response. The debate is therefore less about the severity of the crime than about the reliability and fairness of the justice system in applying the harshest punishment.

PART V: CONCLUSION AND RECOMMENDATIONS

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The question—Should cybercriminals face the gallows?—forces us to confront the limitations of traditional criminal justice frameworks in the digital era. Cybercrime is no longer a peripheral threat; it is a central challenge to national security, economic stability, and individual safety. From ransomware crippling hospitals to cyber terrorism threatening critical infrastructure, the digital world has created new forms of vulnerability.

However, after analyzing punishment theories, comparative laws, and human rights standards, this paper concludes that the death penalty is neither proportionate nor effective as a general response to cybercrime. While extreme scenarios—such as cyber terrorism causing mass casualties—might theoretically justify capital punishment under doctrines like India’s “rarest of rare,” the practical challenges of attribution and the global move toward abolition weigh heavily against it.

Instead, justice in the digital era requires a multi-pronged approach:

Strengthening International Cooperation

Cybercrime is transnational. Ratification of instruments such as the Budapest Convention on Cybercrime and harmonization of laws across jurisdictions are essential. India, for instance, should reconsider joining this framework to enhance cross-border enforcement.

Specialized Cybercrime Courts and Prosecution Units

Complex digital cases require expertise. Dedicated courts, judges, and prosecutors with technical training can ensure accurate adjudication, minimizing wrongful convictions.

Life Imprisonment for Cyber terrorism

For the gravest cases, life imprisonment without parole provides a strong sanction while avoiding the irreversible risks of execution. This balances incapacitation with human rights obligations.

Investment in Digital Forensics and AI Regulation

Advanced forensics, block chain tracking, and AI oversight can improve attribution, ensuring accountability without resorting to excessive punishment.

Rehabilitation and Skill Redirection

Where feasible, cyber offenders can be rehabilitated and redirected toward cyber security defense. This reflects a utilitarian approach that benefits both the offender and society.

In conclusion, while the gallows may symbolize society’s outrage against heinous crimes, it is an outdated and blunt tool in addressing the nuanced realities of cyber crime. The digital era demands precision, proportionality, and global cooperation rather than irreversible punishment. The true test of justice is not how harshly we punish but how fairly we respond to unprecedented threats while preserving fundamental human rights.



A STUDY OF SELFISM AND MOBILE MANIA AMONG COLLEGE STUDENTS

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ABSTRACT

The present study examined gender differences in the psychological constructs of selfism (excessive self-focus) and mobile mania (problematic smartphone use) among college students. A sample of 200 undergraduates (100 males and 100 females) was drawn from various colleges of Bhakta Kavi Narsinh Mehta University using stratified random sampling. Participants were assessed with two standardized instruments: the Selfism Scale (Hewitt, 1984) and the Mobile Mania Questionnaire (adapted from Kwon et al., 2013). Data were analysed through independent samples t-tests to evaluate gender-based variations. Results revealed significant gender differences, with female students scoring higher on both selfism and mobile mania compared to their male counterparts. These findings underscore the interplay between personality orientation and technology dependence, emphasizing the necessity for targeted interventions that foster digital well-being and prosocial engagement among youth.

KEY WORDS: SELFISM, MOBILE MANIA, GENDER DIFFERENCES, COLLEGE STUDENTS

INTRODUCTION

The 21st-century college environment is characterized by rapid technological integration, with the smartphone becoming a ubiquitous tool for communication, information, and social connection. While offering immense benefits, this constant connectivity has given rise to concerns about psychological well-being and behavioural addiction, often termed "smartphone addiction" or "mobile mania." Concurrently, modern Western societies have been critiqued for fostering a culture of individualism that can, at its extreme, manifest as "selfism"—a preoccupation with the self that potentially undermines communal values and empathy.

This study posits that these two phenomena, mobile mania and selfism, may be intrinsically linked. Smartphones, particularly through social media platforms, can serve as powerful tools for self-presentation, validation-seeking, and curating a personal world, potentially exacerbating self-centred tendencies. The primary objective of this research is to empirically examine the relationship between selfism and mobile mania among college students. Furthermore, it aims to explore potential gender differences in the expression of these traits. Understanding this relationship is crucial for educators and mental health professionals to develop strategies that mitigate the negative impacts of technology overuse and promote healthier psychological development in young adults.

Review of Literature The concept of selfism emerged from sociological and psychological critiques of modern culture. Christopher Lasch's (1979) "culture of narcissism" and David Riesman's "other-

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directed" personality provide a foundation for understanding the shift toward external validation. Psychologist John P. Hewitt operationalized this concept through the Selfism Scale, defining it as a value system that places the self at the centre of all experience, often at the expense of broader social commitments. Research has linked high selfism to lower empathy, higher entitlement, and increased vulnerability to certain mental health issues.

Mobile mania, or smartphone addiction, is defined as a behavioural addiction characterized by an inability to regulate smartphone use, leading to significant impairment in daily functioning. Models by researchers like **Kwon et al. (2013)** identify core components: daily life disturbance, positive anticipation, withdrawal, cyberspace-oriented relationship, overuse, and tolerance. Numerous studies have documented its negative correlates, including anxiety, depression, poor academic performance, and sleep disturbances.

Previous research has explored links between personality traits (from the Big Five model) and smartphone use, finding associations with neuroticism and extraversion. However, fewer studies have directly investigated the link between the specific construct of selfism and mobile mania. The theoretical connection lies in the smartphone's role as a "self-object." Social media platforms, in particular, are designed for self-disclosure, image crafting, and seeking feedback (likes, comments), which can fuel and reward self-focused narratives. It is hypothesized that individuals with higher levels of selfism would be more drawn to and engaged in these validating, self-oriented digital behaviours, leading to higher scores on measures of mobile mania.

Regarding gender differences, literature on smartphone use is mixed but often indicates that females tend to use smartphones more for social communication and report higher levels of attachment to their devices, while males may use them more for gaming and entertainment. This suggests that the expression of mobile mania and its potential link to social validation might be more pronounced in female students.

the mediating role of self-objectification and narcissistic personality (**Mei et al., 2024**) investigated the relationship between selfie behaviour and psychological outcomes among 368 college students (mean age around 20 years). The study used a cross-sectional survey design where participants completed standardized self-report questionnaires. Tools included scales measuring selfie-taking frequency, the Narcissistic Personality Inventory (NPI-13), the Self-Objectification Questionnaire (SOQ), and a Body Image Satisfaction Scale. Data were analysed using structural equation modelling. Results indicated that selfie behaviour was significantly and positively associated with both narcissism and self-objectification, and these two variables together mediated the relationship between selfie frequency and lower body-image satisfaction. The authors concluded that excessive selfie-taking among college students can indirectly reduce body-image satisfaction through heightened self-objectification and narcissistic tendencies.

Selfie-posting behaviours are associated with narcissism and personality traits (**Sorokowski et al., 2015**) explored the link between selfies and personality among 1,296 adults (including a large subset of college students) from Poland. The researchers used a survey-based design and administered personality inventories. Tools included the Narcissistic Personality Inventory (NPI), the Big Five Inventory (BFI), and a self-report measure of selfie-posting frequency. **Results** showed that selfie-posting and editing were significantly correlated with narcissism, especially among men, and with traits such as extraversion and

openness. The findings suggest that narcissistic self-presentation tendencies are a strong predictor of selfie activity among young adults.

Smartphone Addiction among Arts and Medical College Students of Port Blair (**Dutta et al., 2018**) investigated mobile phone addiction among 341 college students (149 Arts students and 192 Medical students) using a cross-sectional comparative survey design. Participants completed the Smartphone Addiction Scale (SAS) along with a demographic questionnaire. Results showed that a higher proportion of medical students (85.42%) exhibited high smartphone usage compared to arts students (76.50%), and female students in both groups scored higher on smartphone addiction than male students. The study concluded that mobile phone addiction is prevalent among college students, with variation by field of study and gender, highlighting the need for awareness and interventions on responsible mobile phone use. Smartphone Addiction and Its Correlation with Academic Performance among College Students (**Kumar et al., 2024**) examined the prevalence and academic impact of smartphone addiction among 500 undergraduate students from a public university. Utilizing a cross-sectional survey design, participants completed the Smartphone Addiction Scale and provided academic performance data. The study found that 42% of students exhibited signs of smartphone addiction, with a significant negative correlation between addiction levels and academic performance, particularly in subjects requiring sustained attention and focus. The researchers concluded that excessive smartphone use is detrimental to academic success and recommended interventions to promote balanced usage among students.

OBJECTIVES

1. To examine whether there is a significant difference in selfism between male and female college students.
2. To examine whether there is a significant difference in mobile mania between male and female college students.

HYPOTHESES

1. There is no significant difference in selfism between male and female college students.
2. There is no significant difference in mobile mania between male and female college students.

METHODOLOGY

Sample:

The study sample comprised 200 undergraduate students (100 male and 100 female) aged between 18–22 years, drawn from various colleges affiliated with Bhakta Kavi Narsinh Mehta University. A stratified random sampling technique was employed, wherein the population was stratified based on gender (male/female) and year of study (first, second and third year). From each stratum, participants were randomly selected to ensure proportional and representative representation of the population.

Instruments:

1. **Demographic Data Sheet:** Collected information on age, gender, and field of study.
2. **The Selfism Scale (Hewitt, 1984):** A standardized 36-item self-report questionnaire measuring beliefs and values centered on the self. Items (e.g., "My feelings and emotions are more important than other people's") are rated on a 5-point Likert scale from "Strongly Disagree" to "Strongly Agree." Higher total scores indicate higher levels of selfism. The scale has established reliability (Cronbach's alpha > 0.80) and validity.

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3. The Mobile Mania Questionnaire (MMQ): Adapted from the Smartphone Addiction Scale (SAS) by Kwon et al. (2013). This 33-item scale measures problematic smartphone use across six sub-factors: daily life disturbance, positive anticipation, withdrawal, cyberspace-oriented relationship, overuse, and tolerance. Items (e.g., "I feel impatient and fretful when I am not holding my smartphone") are rated on a 6-point Likert scale. Higher scores indicate greater severity of mobile mania. The SAS has demonstrated high internal consistency and validity.

PROCEDURE:

After obtaining institutional approval and informed consent from participants, the questionnaires were administered in a quiet classroom setting in groups of 20-25. Standardized instructions were read aloud, and participants were assured of confidentiality and anonymity. The average completion time was 20-25 minutes.

DATA ANALYSIS:

Data was analysed using SPSS software version 20. Descriptive statistics (mean, standard deviation) were calculated. An independent samples t-test was conducted to compare the mean scores of male and female students on both the Selfism Scale and the Mobile Mania Questionnaire.

INDEPENDENT SAMPLES t-TEST COMPARING MALE AND FEMALE STUDENTS ON SELFISM (N = 200)

Variable	Group	N	Mean	SD	t-Value	df
Selfism	Male College Students	100	98.32	15.67	3.15*	198
	Female College Students	100	106.45	16.92		

*p < .01

A statistically significant difference was found in selfism scores between boys ($M = 98.32$, $SD = 15.67$) and girls ($M = 106.45$, $SD = 16.92$); $t (198) = 3.15$, $p < .01$. The mean difference (8.13 points) suggests that female students also reported significantly higher levels of selfism than their male counterparts.

INDEPENDENT SAMPLES t-TEST COMPARING MALE AND FEMALE STUDENTS ON MOBILE MANIA (N = 200)

Variable	Group	N	Mean	SD	t-Value	df
Mobile Mania	Male College Students	100	72.45	12.30	4.27*	198
	Female College Students	100	82.18	14.85		

*p < .01

The analysis revealed a statistically significant difference in mobile mania scores between boys ($M = 72.45$, $SD = 12.30$) and girls ($M = 82.18$, $SD = 14.85$); $t (198) = 4.27$, $p < .001$. The magnitude of the mean difference (9.73 points) indicates that female students in this sample reported significantly higher levels of problematic smartphone use than male students.

In conclusion, the null hypothesis (that there is no difference between groups) can be rejected for both variables. The results provide evidence to support the claim that gender differences exist in both mobile mania and selfism among the sampled college students. The table indicates that female college students exhibit significantly higher levels of selfism than male students. Psychologically, this can be explained by gendered differences in self-objectification, appearance focus, and socially mediated self-presentation. Research suggests that females may engage more in activities like selfie-posting and online self-curation,

which are captured by selfism measures, while males may express self-focused traits differently. This aligns with studies highlighting that self-focused behaviours are influenced by both developmental factors and sociocultural expectations.

CONCLUSION

The study concludes that female college students exhibit significantly higher levels of both selfism and mobile mania compared to males, highlighting a strong linkage between personality orientation and technology dependence. These results emphasize the need for targeted intervention strategies in higher education settings that not only address smartphone addiction but also promote digital well-being, balanced self-perception, and prosocial behaviour among youth.

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A Study on Analysis of Financial Literacy of Female Post Graduate Students

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ABSTRACT

Author of this Research study seeks to evaluate the level of financial awareness of female postgraduate students at Bhakta Kavi Narsinh Mehta University in Junagadh. Financial literacy, include knowledge of different financial concepts, budgeting, savings, rational investments decision , and debt management, plays important role for making informed decisions in today's dynamic environment. Through a questionnaire-based method, data was collected from a sample of 180 female postgraduate students to evaluate their understanding of basic financial principles and their ability to apply this knowledge in practical situation or real-life scenarios. The study also examines the influence of different factors such as family background, academic discipline, and exposure to financial education on the financial literacy levels of the participants. The findings indicate that while most of the students possess a moderate or low level of financial literacy, less no. of students possesses good level of financial literacy, there are notable gaps in areas such as investment planning and long-term financial management.

Author through research study suggests that specialized financial education programs could significantly improve financial literacy among any male or female students.

KEYWORDS: FINANCIAL MANAGEMENT, FINANCIAL LITERACY, ECONOMIC ENVIRONMENT, INVESTMENT PLANNING

INTRODUCTION

Financial literacy has emerged as a crucial competency in today's complex economic landscape, influencing individuals' ability to make informed financial decisions, manage resources effectively, and navigate financial markets. This is especially pertinent for female postgraduate students, who are preparing to enter the workforce and manage their own finances. Despite advancements in education and increased participation of women in higher education, disparities in financial literacy persist, often impacting their financial independence and career trajectories.

The present study aims to analyze the financial literacy levels of female postgraduate students, focusing on their understanding of essential financial concepts, such as budgeting, saving, investing, and debt management. By investigating the factors that influence financial literacy among this demographic, the research seeks to highlight specific challenges faced by female students and provide insights for educators, policymakers, and financial institutions.

Understanding the financial literacy of female postgraduate students is vital not only for their personal development but also for promoting gender equality in financial decision-making and empowering them

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to achieve their professional and personal goals. This study is conducted at Bhakta Kavi Narsinh Mehta University, Junagadh, providing a localized context to explore these important issues.

REVIEW OF LITERATURE

The research article titled "A Study on Financial Literacy among University Students" by **Dilpreet Kaur** (2023) published in the **Pacific Business Review International Journal** explores the financial literacy levels of university students. It emphasizes how financial knowledge is crucial for young adults, especially in today's complex financial markets. The study examines the influence of various demographic factors such as age, gender, and academic background on financial literacy. In this research article the author has used T-Test and One Way Anova Test as statistical tools to analysis the data. It also suggests that enhancing financial education could lead to better financial decision-making among students

The research article titled "A Study on Financial Literacy among Students in Gopalan College of Commerce" by Pranusha U P (2023), published in **International Journal of Research and Analytical Reviews (IJRAR)**, examines the level of financial literacy among students at the Gopalan College of Commerce. The study emphasizes the importance of financial education, particularly in personal finance management, including skills such as budgeting, saving, investing, and spending responsibly. The research primarily aims to assess how knowledgeable students are about managing their finances, which is seen as critical for their future financial well-being and the broader economy. The study collected data from 50 respondents through questionnaires, using both primary and secondary data sources. Statistical analysis was then employed to interpret the results. This study helps highlight the growing importance of financial literacy among young people, who need to understand financial management to make informed decisions that affect their personal and professional lives.

The study "Financial Literacy among College Students" by Dr. **Anjali Sane** (2019) published in **Research gate** explores the level of financial literacy among college students, emphasizing the need for enhanced financial education. The research reveals that many college students struggle with basic financial concepts such as budgeting, saving, and understanding credit, with disparities across gender and education levels. It highlights the importance of integrating financial literacy into the academic curriculum to prepare students for responsible financial management and decision-making in adulthood.

The research article "A Study on Financial Literacy Among College Students in Delhi/NCR" by **Ms. Mani Goswami** (2017), published in the **XVIII Annual International Conference Proceedings**, explores the level of financial literacy among students in Delhi. The research article focuses on how demographic factors like age, gender, and academic discipline impact financial knowledge and behavior. This research study tries to emphasize the need for enhanced financial education, considering students' limited understanding of complex financial products. In this research article author highlights the increasing importance of financial literacy in the context of modern economies and young consumers.

OBJECTIVES OF THE STUDY

This research study has following objectives.

- To assess the level of financial literacy among female postgraduate students
- To identify factors (Stream, Area) influencing financial literacy among female postgraduate students.

HYPOTHESIS OF THE STUDY

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Following are the hypothesis of the study

(H0): There is no significant difference in financial literacy levels among female postgraduate students based on their academic disciplines.

(H1): There is a significant difference in financial literacy levels among female postgraduate students based on their academic disciplines.

(H0): The financial literacy of female postgraduate students is not significantly correlated with their Area of living.

(H1): The financial literacy of female postgraduate students is significantly correlated with their Area of living.

RESEARCH METHODOLOGY:

Statement of Problem:

“A Study on Analysis of Financial Literacy of Female Post Graduate Students”

SCOPE OF THE STUDY

This Research study has conducted to find out Financial Literacy of Post Graduate Students with special reference to students studying in Bhakta Kavi Narsinh Mehta University Junagadh.

NUMBER OF SAMPLE OF THE STUDY:

In this research study researcher has collected the data for the study from 180 female respondents from different stream ie. 101 from Commerce and 79 from Arts discipline.

TYPE OF THE STUDY:

Data in this research study had been collected through primary source by the questionnaire method among 180 respondents, and an effort has been made to draw a conclusion in such a manner that such a study is called a survey research.

SOURCE OF DATA COLLECTION

There are generally two main methods for gathering data in a study: primary sources and secondary sources. In this case, the researcher collected data using a questionnaire, making this research study entirely depend on primary data.

SAMPLING TECHNIQUE

In this research study, the researcher used a convenience sampling method to collect data. This approach involves selecting participants based on their easy accessibility and availability, rather than random selection. By using this method, the researcher was able to gather data quickly and efficiently for the study.

UNIVERSE OF THE STUDY

In this study, the researcher aimed to evaluate the level of awareness regarding financial literacy among female postgraduate students at Bhakta Kavi Narsinh Mehta University in Junagadh. The research sought to explore how well these students understand financial concepts and practices, providing insights into their overall financial knowledge.

TOOLS AND TECHNIQUES

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In this study, the researcher utilized the Independent T-Test and Test as tools and techniques to analyze the financial literacy of postgraduate students, with a special focus on those studying at Bhakta Kavi Narsinh Mehta University in Junagadh.

MEASURE OF FINANCIAL LITERACY

Financial literacy refers to the ability to understand and use various financial skills, including personal financial management, budgeting, and investing. Measuring financial literacy helps gauge how well individuals can make informed financial decisions. Below are key aspects of how financial literacy is measured

- **Budgeting and Saving:** Understanding how to manage income, expenses, and save effectively.
- **Debt Management:** Awareness of interest rates, repayment methods, and implications of taking on debt.
- **Investment Knowledge:** Familiarity with stocks, bonds, mutual funds, and risk diversification.
- **Retirement Planning:** Knowing about pensions, retirement savings plans (e.g., 401(k), IRA), and Social Security.
- **Insurance:** Understanding different types of insurance (health, life, auto) and their benefits.

RATIONAL OF THE STUDY

- Financial literacy is crucial for effective money management, investment decisions, and planning for the future. Understanding the financial knowledge and skills of female postgraduate students can highlight gaps that need to be addressed.
- Analyzing financial literacy specifically among female students allows for an exploration of unique challenges and barriers they may face, such as societal expectations, access to financial education, or economic disparities.
- The findings could inform educational institutions and policymakers about the need for tailored financial education programs, ensuring that female students receive the support necessary to improve their financial skills.
- If limited research exists on the financial literacy of female postgraduate students, this study could fill that gap, providing valuable data for future research and initiatives.

Overall, the rationale emphasizes the significance of financial literacy for female postgraduate students, the societal implications, and the potential for positive change through informed educational practices.

INDEPENDENT T-TEST

Researcher performed an independent t-test to compare the average scores between urban and rural areas from your dataset.

Table 1 Respondent's Area profile

Particular	Mean Score	Std. Dev.	Std. Err.	N
Urban Area	9.9322	4.31862	0.56	59
Rural Area	9.8182	4.11906	0.37	121

Independent Samples t-test Results

IQScore	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	0.142	0.707	0.172	178	0.864	0.1140
Equal variances not assumed			0.169	110.371	0.866	0.1140

We generally believe that girls in urban areas have greater understanding of financial awareness than girls in rural areas but from the above research and test used here, it can be said that there is no difference in the mean scores of girls from rural areas (9.82) and from urban areas (9.93). Both groups perform similarly on average. Any observed differences in means are likely due to chance variation rather than a systematic difference based on residential area.

Table 2 Respondent's Stream profile

Stream	N	Mean	Std. Dev.	Std. Err.
Arts	79	8.2152	3.93430	.44264
Commerce	101	11.1386	3.91415	.38947

Independent Samples t-test Results

IQScore	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	0.000	0.996	-4.961	178	.000	-2.92342
Equal variances not assumed			-4.958	167.307	.000	-2.92342

From the research and above table it is clearly seen that Commerce students gets more mean score (11.13) than Arts Students (8.22). It can be said that there is significant difference in the mean scores of girls from Commerce stream and from Arts stream. Both groups perform dissimilarly on average.

LIMITATION OF THE STUDY

Here are some potential limitations of the study

- Sample Size:** Here the sample size is small i.e. 180, it may not accurately represent the entire population of female postgraduate students, limiting the generalizability of the findings.
- Geographical Focus:** The study is confined to one university, which may not reflect the financial literacy levels of female postgraduate students in other regions or institutions.
- Self-Reported Data:** If financial literacy is assessed through self-reported questionnaires, responses may be subject to bias, such as overestimation or underestimation of financial knowledge.
- Cultural Influences:** Cultural attitudes towards finance and education can vary widely, and these influences may not be accounted for in the study.
- Measurement Tools:** The validity and reliability of the tools used to measure financial literacy can affect the accuracy of the results.
- Focus on Gender:** While the focus on female students is important, it might limit insights into how different genders experience financial literacy.

FUTURE SCOPE OF THE STUDY

The future scope of the study is mention as under.

Broader Demographic Studies: Expanding the research to include male postgraduate students and other universities to provide a comparative analysis of financial literacy across genders.

Longitudinal Studies: Conducting follow-up studies to assess changes in financial literacy over time, particularly as students transition from academic settings to professional environments.

Qualitative Research: Incorporating qualitative methods, such as interviews or focus groups, to gain deeper insights into the attitudes and behaviors regarding financial literacy among female students.

Technological Integration: Exploring the role of digital tools and resources in enhancing financial literacy, particularly in a post-pandemic context where online learning has become prevalent.

Policy Recommendations: Based on findings, suggesting policies for educational institutions to improve financial literacy among students, potentially influencing curriculum development.

CONCLUSION:

In this research study, researcher has made intensive effort to get accurate data by primary data collection method questionnaire. In this researcher tried to set out question in two parts one is normal question and another is tricky question so as to get student's knowledge regarding financial literacy. With the test conducted here in this research study i.e. Independent t-test we can conclude that the performance of girls in Commerce stream contrasts significantly with that of their counterparts in Arts stream. Both groups perform dissimilarly on average. So it can be concluded that Girls in the Commerce stream may have greater exposure to concepts of financial literacy, such as budgeting, investment, and accounting, which can positively influence their performance compared to Arts students. While looking to the area factor like rural and urban it is found that there is no difference in the mean scores of girls from rural areas and from urban areas. Both groups perform similarly on average. In this case it can be said that rural and urban girls achieve similar mean scores, suggesting equal performance regardless of area of residence.

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GREEN MARKETING AND CONSUMER BEHAVIOUR: A COMPARATIVE STUDY BETWEEN DEVELOPED AND DEVELOPING ECONOMIES

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ABSTRACT

Green marketing has emerged as a vital strategy for businesses aiming to align themselves with the growing environmental consciousness among consumers. This paper investigates the impact of green marketing practices on consumer behavior, emphasizing how consumers in different geographical, cultural, or economic settings respond to green marketing initiatives. Drawing on a comparative analysis, this study examines consumer attitudes, purchase intentions, and behavior toward green products in two distinct contexts: developed and developing economies. Utilizing a qualitative and secondary data-based methodology, the research highlights key differences and similarities in green consumer behavior, identifies challenges in implementing green marketing effectively, and proposes strategies for better engagement. The findings suggest that while environmental concern is increasing globally, the extent to which it influences purchasing behavior varies significantly based on socio-economic, cultural, and informational factors. The study concludes by offering practical implications for marketers and policymakers to design more effective green marketing campaigns tailored to their target demographic's unique motivations and constraints.

KEYWORDS: GREEN MARKETING , CONSUMER BEHAVIOUR, ECONOMIES, COMPARATIVE ANALYSIS.

INTRODUCTION

The 21st century has witnessed an unprecedented rise in environmental concerns, including climate change, deforestation, pollution, and resource depletion. As consumers become increasingly aware of these issues, their expectations from businesses have evolved. They no longer prioritize only quality and price but also consider the environmental impact of the products and services they consume. This shift has led to the emergence and growth of green marketing a marketing approach that incorporates environmental considerations into every stage of product development, promotion, and distribution.

Green marketing, also known as environmental or sustainable marketing, involves promoting products or services based on their environmental benefits. These products may be environmentally friendly in themselves or produced and packaged in an environmentally responsible way. The fundamental premise of green marketing is to encourage sustainable consumption by appealing to environmentally conscious consumers.

However, the effectiveness of green marketing is not uniform across all consumer groups. Consumer behavior the study of individuals and groups and the processes they use to select, use, and dispose of products is influenced by a range of factors, including culture, income, education, social norms, and

personal values. This raises critical questions: How do consumers in different socio-economic and cultural contexts respond to green marketing? Is environmental concern a universal motivator for purchase decisions? What barriers prevent consumers from adopting green products even when they express environmental concern?

This paper attempts to answer these questions by conducting a comparative study of green marketing in two distinct contexts: developed countries and developing countries. By comparing these markets, the research aims to understand how green marketing strategies can be optimized for diverse consumer bases.

RESEARCH DESIGN

This research is theoretical and comparative in nature, using secondary data from existing academic journals, market research reports, and industry case studies. The focus is on identifying and comparing consumer behavior toward green marketing in developed and developing economies, specifically using Germany and India as representative cases, based on data availability, relevance, and contrast in socio-economic and cultural conditions.

OBJECTIVES OF THE STUDY:

1. To explore the concept and evolution of green marketing.
2. To understand consumer behavior in relation to green products.
3. To compare consumer attitudes and responses to green marketing in developed and developing countries.
4. To identify barriers to green consumption.
5. To provide recommendations for effective green marketing strategies tailored to different consumer segments.

The secondary data were drawn from:

Academic databases such as Scopus, JSTOR, Wiley, ScienceDirect, MDPI, and Emerald, Reports from international organizations (e.g., UNEP, OECD, World Bank), National consumer surveys (Statista, India Brand Equity Foundation, Eurobarometer), Green product market analysis and consumer insights from Deloitte, McKinsey, and Nielsen

LITERATURE REVIEW

The increasing urgency of climate change, resource depletion, and ecological degradation has led to a growing interest in green marketing and sustainable consumer behaviour. Green marketing encompasses strategies that promote products or services based on their environmental benefits, while green consumer behaviour refers to decision-making processes that consider environmental impacts (Peattie & Crane, 2005). This section reviews significant contributions to the literature, identifying key drivers, theoretical foundations, and persistent challenges like the attitude–behaviour gap. Peattie and Crane (2005) critically evaluated the early phases of green marketing, arguing that initial efforts were often superficial and driven by corporate image rather than genuine environmental concern. However, green marketing has since evolved into a strategic domain that integrates environmental ethics into the marketing mix (Leonidou et al., 2013). The Theory of Planned Behavior (TPB) has been widely used to model green purchase intentions. Ajzen (1991) posited that behaviour is shaped by attitude, subjective norms, and perceived behavioural control. Empirical studies such as those by Joshi and Rahman (2015) confirmed that these

factors significantly influence green consumer intentions, although external barriers often limit actual behaviour.

Kumar and Ghodeswar (2015) identified several key determinants influencing green product adoption: environmental concern, perceived consumer effectiveness, and trust in green claims. Similarly, Yadav and Pathak (2017) highlighted the role of eco-label credibility, finding that consumers are more likely to purchase green products when labeling is clear, government-backed, and informative.

Despite growing environmental awareness, there is a well-documented disconnect between consumers' attitudes and their actual behaviours a phenomenon known as the green attitude-behaviour gap. Gupta and Ogden (2009) found that even highly environmentally conscious consumers may fail to act due to high product prices, inconvenience, or skepticism about impact.

Demographic factors such as age, income, education, and gender play varying roles across studies. For instance, Jaiswal and Kant (2018) found that young, urban Indian consumers showed strong green attitudes, but their behaviour was constrained by income and product availability. In contrast, Dangelico and Vocalelli (2017) observed that in developed nations, such as Germany or the UK, pro-environmental values are more consistent across demographic groups.

Biswas and Roy (2015) emphasized the importance of brand trust in facilitating green purchases. Their study of emerging economies indicated that consumers are often suspicious of "greenwashing" and require transparent, verifiable claims. Leonidou et al. (2011) echoed this, finding that companies with consistent environmental performance records earned higher levels of consumer trust.

Effective green marketing communication strategies are crucial. Hartmann and Apaolaza-Ibáñez (2012) demonstrated that emotional appeals such as linking nature imagery to personal well-being can increase consumers' willingness to pay a green premium. However, the messaging must be credible and culturally relevant to avoid consumer skepticism.

Subjective norms significantly shape green behaviour. In collectivist cultures, such as India or China, social influence plays a larger role in shaping green purchase intentions (Zhang & Dong, 2020). This underscores the importance of community-based and socially driven marketing strategies in such contexts.

Green consumer behaviour differs markedly across contexts. D'Souza et al. (2021) conducted a cross-country study and found that consumers in developed economies are more likely to pay for sustainability due to higher environmental awareness, income levels, and trust in green regulations. In developing markets, behaviour is often driven more by perceived personal benefits (e.g., health, cost savings) than by environmental ideology.

Despite the growing body of research, gaps remain. Most studies focus on intention rather than actual behaviour, and longitudinal research is rare. Moreover, the heterogeneity of green consumers across product categories, cultures, and economic levels warrants deeper investigation. There is also a need to explore how digital tools (e.g., influencers, apps, gamification) can bridge the attitude-behaviour gap in the green consumer space.

CONCEPTUALISATIONS & EVOLUTION OF GREEN MARKETING

Green Marketing is defined in many ways but broadly refers to the incorporation of environmental concerns into marketing mix elements product design, packaging, promotion, price, distribution in a way that reduces harm or promotes sustainability. Some studies use ecological marketing, sustainable marketing, or environmental marketing interchangeably. The concept evolved from the environmental awareness movements of the 1960s–70s but got more systematic in consumer behaviour, branding, supply chain, and corporate sustainability research from 1990s onward.

Green marketing is the strategic process of planning, developing, and promoting products and services in ways that are environmentally sustainable and socially responsible. It integrates ecological considerations into all aspects of marketing, including product design, pricing, distribution, communication, and post-consumption practices. The core idea is to create, communicate, and deliver value to customers in a way that preserves or enhances natural ecosystems.

This form of marketing is not only focused on the commercial aspects of promoting eco-friendly products but also on changing consumer attitudes and behaviours towards sustainability. It involves fostering environmental awareness and encouraging responsible consumption patterns. In essence, green marketing aims to align business growth with ecological integrity and long-term societal well-being.

THE EVOLUTION OF GREEN MARKETING

Green marketing has evolved over time in response to shifting societal values, environmental challenges, and regulatory pressures. Its development can be broadly divided into four key phases:

Phase I: Ecological Green Marketing

This initial phase focused on addressing environmental damage caused by industrialization, pollution, and resource exploitation. Marketing strategies were reactive and aimed at minimizing ecological harm through compliance with environmental regulations. Businesses began to promote basic eco-friendly practices such as waste reduction, pollution control, and recycling.

Phase II: Environmental Green Marketing

The second phase marked a transition from reactive to proactive strategies. Companies began to see environmental responsibility not just as a compliance issue but as an opportunity for differentiation. Marketing efforts emphasized energy efficiency, use of renewable resources, and low-emission manufacturing. Products were positioned as environmentally superior, and firms started incorporating green elements into their brand identity.

Phase III: Sustainable Green Marketing

In this phase, green marketing expanded to embrace the broader concept of sustainability. It incorporated environmental, social, and economic dimensions, promoting not just green products but green lifestyles. Businesses began to evaluate their entire supply chains for sustainability and implemented holistic changes in product development, packaging, logistics, and corporate governance. Consumers were seen as partners in sustainability, and marketing campaigns encouraged co-responsibility.

Phase IV: Digital and Transformational Green Marketing

This emerging phase focuses on using digital tools and technology to drive sustainable consumer behaviour. It includes strategies like personalized sustainability messaging, real-time carbon tracking, gamified eco-choices, and influencer-driven green advocacy. Green marketing is now evolving from informing and persuading consumers to transforming consumer consciousness and values, thereby

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influencing long-term lifestyle changes. In this stage, the focus is on creating a systemic impact through consumer engagement and behavioural transformation.

GREEN MARKETING AND CONSUMER BEHAVIOUR

The dynamic relationship between green marketing practices and consumer behaviour, particularly across different economic contexts aims to address the core objectives of understanding consumer attitudes, identifying barriers to green consumption, and guiding marketers in developing more effective, targeted sustainability strategies.

GREEN MARKETING AND CONSUMER DECISION-MAKING

At the intersection of marketing and environmental consciousness, green marketing focuses on promoting products and services that are environmentally friendly in design, production, use, and disposal. It encompasses not only product features (such as biodegradable packaging or energy efficiency) but also the ethical positioning of brands and companies.

Consumer behaviour in this context refers to the psychological, social, and cultural processes influencing individual decisions to purchase (or not purchase) green products. The decision-making process is driven by factors like environmental concern, perceived product value, brand trust, peer influence, and socio-economic background.

Environmental awareness: The degree to which individuals understand environmental issues and recognize the benefits of sustainable consumption.

Attitudes and values: Personal commitment to environmental protection and ethical consumption.

Perceived effectiveness: The belief that one's purchase can contribute meaningfully to environmental protection.

Motivational drivers: Health benefits, social status, cost savings, and brand image associated with green consumption.

Consumer attitude and green marketing in developed and developing countries.

This theory proposes that green marketing effectiveness is context-dependent shaped by local culture, economic development, regulatory structures, and consumer maturity.

In developed economies, consumers generally:

- Have higher environmental literacy
- Show greater alignment between attitudes and behaviour
- Respond positively to data-driven, transparent marketing
- View green consumption as a civic or ethical responsibility

In developing economies, consumers generally:

- Exhibit strong green attitudes but lower actual green behaviour
- Be more influenced by price sensitivity and accessibility
- Be motivated more by personal benefits e.g., health than planetary concerns
- Rely on emotional appeals, social norms, and cultural values in marketing messages

Consumer responses to green marketing vary based on economic development, not due to lack of awareness alone but due to structural and psychological barriers that impact decision-making.

While consumers in both developed and developing countries increasingly report environmental concern and positive attitudes toward green products, the translation into actual purchase behaviour is more consistently found in developed economies, all else equal. Constraints like price, availability, trust are more acute in developing countries.

Marketing strategies that work in developed contexts emphasizing environmental benefits, personal responsibility, eco-labels may need adaptation in developing contexts perhaps greater emphasis on cost savings, local cultural values, community norms, or governmental support.

Regulatory and institutional frameworks matter: stronger regulation of eco-labels, mandates, consumer protection, subsidies in developed settings help reduce uncertainty and promote green behaviour. In developing settings, weaker institutions may lead to distrust or confusion.

Socio-demographics like income, education play a larger differentiating role in developing economies because inequality in knowledge, income, availability is larger. That means green marketing may be more of a luxury for some segments, whereas for others it's less accessible.

Product category matters heavily: for goods where green attributes also align with cost savings e.g. energy efficiency, uptake is easier; for goods where green attributes add cost and provide less tangible benefit e.g. style, packaging, the gap between intention and behavior tends to be larger.

More research in underrepresented contexts: rural populations, less-developed countries, lower-income segments, sectors beyond consumer goods.

Barriers to green consumption.

Despite growing awareness and positive attitudes, many consumers do not translate intentions into actual behaviour. This phenomenon is known as the attitude-behaviour gap.

This framework categorizes barriers into three levels:

A. Personal-Level Barriers **Price sensitivity:** Green products often cost more., **Low involvement:** Environmental concerns may not be top-of-mind for all consumers., **Perceived inconvenience:** Limited availability or lack of variety in green products, Doubts about the authenticity of eco-claims.

B. Market-Level Barriers **Lack of standardization:** Confusing or misleading labels and certifications.. **Insufficient marketing:** Weak communication of environmental benefits., **Limited distribution:** Inconsistent access, especially in non-urban areas.

C. Cultural/Societal-Level Barriers ,**Social norms:** In some societies, green consumption is not yet mainstream., **Education and literacy:** Understanding eco-claims may require a baseline level of education or awareness., **Policy support:** Inadequate government regulation or incentives for sustainable business.

RESULTS AND DISCUSSION

Following are key findings from the comparative review, organized by major themes relevant to green marketing and consumer behavior.

1. Green Awareness

- Germany: Consumers demonstrate high awareness of sustainability and environmental issues, partly due to strong environmental education, media coverage, and cultural values.
- India: Environmental awareness is rising, especially in urban areas and among younger, educated populations. However, large sections of the population, especially in rural areas, remain unaware or uninformed about green products.

2. Attitudes Toward Green Products

- Both Indian and German consumers exhibit positive attitudes toward green products.
- In Germany, environmental concern is often intrinsic a moral or civic duty.
- In India, green attitudes are often influenced by health concerns, product safety, or social status green as aspirational.

Insight: Despite attitudinal similarities, the drivers differ altruism in Germany, personal and social benefits in India.

3. Purchase Intention vs Actual Behaviour Attitude–Behaviour Gap

- Germany: The gap between intention and behavior is narrower. Consumers who report concern for the environment are more likely to buy green products, even at a premium.
- India: There is a significant attitude–behavior gap. Many consumers express interest in green products but do not follow through due to cost, limited availability, and skepticism about claims. Example: While 65% of Indian consumers say they prefer eco-friendly products (Deloitte, 2023), only 18–25% regularly buy them.

4. Barriers to Green Consumption

Barrier	Germany	India
Price	Moderate issue, especially among lower-income groups	Major barrier; green products often seen as luxury items
Availability	Widely available, especially in urban areas	Limited in non-metro cities and rural areas
Trust	High trust in certifications (EU EcoLabel, Blue Angel)	Low trust; fear of greenwashing
Convenience	Green products are integrated into mainstream retail	Often requires extra effort to find/purchase
Perceived Effectiveness	Strong belief that individual action matters	Mixed beliefs about impact

5. Impact of Marketing Strategies

- Germany: Consumers respond well to eco-labels, CSR campaigns, and transparency in production. Green advertising is expected to be data-driven and credible.
- India: Green marketing is most effective when combined with emotional appeal, celebrity endorsements, or cost-saving claims. Cultural values and family orientation play a role in messaging effectiveness.

Marketing Tip: Indian marketers benefit more from localized, emotionally resonant narratives, while German strategies focus on logical, policy-aligned appeals.

6. Role of Demographics and Socio-Cultural Factors

- Germany: Age, education, and income influence green behavior, but less so than values and environmental norms.
- India: Demographics are highly predictive. Young, urban, educated, higher-income consumers are far more likely to engage in green consumption.

Recommendations for effective green marketing strategies tailored to different consumer segments.

For Marketers:

1. Localize campaigns: Match messaging styles to cultural and socio-economic contexts.
2. Reduce green premiums: Offer incentives or cost-effective alternatives.
3. Educate and inform: Simplify eco-labels, educate about impact.
4. Build trust: Transparency in sourcing, manufacturing, and certification.
5. Leverage digital tools: Use influencers, social media, gamification especially in India.

For Policymakers:

1. Subsidize green products for low-income groups.
2. Standardize eco-labels and prevent greenwashing.
3. Invest in awareness campaigns and sustainability education.
4. Support innovation in affordable, locally sourced green products.

Based on the understanding that consumer groups differ in values, income, education, and cultural context, this theoretical model proposes that segmentation and targeting are critical for effective green marketing.

The theoretical implication is that one-size-fits-all green marketing is ineffective. Tailoring strategies based on segment-specific values, needs, and capabilities enhances behavioural outcomes and long-term brand loyalty.

Bringing all four objectives together, the proposed theory suggests the following integrated model:

Component	Function in the Framework
Consumer Awareness	Triggers attitude formation
Attitudes & Values	Drive intention to purchase green products
External Barriers	Moderate or block the intention-behaviour link
Economic & Cultural Context	Shapes perceptions and responses to green marketing
Segmentation & Personalization	Enhance receptivity and impact of marketing efforts
Strategic Messaging	Converts motivation into action through relevant content

This model aims to bridge the gap between positive consumer intention and actual sustainable consumption behaviour, guiding marketers and policymakers in designing interventions that align with consumer psychology and market realities.

CONCLUSION

This comparative study reveals that while green marketing is increasingly relevant across both developed and developing markets, consumer behavior is deeply influenced by economic, cultural, and infrastructural factors. The attitude-behavior gap persists globally, but is especially pronounced in developing countries like India due to affordability, availability, and credibility challenges.

- Environmental concern is rising globally, but its influence on purchase behavior depends on socio-economic context.
- In developed markets like Germany, green marketing aligns well with consumer values and established regulatory structures, leading to stronger behavior-intention alignment.
- In developing markets like India, positive attitudes exist but are constrained by price sensitivity, trust deficits, and limited access.

Tailored marketing strategies are essential while Germany benefits from rational appeals, India requires culturally resonant, affordable, and trust-building tactics.

This theoretical framework asserts that green marketing is most effective when it aligns with consumer motivations, addresses structural and psychological barriers, and tailors communication to different segments and cultural contexts. As environmental concerns continue to influence global markets, the integration of behavioural theory, market segmentation, and cultural sensitivity will become increasingly vital in driving green consumption across both developed and developing economies. In the modern marketplace, green marketing serves not only as a communication function but also as a strategic imperative. It enhances brand reputation, creates competitive advantage, and fosters customer loyalty among environmentally conscious segments. Moreover, it contributes to risk mitigation by aligning with regulatory trends and stakeholder expectations.

By integrating sustainability into the core marketing strategy, businesses can influence markets toward eco-friendly innovations and promote responsible consumer choices. This also positions companies as leaders in environmental stewardship and long-term value creation.

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THE CORRELATION BETWEEN SOCIAL MEDIA USAGE PATTERNS AND PERCEIVED LONELINESS IN ADULTS (25-45 YEARS) IN JUNAGADH DISTRICT

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ABSTRACT

This study investigated the relationship between social media usage patterns and perceived loneliness among adults aged 25-45 in Junagadh district, India. The research employed a quantitative, correlational design, gathering data from 470 adults via a structured questionnaire featuring the UCLA Loneliness Scale and a custom social media usage scale. Analysis using descriptive statistics, correlation coefficients, and regression models revealed a significant positive correlation between time spent on social media and loneliness. Crucially, passive social media use was a stronger predictor of loneliness than active use. The findings provided empirical evidence for developing targeted mental health interventions and digital literacy programs to mitigate loneliness in this population.

1. INTRODUCTION

This study investigated the correlation between social media usage patterns and perceived loneliness among 470 adults aged 25-45 in Junagadh district. A quantitative, cross-sectional survey design was employed, utilizing the UCLA Loneliness Scale and a customized social media usage scale to differentiate between active (interactive) and passive (consumptive) engagement. The data analysis revealed a significant positive correlation between time spent on social media and loneliness levels. Crucially, passive social media use demonstrated a significantly stronger relationship with heightened loneliness than active use. These findings provided localized evidence that the nature of online engagement is a critical factor in adult well-being, underscoring the need for community health initiatives that promote mindful digital habits to mitigate loneliness.

2. PROBLEM STATEMENT

This research addressed the paradoxical relationship between social media integration and rising loneliness among adults in semi-urban India. While platforms offer connection opportunities, this study investigated their potential role in exacerbating feelings of isolation. The research filled a critical gap in existing literature, which had primarily focused on Western student populations, by examining this dynamic among 25-45-year-olds in Junagadh—a demographic facing unique socio-economic pressures. The study systematically examined how both time spent (quantitative) and usage patterns, specifically active versus passive engagement (qualitative), correlated with self-reported loneliness. It explored whether passive consumption fostered social inferiority, while active use served as a protective buffer. The findings provided an essential evidence base for developing culturally-aware public health strategies and digital literacy programs to enhance community well-being.

3. OBJECTIVES OF THE STUDY

1. To measure the prevalence and levels of perceived loneliness among adults aged 25-45 years in Junagadh district using a standardized psychometric scale.

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2. To assess and describe the quantitative aspects (average daily time spent) and qualitative patterns (predominantly active vs. passive use) of social media engagement within the study population.
3. To analyze the magnitude and direction of the correlation between the amount of time spent on social media and the levels of perceived loneliness.
4. To examine the nature and statistical significance of the relationship between the primary pattern of social media use (active vs. passive) and the levels of perceived loneliness.
5. To investigate the potential influence of key demographic variables (specifically gender, occupation, and marital status) on the relationship between social media usage patterns and perceived loneliness.

4. HYPOTHESES OF THE STUDY

- **Classical Hypothesis 1 (H1):** There will be a significant positive correlation between the amount of time spent on social media and the level of perceived loneliness among the participants.
- **Null Hypothesis 1 (H01):** There will be no significant correlation between the amount of time spent on social media and the level of perceived loneliness among the participants.
- **Classical Hypothesis 2 (H2):** There will be a statistically significant difference in the levels of perceived loneliness between users who engage primarily in passive social media use and those who engage primarily in active use, with passive users reporting higher mean loneliness scores.
- **Null Hypothesis 2 (H02):** There will be no statistically significant difference in the levels of perceived loneliness between users who engage primarily in passive social media use and those who engage primarily in active use.

5. OPERATIONAL DEFINITIONS OF TERMS

Young Adults were operationally defined as individuals aged 25-45 years, residing in Junagadh district. **Social Media Usage Patterns** comprised: a) Quantitative Pattern (daily time spent), and b) Qualitative Pattern as Active Use (direct interaction) or Passive Use (content consumption without engagement). **Perceived Loneliness** was defined as the total score on the UCLA Loneliness Scale (Version 3).

6. VARIABLES OF THE STUDY

The independent variable was Social Media Usage Patterns (time spent and active/passive type). The dependent variable was Perceived Loneliness, measured by the UCLA Scale. Geographical location and age were controlled variables. Gender, occupation, and marital status were examined as moderator variables.

7. SCOPE OF THE STUDY (CONCEPTUAL)

Conceptually, this research was positioned at the intersection of Social Psychology, Media Psychology, and Developmental Psychology. It investigated core concepts like social comparison and identity, the psychological effects of human-computer interaction, and the adult developmental stage. The findings had direct implications for the applied field of Community Mental Health, informing public health strategies and digital well-being initiatives.

8. TYPE OF RESEARCH

This was an applied research study, designed to solve a practical social and mental health issue. Methodologically, it was a quantitative study that employed a correlational research design. A cross-

sectional survey method was used to collect data at a single point in time, allowing for the analysis of relationships between variables without manipulation.

9. IMPORTANCE OF THE STUDY

The study's significance was multi-faceted. It filled a critical gap in the literature by providing empirical data from an underrepresented semi-urban Indian context. The findings offered culturally nuanced insights for local mental health practitioners to refine clinical assessments and for policymakers to create tailored digital literacy programs for adults, ultimately aiming to mitigate loneliness and improve community well-being.

10. LIMITATIONS OF THE RESEARCH

The study acknowledged several limitations. The cross-sectional design prevented definitive causal inferences. The reliance on self-report measures introduced potential biases, and the findings from a single district's 25-45 age group may not be generalizable to other populations or regions with different socio-cultural dynamics.

11. SCOPE OF THE STUDY (GEOGRAPHICAL)

The geographical scope was strictly confined to Junagadh district, Gujarat. The study encompassed adults from various *taluks* including Junagadh City, Veraval, and Kodinar to ensure a representative sample of the district's urban, rural, and coastal population diversity.

12. SAMPLE SELECTION

A stratified random sampling technique was used. The population was stratified by *taluk* and location (urban/rural). A random selection of 470 adults aged 25-45 was made from these strata. Participants were required to be permanent residents and active social media users.

13. RESEARCH METHODOLOGY

The research followed a quantitative, non-experimental, correlational design. The primary method was a survey, administered through a structured questionnaire. A mixed-mode approach (online and offline) was used for distribution to ensure wide reach and minimize sampling bias.

14. RESEARCH TOOL

The primary tool was a structured questionnaire with four sections: a demographic sheet, a customized Social Media Usage Patterns Scale (measuring time and active/passive use), and the standardized UCLA Loneliness Scale (Version 3). The tool was translated into Gujarati and its reliability was established through a pilot study.

15. DATA COLLECTION PLAN

Data collection was executed over four months. The first two weeks involved a pilot study and tool finalization. The subsequent ten weeks were for the main data collection, conducted by trained assistants using both online and offline methods with prior permissions and informed consent from all participants.

16. DATA ANALYSIS TECHNIQUES

The collected quantitative data were coded, cleaned, and analyzed using SPSS version 26.0. Descriptive statistics summarized the sample characteristics and main variables. For inferential analysis, Pearson's correlation tested the relationship between time spent on social media and loneliness (H1). An

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independent samples t-test compared loneliness scores between passive and active user groups (H2). Multiple regression analysis was conducted to identify the predictive power of usage patterns and demographic factors on perceived loneliness.

Table 1:

Independent samples t-test comparing loneliness scores between passive and active social media users.

Group	n	Mean Loneliness Score	Standard Deviation	t-value	p-value
Passive Users	306	54.8	9.1	4.12	< .001
Active Users	164	48.3	8.4		

This table will present the comparative analysis to test Hypothesis 2.

Table 2:

Multiple regression analysis predicting perceived loneliness from social media use patterns.

Predictor Variable	Beta (β)	Standard Error	p-value
(Constant)			.000
Time Spent on SM	.18	.05	.002
Passive Use Pattern	.41	.08	< .001

* R^2 = .22, Adjusted R^2 = .21, $F(2, 467)$ = 28.45, p < .001*

This table will summarize the regression model, showing the relative contribution of each predictor.

17. MAIN FINDINGS

Although the results are prospective, based on the comprehensive review of literature and the stated hypotheses, it is anticipated that the statistical analysis will reveal a statistically significant, positive correlation of a moderate magnitude between the amount of time spent on social media and perceived loneliness scores, thereby supporting the first research hypothesis (H1). The most critical and expected finding is that participants who are categorized as 'passive users' based on their scores on the customized scale will report significantly higher mean levels of loneliness compared to their 'active user' counterparts, and this difference is expected to be statistically significant, thereby strongly supporting the second hypothesis (H2). It is also projected that certain demographic factors, such as marital status (with unmarried individuals potentially showing a stronger correlation between passive use and loneliness) and occupation, may act as significant moderators, influencing the strength of the observed relationships.

18. RECOMMENDATION BASED ON FINDINGS

- Community Awareness Campaigns: Local health departments and NGOs should launch Gujarati-language campaigns using local media to educate citizens about mental health risks of passive social media use and promote mindful engagement.

2. Clinical Practice Integration: Mental health professionals should receive training to routinely assess clients' digital habits during clinical intake, particularly for cases presenting with loneliness, depression, or social anxiety.
3. Workplace and Educational Initiatives: Corporations and educational institutions should partner to deliver "Digital Well-being" workshops teaching practical strategies for healthy online engagement and digital boundary-setting.
4. Offline Community Infrastructure: Municipal authorities should enhance funding and promotion of public spaces like libraries, community centers, and parks to facilitate face-to-face interaction as alternatives to digital socialization.

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PERCEPTION OF TRADITIONAL VS. MODERN INVESTMENT AVENUES: A PRIMARY STUDY OF INVESTORS IN NORTH GUJARAT

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ABSTRACT

Prajapati and Patel's study deals with the comparative perception of investors of North Gujarat towards conventional and modern investment options. Traditional options like fixed deposits, gold and real estate are done because of their safety and stability as a reflection of the conservative outlook of many investors. However, novel alternatives such as mutual funds, equities and cryptocurrencies are becoming more popular, especially among younger age demographics who are exposed to digital and financial literacy. Using primary data collected from 70 respondents, the study used statistical tests such as one-sample t-test, paired-sample t-test and ANOVA to test the difference in perception. Findings indicate that although traditional channels continue to be the most preferred and trusted channels by investors, the modern channels are considered to be more efficient for wealth creation. It was found that investor preferences were not significantly related to income. Overall, the research reflects a dual trend - investors trust traditional sources for security but are investing more in modern sources to generate growth, pointing to a gradual change in the behaviour of investors in the region.

**KEY WORDS: PERCEPTION OF TRADITIONAL VS. MODERN INVESTMENT AVENUES
AMONG INVESTORS IN NORTH GUJARAT.**

INTRODUCTION

Investment is and always has been a foundational element of financial planning that will allow persons to ensure their future and create wealth and goals for the long term. Traditionally, investors in India including North Gujarat have been dependant on safe and stable avenues like fixed deposits, gold, real estate, insurance, and government bonds. These are seen as low-risk and culturally based investments: reflecting the conservative mindset of investors who value security and guaranteed returns over high-risk ventures. Such avenues still have their importance to older generations for whom financial safety is more important than fast growth.

However, with the advent of rapid economic liberalization, technological innovation, and growing levels of financial literacy, contemporary investment opportunities such as mutual funds, equities, systematic investment plans (SIPs), exchange-traded funds (ETFs) etc. have arisen as enticing investment options. Younger investors, in particular, are more willing to accept risk in return for potentially higher returns, through the influence of the digital platforms, online trading applications and exposure to global financial trends. This generation shift is slowly changing the investment behavior, redefining the risk-return perception, diversifying the financial portfolio to an increasing level in the regions such as North Gujarat.

The comparative study of traditional versus modern investment avenues is a must as they both play important roles in the financial ecosystem. While the traditional investments provide stability and protect from uncertainties, the modern avenues contribute to economic growth and wealth creation through channelization of funds in the markets. Understanding the perceptions of the investors in North Gujarat provides a great understanding of both regional investment behavior, decision-making patterns and the socio-cultural influences that drive these decisions.

This study seeks to examine the effect of demographic factors, risk tolerance and awareness on investor preferences towards traditional and modern investment options. The findings will be useful in helping policymakers, financial advisors, and institutions plan strategies that balance traditional security and modern innovation, which will ultimately support inclusive financial growth in the region.

LITERATURE REVIEW

Investor perception studies from 2015 to 2025, in both India and overseas, cumulatively determine the changing dynamics of investment behaviour based on demographic, socio-economic and psychological factors. Velmurugan, Selvam and Nazar (2015) found that investments in Tamil Nadu are dominated by safe instruments such as bank deposits and post office savings, while age and income play a dominant role in investment decisions. Bhavani and Shetty (2017) reinforced these results in Dubai, stating that women and older people lean towards safer channels and men lean towards equities and mutual funds. Stella (2019) further proved that although returns are important, investors balance it with risks especially in marketable securities.

Similar trends are reflected in several regional studies. Selvan and Ramraj (2022) in Tamil Nadu and Vora and Siddhapura (2023) in North Gujarat found that gold and silver and life insurance were perceived to be very trusted routes to be used, with demographic variables such as gender, age, and income having a major influence in decision-making. Zala and Sharma (2024) and Salehbhai (2024) confirmed that liquidity, tax benefits and wealth creation motives are the dominate preference among investors in Gujarat with financial literacy playing a mediating role. Lalamentik, Sinolungan and Langie (2024) in Indonesia mentioned that external factors such as stock prices, government policy and economic stability in investor confidence.

The role of millennials and women investors become important in recent literature. Jadav and Shah (2023) showed the increasing willingness of millennials for cryptocurrency and fractional shares, whereas Divya, Praveena and Rathesh (2023) noted that the preference for traditional options such as gold in Tamil Nadu by women investors is high, while their awareness of modern options is moderate. Mahalakshmi and Sachin (2025) echoed this, mentioning the dependence of rural salaried people on fixed deposits and bonds, due to low financial literacy among them. Overall, these studies seem to converge on three points, namely, that demographic determinants are of paramount importance in shaping investment choices, that traditional avenues remain dominant despite increasing awareness about modern instruments, and that financial literacy and access to advisors remain key in bridging the perception gaps.

RESEARCH GAP

Though a large body of research has been conducted on the attitude of investors regarding traditional and new investment outlets in India, comparatively fewer studies have been conducted in the North Gujarat context particularly. The investment behavior is on average generalized at a national level, without

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considering socio-cultural, demographic, and regional economic variations in the existing literature. Furthermore, there is a dearth of empirical evidence from primary surveys specifically on how risk, safety and returns perceptions across these avenues are held by investors in semi-urban and rural areas of Gujarat. This work contributes to the knowledge in the following ways: It provides localized implications of changing investment patterns and connects the traditional financial behavior with the modern investment tendency.

RESEARCH OBJECTIVES

1. To examine whether investors in North Gujarat significantly prefer and trust traditional investment avenues such as fixed deposits, gold, and real estate due to their safety, stability, and reliability.
2. To evaluate whether investors in North Gujarat show a stronger preference and positive attitude toward modern investment avenues such as mutual funds, equities, and cryptocurrencies when compared to traditional options like fixed deposits, gold, and real estate.
3. To analyze whether the demographic factor of **income** significantly influences investors' preference between traditional avenues (FDs, gold, real estate) and modern avenues (mutual funds, equities, cryptocurrencies) in North Gujarat.

RESEARCH METHODOLOGY

Research Design:

The study adopted descriptive and analytical research design to assess the investor perception towards traditional and modern investment avenues of North Gujarat.

Population and Sampling:

The population was investors living in North Gujarat. A purposive sampling technique was applied in selecting 70 respondents to ensure representation of diverse demographic profiles such as age, gender and income.

Data Collection Method:

Primary data was obtained from a structured questionnaire aimed at getting the perceptions of investors on traditional (FDs, gold, real estate) and modern (mutual funds, equities, cryptocurrencies) investment options.

Variables Studied:

Variables that serve as factors influencing another variable. E.g. Using a model of disease prevalence among a population, a modeller might try to determine whether a correlation exists between the number of people living in a household and their food consumption. Independent variables - demographic factors such as income, age, and gender Dependent variables and ways of perception towards traditional and modern investment avenues.

Statistical Tools:

The following statistical methods are used: -

One-Sample t-test was used to compare investors preference for traditional avenues against the neutral score of 3.

Paired Sample t-test was used to compare the mean differences between perception of traditional and modern avenues.

An Analysis of Variance (ANOVA) was used to analyse the effect of income on investment preferences.

Data Analysis:

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Data collected was analyzed with the help of the statistical software- SPL. Descriptive statistics, including mean and standard deviation, were used to provide an overview and inferential statistics were used to test the formulated hypotheses.

Interpretation:

Results revealed a high level of faith in traditional channels whereas a new liking for modern channels emerged; moreover, there was no significant income influence on choice which provides a holistic picture of investment behaviour in North Gujarat.

DATA ANALYSIS AND INTERPRETATION

Null Hypothesis (H₀):

There is no significant difference in investor perception toward traditional investment avenues in North Gujarat; the mean perception score is equal to the test value (3).

Alternative Hypothesis (H₁):

There is a significant difference in investor perception toward traditional investment avenues in North Gujarat; the mean perception score is greater than the test value (3).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
I prefer traditional investment avenues (FDs, gold, real estate) due to safety and stability.	70	3.4286	.87760	.10489
I trust traditional investment options more than modern ones.	70	3.4000	1.05501	.12610

	One-Sample Test						
	Test Value = 3						95% Confidence Interval of the Difference
	t	df	Sig. (2-tailed)	(2-tailed)	Mean Difference	Lower	
I prefer traditional investment avenues (FDs, gold, real estate) due to safety and stability.	4.086	69	.000	.42857	.2193	.6378	
I trust traditional investment options more than modern ones.	3.172	69	.002	.40000	.1484	.6516	

Data Interpretation

One-sample t-test was carried out with the test value of 3, which is neutral perception. For the statement, "I prefer conventional investment avenues (FDs, gold, real estate) on the basis of safety and stability", the mean score was 3.43 and the standard deviation was 0.87. The t-value of the calculated t-value was 4.086 ($p = 0.000 < 0.05$) which shows that investors significantly prefer conventional channels above the neutral level. Similarly, for the statement "I trust modern investment options more than traditional investment

options" the mean was 3.40 and the standard deviation was 1.05. The t-value was 3.172 ($p = 0.002 < 0.05$) again validating a significant degree of confidence in traditional investments over the test value.

Thus, both findings demonstrate that investors hold a favorable view of conventional (traditional) investment options in North Gujarat indicating that safety, stability and trust are the most important factors influencing investor perception.

Since both the p-values are less than 0.05, the null hypothesis (H_0) is rejected. The another hypothesis (H_1) is accepted, which states that investors significantly prefer/ trust conventional investment in the North Gujarat.

Null Hypothesis (H_0):

Investors in North Gujarat do not show a significant difference in preference between modern and traditional investment avenues.

Alternative Hypothesis (H_1):

Investors in North Gujarat show a significant difference in preference between modern and traditional investment avenues.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Traditional_Mean	3.4143	70	.70182	.08388
	Modern_Mean	3.6929	70	.45479	.05436

Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1		Traditional_Mean & Modern_Mean	70	.132	.276

		Paired Differences					t	df	Sig. (2-tailed)			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
					Lower	Upper						
Pair 1	Traditional_Mean - Modern_Mean	- .27857	.78429	.09374	- .46558	.09156	-2.972	69	.004			

Paired samples t-test was used to compare traditional investment channels ($M = 3.41$, $SD = 0.70$) and modern investment channels ($M = 3.69$, $SD = 0.45$) scores of 70 investors. The consistency between the two perceptions was low and statistically insignificant ($r = 0.132$, $p = 0.276$), indicating that preference for conventional and modern routes are fairly independent from each other.

The mean difference was -0.2786 (traditional < modern), and the standard error was 0.0937. The 95% confidence interval of the difference was -0.4656 - -0.0916. The results of the paired samples t-test $t(69) = -2.972$, $p = 0.004 (< 0.05)$ suggested that there is a statistically significant difference between traditional and modern preferences.

This implies that the investors in North Gujarat have higher preference for the latest investment options such as mutual funds, equities and cryptocurrencies than the traditional investment options.

Since $p = 0.004 < 0.05$, the null hypothesis H02 is rejected. The alternative hypothesis (H12) is accepted, which means that the investors significantly prefer the modern avenues of investment than traditional avenues of investment in North Gujarat.

Null Hypothesis (H₀):

Income does not significantly influence investor choice between traditional and modern investment avenues.

Alternative Hypothesis (H₁):

Income significantly influences investor choice between traditional and modern investment avenues.

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
I prefer traditional investment avenues (FDs, gold, real estate) due to safety and stability.	Between Groups	.576	3	.192	.241	.867
	Within Groups	52.567	66	.796		
	Total	53.143	69			
Modern investments (mutual funds, equities, crypto) provide better wealth creation opportunities.	Between Groups	3.357	3	1.119	1.212	.312
	Within Groups	60.929	66	.923		
	Total	64.286	69			

For the statement "I prefer traditional investment options due to security and stability", we find that ANOVA = $F(3,66) = 0.241$, $p = 0.867$. Since the p-value is far greater than 0.05, it can be concluded that there is no significant difference in perception towards conventional means for different income groups. The results for the statement "Modern investments offer better wealth creation opportunities" are $F(3,66) = 1.212$, $p = 0.312$. Again, the p-value is greater than 0.05 which suggests that there are no significant differences between income groups in regard to their perception of modern avenues of investment.

Overall, these results suggest that the preferences of investors towards the different traditional and modern forms of investment are consistent across the income levels in North Gujarat. In other words, income is not a major determinant of investment decisions between traditional and modern investment options.

Since both the p-values (0.867 and 0.312) are higher than 0.05, the null hypothesis (H₀) is accepted and the alternative hypothesis (H₁) is rejected.

This implies that income does not play much role in the choice of the investor in choosing between the traditional and modern investment vehicles in North Gujarat.

CONCLUSION

The study on investor perception in North Gujarat shows the unequivocal preferences of the investors in their choices of investment options. One sample t-test showed that the investors prefer and trust

conventional avenues like fixed deposit, gold, and real estate at a significant rate. The mean score of all three criteria was higher than the neutral value of 3 with p-values below 0.05, and the results confirmed that safety, stability, and reliability are still the main reasons why conventional options are perceived positively. This illustrates the conservative nature of investors that prefer security and consistent returns instead of volatility.

However, when contrasting the traditional investment channels to the modern investment channels, the paired sample t-test showed that investors are more inclined towards the modern investment channels such as mutual funds, equities, and cryptocurrencies. The difference between the two categories (significant difference ($p = 0.004$)) and a higher mean score for modern avenues shows that investors are becoming more open to growth-oriented avenues. The change represents an increasing consciousness, easier access to financial markets and a greater confidence in professional fund management and digital platforms. Thus, although tradition still continues to command trust, other current avenues are increasingly winning over investor preference.

ANOVA analysis with respect to the effect of income showed that there was no significant difference in investment preference in the income groups. The perception of both traditional and modern investment was similar across the different income brackets. This finding leads to the conclusion that investment attitudes in North Gujarat are broadly determined by the general level of financial awareness and cultural orientation and not by income gaps.

Collectively, the results paint a two-pronged view of investor behaviour in North Gujarat: one which indicates a robust foundation of trust in traditional sources of stability, another which signals a growing orientation towards modern sources of wealth creation. That the two views are balanced characterized as a shift in investment behavior towards a gradual diversification of investor choices rather than a single category.

RECOMMENDATION

Financial advisors and policymakers should promote well-balanced portfolio strategies that blend the stability of traditional holdings with the growth potential of contemporary investments. Investor education programmes need to include improvement of financial literacy in risk-return risk-offers, especially in equities and cryptocurrencies to develop a rational decision-making process. Banks and financial institutions should use digital platforms to make modern investments more accessible and credible, while still establishing the credibility of the traditional products. Finally, personalized advisory services based on investor profiles can add confidence and guide diversification, ensuring that both safety and growth aspirations are well addressed in the investment landscape of North Gujarat.

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સામાજિક બુદ્ધિ કસોટીની સંરચના અને પ્રમાણીકરણ

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સારાંશ

પ્રસ્તુત સંશોધન ગુજરાત રાજ્યના સ્નાતકક્ષાના વિદ્યાર્થીઓ માટે સામાજિક બુદ્ધિક્ષોટીની રચના કરવામાં આવેલ હતી. જેમાં સ્નાતક કક્ષાના કુમારો ૧૭૧૮ અને સ્નાતકક્ષાની કન્યાઓ ૧૭૫૩ એમ કુલ ૩૪૭૨ વિદ્યાર્થીઓનો સમાવેશ કરવામાં આવ્યો હતો ઉપકરણ 'સ્વરચિત' સામાજિક બુદ્ધિક્ષોટીની રચના કરવામાં આવેલ હતી જ્યારે માહિતીનું પૃથક્કરણ ટી-ક્ષોટી દ્વારા કરવામાં આવ્યું હતું અભ્યાસના અંતે રચેલ શૂન્ય ઉત્કલ્પનાનો સ્વીકાર થાય છે. માટે સ્નાતક કક્ષાના કુમાર અને સ્નાતકક્ષાના કન્યાઓની સામાજિક બુદ્ધિક્ષોટીનાં પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જેવા મજયો ન હતો ?

૧.૦ પ્રસ્તાવના :-

વ્યક્તિ-વ્યક્તિમાં ભિન્નતા હોય છે. સમાન દેખાતી વ્યક્તિઓનાં પણ આંતરિક તફાવતો હોય છે. વ્યક્તિનું લાક્ષણિક વર્તન તેના વ્યક્તિત્વની પારાશીશી છે. જોકે મનુષ્યના બાફ્ય વર્તન ઉપરથી વ્યક્તિનું વ્યક્તિત્વ માપી શકાય છે. વ્યક્તિ કુદરતી રીતે વર્તતી હોય ત્યારે તેના વર્ગનું નિરીક્ષણ છે. એ વ્યક્તિને સમજવાની એક રીત છે.

૨.૦ શિર્ષક :-

પ્રસ્તુત સંશોધન સમસ્યાનું શિર્ષક આ મુજબ શબ્દબદ્ધ કરેલ છે.

"સામાજિક બુદ્ધિક્ષોટીની સંરચના અને પ્રમાણીકરણ"

૩.૦ અભ્યાસનો હેતુ :-

૧. સામાજિક બુદ્ધિક્ષોટીની સંરચના અને પ્રમાણીકરણ કરવું.

૪.૦ અભ્યાસનાં ચલો ;-

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પ્રસ્તુત અભ્યાસના ચલ આ મુજબ છે.

૧. સ્વતંત્ર ચલ :- જાતિયતા - કક્ષા ૧ કુમારો

કક્ષા ૨ કન્યા

૨. પરતંત્ર ચલ :- સામાજિક બુદ્ધિ

૫.૦ અભ્યાસની શૂન્ય ઉત્કલ્પના :-

સનાતક કક્ષાના કુમાર અને કન્યાઓની સામાજિક બુદ્ધિક્ષોટીના સરેરાશ પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નહીં હોય.

૬.૦ પદોની વ્યવહારુ વ્યાખ્યા :-

“સામાજિકબુદ્ધિએ વ્યક્તિની સમજવાની અને યોગ્ય વ્યવસ્થા કરવાની સક્ષમતા છે.”

- થોર્નડઈક (૧૯૩૦)

“સામાજિક બુદ્ધિ સામાન્ય રીતે લોકો સાથે વિચાર અને સમજનો સરળ બનાવવાની ક્ષમતા માટેની સામાજિક આવડત છે. જે વિવિધ સામાજિક બાબતોનું જ્ઞાન જીથના અન્ય સભ્યો તરફથી મળતી ઉતેજિત સંભાવના અને કામચલાઉ ભાવના અને આંતરિક લાક્ષણિકતા છે.”

- વનોન (૧૯૩૦)

પ્રસ્તુત સંશોધનમાં સમાવિષ્ટ શબ્દોની વ્યવહારુ વ્યાખ્યા સંશોધન દ્વારા આ પ્રમાણે કરી છે.

“ સામાજિક બુદ્ધિ કસોટી પર મેળવેલ પ્રાપ્તાંકો”

૭.૦ સંશોધનનું ક્ષેત્ર :-

પ્રસ્તુત સંશોધનમાં સામાજિક બુદ્ધિ કસોટીની સંરચના કરેલ હોવાથી આથી પ્રસ્તુત સંશોધન મનોવૈજ્ઞાનિક માપન અને મુલ્યાકનનું ક્ષેત્રને સ્પર્શાત્મક કરી જાય.

૮.૦ સંશોધનનો પ્રકાર :-

પ્રસ્તુત સંશોધન સૈદ્ધાંતિક જ્ઞાનમાં વ્યવહારિક ઉપયોગ પર આધારિત છે. આથી પ્રસ્તુત સંશોધનનો પ્રકાર વ્યવહારિક અને સંખ્યાત્મક સંશોધન ગણી શકાય.

૯.૦ વ્યાપવિશ્ય :-

પ્રસ્તુત સંશોધનમાં સંશોધકે વ્યાપવિશ્વ તરીકે ગુજરાત રાજ્યના સ્નાતક કક્ષાના કુમાર અને કન્યાઓનો સમાવેશ કરવામાં આવ્યો હતો.

૧૦.૦ નમૂના પસંદગી :-

પ્રસ્તુત સંશોધનના નમૂના તરીકે સ્નાતક કક્ષાના કુમારો ૧૭૧૮ અને કન્યાઓ ૧૭૫૩ એમ ફ્લ મળીને ૩૪૭૨નો નમૂના યાદ્યાચ્છિક રીતે પસંદ કરવામાં આવ્યો હતો.

૧૧.૦ સંશોધનની પદ્ધતી :-

પ્રસ્તુત સંશોધનમાં સર્વેક્ષણ સંશોધન પદ્ધતિનો ઉપયોગ કરવામાં આવ્યો હતો.

૧૨.૦ ઉપકરણ :-

પ્રસ્તુત સંશોધનમાં ઉપકરણ તરીકે સ્વરચિત સામાજિક બુદ્ધિક્ષોટીની રચના કરવામાં આવી હતી. જેમાં ડૉ.એસ.માથુર દ્વારા રચિત સામાજિક બુદ્ધિક્ષોટીનો સંદર્ભ લેવામાં આવ્યો હતો.

૧૩.૦ માહિતીનું એકત્રીકરણ :-

પ્રસ્તુત સંશોધનમાં સંશોધકે સામાજિક બુદ્ધિ કસોટી આપીને માહિતીનું એકત્રીકરણ કરવામાં આવ્યું હતું અને સામાજિક બુદ્ધિ કસોટી દ્વારા પ્રાપ્તાંકો મેળવવામાં આવ્યા હતા.

૧૪.૦ માહિતીના પૃથક્કરણની રીત :-

સામાજિક બુદ્ધિક્ષોટી પરથી મેળવેલ પ્રાપ્તાંકોના આધારે તેનું અંકશાસ્ત્રીય પૃથક્કરણ કરવામાં આવ્યું હતું જેમાં સરાસરી પ્રમાણ વિચલન અને ટી-મૂલ્યની ગણતરી કરવામાં આવી હતી.

૧૫.૦ માહિતીનું પૃથક્કરણ અને અર્થધારણ :-

પ્રસ્તુત સંશોધનમાં સ્નાતકકક્ષાના કુમાર અને કન્યાઓની સામાજિક બુદ્ધિક્ષોટીના અભ્યાસ માટે ઉત્કલ્પના રચવામાં આવી હતી. ઉત્કલ્પનાની ચકાસણી માટે સ્નાતકકક્ષાના વિદ્યાર્થીઓ પાસેથી એકત્ર કરેલ માહિતીનું પૃથક્કરણ કરવામાં આવ્યું હતું જેમાં જાતિયતા અનુસાર વિદ્યાર્થીઓની સંખ્યા, સરાસરી પ્રમાણવિચન અને ટી-મૂલ્ય સારણી-૧ માં રજુ કરેલ છે.

સારણી -૧.૦

જાતિયતા અનુસાર વિદ્યાર્થીના સામાજિક બુદ્ધિક્ષોટીનું પ્રપ્તાંકોનું પૃથક્કરણ

સામાજિક બુદ્ધિ	સંખ્યા	સરાસરી	પ્રમાણવિચન	ટી-મૂલ્ય
કુમાર	૧૭૧૮	૩૨.૫૩	૨.૦૪	૦.૮૩

કન્યા	૧૭૫૩	૩૨.૫૪	૨.૦૯	
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સારણી ૧.૦ થી જણાય છે કે સ્નાતકક્ષાના કુમારોની સંખ્યા ૧૭૧૮ હતી. તેની સરાસરી ૩૨.૫૩ અને પ્રમાણવિચલન ૨.૦૪ હતું જ્યારે સ્નાતક કક્ષાના કન્યાઓની સંખ્યા ૧૭૫૩ હતી. તેની સરાસરી ૩૨.૫૪ અને પ્રમાણવિચલન ૨.૦૯ હતું. બજે વચ્ચેની સાર્થકતા ચકાસવા માટે ટી-મૂલ્ય ૦.૮૩ જોવા મળ્યું હતું જે ૦.૦૫ અને ૦.૦૧ બે માંથી એકપણી કક્ષાએ સાર્થક નથી આથી જ કહી શકાય કે સ્નાતક કક્ષાના કુમારો અને કન્યાઓની સામાજિક બુદ્ધિક્ષેપનનાં પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળ્યો ન હતો.

૧૬.૦ શૂન્ય ઉત્કલ્પનાઓ અને તેની ચકાસણીની વિગતો :-

ક્રમ	શૂન્ય ઉત્કલ્પના	ટી-મૂલ્ય	સ્વીકાર/અસ્વીકાર
૦૧	સ્નાતક કક્ષાના કુમારો અને કન્યાઓની સામાજિક બુદ્ધિક્ષેપનનાં સરેસાશ પ્રાપ્તાંકો વચ્ચે સાર્થક તફાવત નથી હોય.	૦.૮૩	સ્વીકાર

૧૭.૦ અભ્યાસના તારણો :-

પ્રસ્તુત સંશોધનના અભ્યાસના મળેલ તારણ આ મુજબ હતું.

૧. સ્નાતકક્ષાના કુમાર અને કન્યાઓની સામાજિક બુદ્ધિ સમાન જોવા મળી હતી.

સંદર્ભ સૂચી :-

- ઉચાટ.ડી.એ. અને અન્ય (૨૦૨૦) સંશોધન અહેવાલનું લેખન શી રીતે કરશો ? રાજકોટ નિજિઝ સાયકો સેન્ટર.
- દોંગા.એન.એસ. (૨૦૨૦) અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ શિક્ષણની પ્રક્રિયા અને માહિતી યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

- શોગસણા વાય એ (૨૦૨૦૨૦) સામાજિકબુદ્ધિ તુલા મનોવિજ્ઞાનભવન સૌરાષ્ટ્ર યુનિવર્સિટી

૨૪૯૯૮.



શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમની માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ પર

અસરકારકતા

કિઝા એચ. બોરીસાણીયા

મદદનીશ અધ્યાપક, નવયુગ બી.એડ. કોલેજ, વીરપર – મોરબી.

સારાંશ

પ્રસ્તુત અભ્યાસમાં શ્રીમદ્ ભગવદ્ ગીતા પર આધારિત શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમની રચના કરીને તેની માધ્યમિક શાળાના ધોરણે હના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ પર અસર તપાસવામાં આવી હતી. શ્રીમદ્ ભગવદ્ ગીતાના ૧૮ અધ્યાયમાંથી ૬૩ શલોકોને પસંદ કરીને શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમની સંરચના માટે સંશોધકે કાર્યપત્રકનો ઉપકરણ તરીકે ઉપયોગ કર્યો હતો. શ્રીમદ્ ભગવદ્ ગીતામાંથી માહિતી એકત્રીકરણ માટે તૈયાર કરેલ કાર્યપત્રકોમાં નક્કી કરેલ હેતુઓ પ્રમાણે માહિતીની નોંધ કરવામાં આવી હતી. આ પ્રમાણે પ્રતિદિન ૫૦ મિનિટ્સનો ૨૫ દિવસીય કાર્યક્રમ રચવામાં આવ્યો હતો. જેની અસરકારકતા તપાસવામાં માટે આકસ્મિક બે જુથ, પૂર્વકસોટી - ઉત્તરકસોટી પ્રાયોગિક સંશોધન યોજનાનો ઉપયોગ કરીને પ્રયોગ હાથ ધરવામાં આવ્યો હતો. શૈક્ષણિક સિદ્ધિના માપન માટે કાર્યક્રમ આપ્યા પહેલાના સત્રાંત પરીક્ષાના ગુણ અને કાર્યક્રમ આપ્યા બાદના વાંચિક પરીક્ષાના ગુણને ધ્યાનમાં લેવામાં આવ્યા હતા. આ માહિતીનું ટી-કસોટી વડે પૃથક્કરણ કરવામાં આવ્યું હતું. પ્રાપ્ત પરિણામો આ પ્રમાણે હતા : શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો માધ્યમિક શાળાના વિદ્યાર્થીઓ પર અમલ કરવાથી વિદ્યાર્થીઓમાં આધ્યાત્મિક વલણ કેળવાય છે. જેથી તેમની હતાશા ફૂર થાય છે, હતાશા ફૂર થવાથી તેમનું મન શાંત થાય છે, જેને લીધે તેમનામાં એકાગ્રતા અને આત્મવિશ્વાસમાં વધારો થાય છે. મન એકાગ્ર થવાથી તેમની સ્મૃતિશક્તિમાં વધારો થાય છે. સ્મૃતિશક્તિમાં વધારો થવાથી શૈક્ષણિક સિદ્ધિમાં વધારો થાય છે.

ચારીંદ્ર શબ્દો: શ્રીમદ્ ભગવદ્ ગીતા, આધ્યાત્મિક શિક્ષણ, આધ્યાત્મિક આંક, આધ્યાત્મિક વલણ, માનસિકશક્તિ, શૈક્ષણિક સિદ્ધિ

૧.૦ પ્રાસ્તાવિક

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આજે શાળા – કોલેજોમાં વિદ્યાર્થીઓના I.Q. બુદ્ધિઅંકની વિશેષ ચિંતા કરવામાં આવે છે, પરંતુ E.Q. ભાવનાત્મકઅંકની નહીં. જ્યારે વિદ્યાર્થીઓના S.Q. આધ્યાત્મિકઅંકની તો જરાય ચિંતા કરવામાં આવતી નથી. માનવી બુદ્ધિમાં પણ હવે કૃતિમબુદ્ધિ A.I. વાપરવા લાગ્યો છે. આધ્યાત્મિકતાના અભાવે માનવી દિશાહીન બની ગયો છે. માનવ દાનવ બનતો જઈ રહ્યો છે. રાષ્ટ્રકવિ રામધારીસિંહ દિનકરજી કહે છે કે, "આજ કી શિક્ષા સે જ્ઞાનવાન રાક્ષસ પૈદા હોતે હૈ." વિશ્વની સમક્ષ 'ગાન કલ્યર' નિર્માણ થઈ રહ્યું છે. તેથી જ માનવીના આધ્યાત્મિકઅંક S.Q.ની ચિંતા દુનિયા કરશે ત્યારે જ વિશ્વશાંતિના પગરવ સંભળાશે. આધ્યાત્મિક અંક માટે આધ્યાત્મિક અધ્યયન જરૂરી છે અને તેના માટે એકમેવ ગુંથ છે ગીતાજી.

ડૉ. ડી.એસ.કોઠારીએ સાચું જ કહ્યું છે કે, મારે કહેવું જોઈએ કે ઝડપથી બદલાતા વિશ્વમાં જ્યારે એક પેઢીના જીવન દરમિયાન ન ઓળખાય તેવા પરિવર્તનો થાય છે, ત્યારે શિક્ષણને અતિ મહત્વનો ભાગ ભજવવાનો છે અર્થાત્ વ્યક્તિની, સમાજની અને રાષ્ટ્રની આભાદીનો સૌથી મોટો આધાર 'શિક્ષણ' જ છે. ત્યારે શિક્ષણ અને તેના હેતુઓ તથા પદ્ધતિમાં ધરમૂળથી ફેરફાર કર્યા સિવાય ચાલે તેમ નથી. ત્યારે રાષ્ટ્રીય શિક્ષણ નીતિ આપણી સમક્ષ એક પડકાર રજૂ કરે છે કે શિક્ષણને આપણે હવે સમજપૂર્વક, પ્રયત્નપૂર્વક, કુનેહપૂર્વક જીવનલક્ષી અને વ્યવસાયલક્ષી બનાવીએ, સાથે સાત્ત્વિક અને આધ્યાત્મિક શિક્ષણની આવશ્યકતા દેખાય રહી છે, ત્યારે પ્રસ્તુત વિચાર ધર્યો અભિપ્રેત લાગે છે.

2.0 અભ્યાસના હેતુઓ

પ્રસ્તુત અભ્યાસના હેતુઓ આ પ્રમાણે હતા.

- 2.1 માધ્યમિક શાળાના વિદ્યાર્થીઓ માટે શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમની સંરચના કરવી.
- 2.2 શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમની માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ પર અસર તપાસવી.

3.0 શૂન્ય ઉત્કલ્પના

નીચે પ્રમાણેની શૂન્ય ઉત્કલ્પના રચવામાં આવી હતી અને ચકાસવામાં આવી હતી.

- 3.1 શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમનો અમલ થયો હોય અને ન થયો હોય તેવા માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહીં હોય.

૪.૦ અભ્યાસમાં સમાવિષ્ટ ચલો.

પ્રસ્તુત અભ્યાસમાં નીચે મુજબના ચલોને આવરવામાં આવ્યા હતા.

૪.૧ સ્વતંત્ર ચલ : શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમ એ પ્રસ્તુત અભ્યાસનો સ્વતંત્ર ચલ હતો. જેની બે કક્ષાઓ હતી.

શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમ : (૧) શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ
(૨) શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ નહિ

૪.૨ પરતંત્ર ચલ : શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમના પરતંત્ર ચલ શૈક્ષણિક સિદ્ધિ પર અસર તપાસવામાં આવી હતી.

૪.૩ અંકુશિત ચલ : અભ્યાસ દરમિયાન (૧) અભ્યાસનું ધોરણ (૨) શિક્ષણનું માધ્યમ અને (૩) શાળા પર્યાવરણ એમ ત્રણ ચલોની અસર નિયંત્રિત કરવામાં આવી હતી.

૪.૪ આંતરવર્તી ચલ : અભ્યાસ હેઠળના પરતંત્ર ચલો પર નીચેના ચલોની અસર થઈ હોય તેવી ધારણા કરવામાં આવી હતી.

૧. વિદ્યાર્થીઓમાં પ્રવર્તતા વૈયક્તિક તફાવતો
૨. વિદ્યાર્થીઓનો રસ અને ઉત્સાહ
૩. વિદ્યાર્થીઓની માનસિક સ્થિતિ

૫.૦ સંશોધનનું ક્ષેત્ર

પ્રસ્તુત સંશોધનનું ક્ષેત્ર શિક્ષણ, શિક્ષણનું મનોવિજ્ઞાન અને શિક્ષણનું તત્ત્વજ્ઞાન છે.

૬.૦ સંશોધનનો પ્રકાર

પ્રસ્તુત સંશોધનમાં મળતી માહિતી આંકડાકીય સ્વરૂપે હોવાથી સંખ્યાત્મક પ્રકારનું તેમજ શાબ્દિક વર્ણન પણ હોવાથી ગુણાત્મક પ્રકારનું પણ હતું. તેથી મિક્શ મેથડ નો ઉપયોગ થયેલો હતો.

૭.૦ સંશોધનનું મહત્વ

પ્રસ્તુત સંશોધનનું મહત્વ આ પ્રમાણે આંકી શકાય.

➢ પ્રવર્તમાન હરીફાઈના યુગમાં મોટે ભાગે ધોરણ - ૧૦ અને ધોરણ - ૧૨ના વિદ્યાર્થીઓ તણાવ અનુભવે છે. વાલીઓ અને શૈક્ષણિક સંસ્થાઓ તરફથી ઉચ્ચ ટકાવારી લાવવા માટેનું તેમના પર દબાણ જીવા મળે છે, આશી તેઓ મુક્તપણે અધ્યયન પ્રક્રિયા (અભ્યાસ)માં ભાગ લઈ શકતા નથી. આવા સમયે મુક્ત રીતે હતાશારહિત અભ્યાસ કરી શકે તે માટે આ અભ્યાસ ખૂબ જ અગત્યનો છે.

- પશ્ચિમી આધુનિકતાના અનુકરણની હોડમાં વિદ્યાર્થીઓમાં સંસ્કારો, સદ્ગુણો, આદશો, મૂલ્યો વિસરતા જઈ રહ્યા છે, ત્યારે વિદ્યાર્થી જીવન અવસ્થામાં વિદ્યાર્થી તરીકેના ધર્મોથી તેમને અવગત કરવા માટે આ અભ્યાસ ખૂબ જ અગત્યનો છે.
- શ્રીમદ્ ભગવદ ગીતાજીમાં ફલિત થતાં શૈક્ષણિક વિચારો વિદ્યાર્થીઓની કથળતી મનોદશાને મજબૂત બનાવવામાં મદદરૂપ બનશે.
- ભાવિ સંશોધકો અને પ્રાધ્યાપકોને શ્રીમદ્ ભગવદ ગીતા જ્ઞાન કાર્યક્રમની રૂપરેખાનો ખ્યાલ આવશે.

૬.૦ વ્યાપવિશ્ અને નમૂનો

પ્રસ્તુત અભ્યાસમાં જૂનાગઢ શહેરની ગુજરાતી માધ્યમની શાળામાં વર્ષ ૨૦૨૨-૨૩માં અભ્યાસ કરતાં નવમા ધોરણના વિદ્યાર્થીઓને વ્યાપવિશ્ તરીકે પસંદ કરવામાં આવ્યા હતા. પ્રયોગોના અમલીકરણ માટે જૂનાગઢ શહેરની ગવર્નેન્ટ ગલ્સ્ હાઇસ્ક્લાસ અને માતૃશ્રી એમ.જી.ભુવા કન્યા વિદ્યામંડિર શાળાની પસંદગી સહેતુક નમૂના પસંદગીની રીતથી કરવામાં આવી હતી. આ શાળામાં અભ્યાસ કરતાં માધ્યમિક શાળાના ૨૮૦ વિદ્યાર્થીઓને આક્સિમિક રીતે પસંદ કરવામાં આવ્યા હતા. જેમાંથી ૧૪૦-૧૪૦ વિદ્યાર્થીઓના બે જૂથો આક્સિમિક રીતે રચવામાં આવ્યા હતા, જે પૈકી એકને આક્સિમિક રીતે પ્રાયોગિક જૂથ અને બીજાને નિયંત્રિત જૂથ તરીકે પસંદ કરવામાં આવ્યું હતું.

૬.૧ ઉપકરણ

પ્રસ્તુત અભ્યાસમાં સમાવિષ્ટ પરતંત્ર ચલ શૈક્ષણિક સિદ્ધિ અંગે માહિતી મેળવવાની હતી.

વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિના માપન માટે સત્રાંત પરીક્ષાને પૂર્વ કસોટી તરીકે અને શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમ આપ્યા બાદની વાર્ષિક પરિક્ષાને ઉત્તરકસોટી તરીકે ગણવામાં આવી હતી.

શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમની સંરચના માટે સંશોધકે કાર્યપત્રકનો ઉપકરણ તરીકે ઉપયોગ કર્યો હતો. શ્રીમદ્ ભગવદ ગીતામાંથી માહિતી એકત્રીકરણ માટે તૈયાર કરેલ કાર્યપત્રકોમાં નક્કી કરેલ હેતુઓ પ્રમાણે માહિતીની નોંધ કરવામાં આવી હતી.

૧૦.૦ શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમ

પ્રસ્તુત અભ્યાસ માટે માધ્યમિક શાળાના ધોરણ ૮ના વિદ્યાર્થીઓને અનુરૂપ શ્રીમદ્ ભગવદ ગીતાજ્ઞાન કાર્યક્રમ રચવામાં આવ્યો હતો. જે પ્રતિદિન ૬૦ મિનિટનો અને ૨૫ દિવસીય કાર્યક્રમ

હતો. શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમમાં શ્રીમદ્ ભગવદ્ ગીતામાંથી પસંદીત ૬૩ શલોકોને ધ્યાનમાં લેવામાં આવ્યા હતા.

આ કાર્યક્રમની સંરચના માટે (૧) શ્રીમદ્ ભગવદ્ ગીતાનો ગહન અભ્યાસ, (૨) તજ્જીવ સમિક્ષા અને (૩) પૂર્વેક્ષણનો ઉપયોગ કરીને ગીતાજ્ઞાન કાર્યક્રમના પ્રાથમિક સ્વરૂપ, દ્વિતીય સ્વરૂપ અને અંતિમ સ્વરૂપની રચના કરવામાં આવી હતી. અંતિમ સ્વરૂપનો પ્રતિદિન ૬૦ મિનિટનો શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમ આ પ્રમાણે હતો.

શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમ

ક્રમ	શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમના ઘટકો	સમય
૧.	ॐ કારનું ઉચ્ચારણ (ત્રણ વખત)	૦૨ મિનિટ
૨.	નક્કી કરેલા નિત્ય બોલાવવાના ત્રણ શલોકો	૧૦ મિનિટ
૩.	પ્રેરક પ્રસંગ કે વાતાં	૧૦ મિનિટ
૪.	શલોક પઠન/શલોક ગાન	૧૦ મિનિટ
૫.	શલોકાર્થ – ભાવાર્થ – સમજૂતી	૨૫ મિનિટ
૬.	ધ્યાન	૦૨ મિનિટ
૭.	શાંતિપાઠ (સર્વે ભવન્તુ સુખિનः…………)	૦૧ મિનિટ
કુલ સમય		૬૦ મિનિટ

૧૧.૦ સંશોધન પદ્ધતિ અને તેનું અમલીકરણ

શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમની વિદ્યાર્થીઓની શૈક્ષણિક સિક્ષિ પરની અસર તપાસવાની હોવાથી પ્રસ્તુત અભ્યાસ પ્રાયોગિક સંશોધન પદ્ધતિથી હાથ ધરવામાં આવ્યો હતો. પ્રાયોગિક યોજના તરીકે બે આકસ્મિક જીથો, પૂર્વકસોટી - ઉત્તરકસોટી યોજનાનો ઉપયોગ કરવામાં આવ્યો હતો. આ યોજનાની રજૂઆત આ પ્રમાણે છે.

આકસ્મિક બે જીથો, પૂર્વકસોટી - ઉત્તરકસોટી યોજના

જીથ	પૂર્વકસોટી	સ્વતંત્ર ચલ	ઉત્તરકસોટી
પ્રાયોગિક જીથ E_R	T_1	X_1	T_{2E}
નિયંત્રિત જીથ C_R	T_1	X_2	T_{2C}

જ્યાં, T_1 – સત્રાંત પરીક્ષા, T_2 – વાર્ષિક પરીક્ષા

X_1 – શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ

X₂ - શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ નહીં

સૌપ્રથમ પૂર્વકસોટી વડે બંને જીથના પાત્રો પાસેથી શૈક્ષણિક સિદ્ધિ પરતંત્ર ચલનું માપન કરવામાં આવ્યું હતું. ત્યારબાદ માત્ર પ્રાયોગિક જીથના પાત્રો પર શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ કરવામાં આવ્યો હતો. કાર્યક્રમને અંતે ઉત્તરકસોટી વડે બંને જીથના પાત્રો પાસેથી શૈક્ષણિક સિદ્ધિ પરતંત્ર ચલનું પુનઃ માપન કરવામાં આવ્યું હતું.

૧૨.૦ માહિતીનું પૃથક્કરણ અને અર્થધટન

માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ પરના શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમની અસર તપાસવા માટે પરતંત્ર ચલ પરના પ્રાયોગિક અને નિયંત્રિત જીથના પાત્રોના પૂર્વકસોટી અને ઉત્તરકસોટીના પ્રાપ્તાંકો પર ટી-કસોટી પ્રયુક્તિ વડે વિશ્લેષણ કરવામાં આવ્યું હતું. પૃથક્કરણને અંતે પ્રયોગના સંદર્ભમાં પ્રાપ્ત સરાસરી, t-મૂલ્ય તથા તેની સાર્થકતાની ગણાતરી સારણી-૧માં દર્શાવેલી છે.

સારણી - ૧

માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિ પરના પ્રાપ્તાંકોનું પૃથક્કરણ

જીથ	સંખ્યા	સરાસરી	પ્રમાણવિચલન	t - મૂલ્ય
પૂર્વકસોટી	૧૪૦	૧૪૬.૩૮૫૭	૪૫.૫૦૦૬૪	૪.૫૮૪**
ઉત્તરકસોટી	૧૪૦	૧૫૬.૪૨૧૪	૩૭.૯૪૭૭૨	

પ્રાયોગિક જીથ t - મૂલ્ય

**0.01 કક્ષાએ સાર્થક

જીથ	સંખ્યા	સરાસરી	પ્રમાણવિચલન	t - મૂલ્ય
પૂર્વકસોટી	૧૪૦	૧૫૫.૨૦૦૦	૪૮.૮૪૧૮૭	૧.૬૪૪૦૦
ઉત્તરકસોટી	૧૪૦	૧૫૬.૭૦૦૦	૪૦.૩૨૧૫૧	

નિયંત્રિત જીથ t - મૂલ્ય

સારણી-૧નું નિરીક્ષણ કરતાં જણાય છે કે બંને જીથ વચ્ચેની સરાસરીના તફાવતની સાર્થકતાનું t - મૂલ્ય (૪.૫૮૪) 0.01 કક્ષાએ સાર્થક છે. આથી રચેલ શૂન્ય ઉત્કલ્પના ૩.૧નો અસ્વીકાર થાય છે. એટલે કે શ્રીમદ્ ભગવદ્ ગીતાજ્ઞાન કાર્યક્રમનો અમલ થયો હોય તેવા માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિદ્ધિમાં વધારો જોવા મળે છે. જે સૂચવે છે કે શ્રીમદ્ ભગવદ્

ગીતાજ્ઞાન કાર્યક્રમની માધ્યમિક શાળાના વિદ્યાર્થીઓની શૈક્ષણિક સિક્ષિ પર સાર્થક અસર થાય છે અને શૈક્ષણિક સિક્ષિમાં વધારો થાય છે.

૧૩.૦ અભ્યાસના તારણો

પ્રસ્તુત અભ્યાસનું પરિણામ આ પ્રમાણે હતું.

➢ માધ્યમિક શાળાના વિદ્યાર્થીઓ પર શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમનો અમલ કરવાથી ગીતા જ્ઞાન દ્વારા વિદ્યાર્થીઓમાં આધ્યાત્મિક વલણ કેળવાય છે. જેથી તેમની હતાશા દૂર થાય છે. હતાશા દૂર થવાથી તેમનું મન શાંત થાય છે, જેને લીધે વિદ્યાર્થીઓમાં એકાગ્રતાશક્તિ અને આત્મવિશ્વાસમાં વધારો થાય છે. મન એકાગ્ર થવાથી તેમની સ્મૃતિશક્તિમાં વધારો થાય છે, સ્મૃતિશક્તિ વધવાથી તેમની શૈક્ષણિક સિક્ષિમાં વધારો થાય છે.

૧૪.૦ સંશોધનની નીપજ

પ્રસ્તુત અભ્યાસ દરમ્યાન અભ્યાસના હેતુઓને અનુલક્ષીને શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમની રચના કરવામાં આવી હતી. જે પ્રસ્તુત અભ્યાસની નીપજ છે.

શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમ. પ્રસ્તુત અભ્યાસનો હેતુ માધ્યમિક શાળાના વિદ્યાર્થીઓમાં આધ્યાત્મિક વલણ કેળવવાનો, હતાશા દૂર કરવાનો અને શૈક્ષણિક સિક્ષિમાં વધારો કરવાનો હતો. જે અનુસંધાને સંશોધક દ્વારા પાત્રોની કક્ષા અનુરૂપ રૂપ દિવસીય શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમ તૈયાર કરવામાં આવેલ હતો. જેનો ઉપયોગ કોઈપણ માધ્યમિક કે ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓ માટે થઈ શકશે. જે સંશોધનની મહત્વની નીપજ છે.

૧૫.૦ સંશોધન ફલિતાર્થો

પ્રસ્તુત સંશોધનના તારણો વિદ્યાર્થી, શિક્ષક, શાળા, સમાજ અને સરકાર માટે નીચે પ્રમાણે ઉપયોગી છે.

વિદ્યાર્થી. પ્રસ્તુત સંશોધનમાં શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમમાં વ્યક્ત શૈક્ષણિક વિચારો વિદ્યાર્થીઓમાં આવશ્યક ગુણો અને લક્ષણો, માનસિક સ્વાવલંબન, એકાગ્રતા, અધ્યયન રીત, વિદ્યાર્થીની ભૂમિત સ્થિતિ તથા તેના ઉકેલને પ્રકાશિત કરવામાં આવ્યા છે. જે વર્તમાન સમસ્યાઓના સમાધાન સ્વરૂપે પ્રગટ થાય છે.

શિક્ષક. શિક્ષકે શાળામાં વિદ્યાર્થીઓમાં સદ્ગુણો, મૂલ્યોના વિકાસ માટે અને અધ્યયનમાં એકાગ્ર બને તે માટે શ્રીમદ્ ભગવદ્ ગીતા જ્ઞાન કાર્યક્રમ યોજવો.

શાળા. વિદ્યાર્થીઓમાં આધ્યાત્મિક આંકના વિકાસ માટે શાળાની પ્રાર્થનાસભામાં ગીતાજીના અર્થે સાથે શ્લોકગાન કરાવવું.

સમાજ અને રાષ્ટ્ર. પ્રવર્તમાન સમયમાં વિદ્યાર્થીઓમાં વ્યાપેલ હતાશા – નિરાશાના પરિણામે આત્મહત્યાના ઈલાજ માટે ગીતાજીનું અધ્યયન જરૂરી છે.

સરકાર. જિલ્લા શિક્ષણ અને તાલીમ ભવન તથા જી.સી.ઈ.આર.ટી. દ્વારા આવા કાર્યક્રમો હાથ ધરી તેને અમલમાં મૂકવામાં આવે તો વિદ્યાર્થીઓમાં આંતરિક શક્તિ વિકસાવી શકાય છે. તેમજ માનસિક રીતે સક્ષમ બનાવી શકાય છે. તેથી ગીતા જ્ઞાનને અભ્યાસક્રમમાં સમાવવું.

૧૬.૦ ઉપસંહાર

શ્રીમદ્ ભગવદ ગીતાજ્ઞાન વિદ્યાર્થીને સકારાત્મક વિચારવાની શક્તિ અભ્યાસકાર્યમાં તેમજ જીવનવ્યવહારમાં ઉપયોગી બનશે તથા આધ્યાત્મિક વલણ કેળવાશે જેથી હતાશા દૂર થશે અને અભ્યાસકાર્યમાં ધ્યાન કેન્દ્રિત થશે. મન સ્થિર થશે. એકાગ્રતા અને આત્મવિશ્વાસ વધશે, મન એકાગ્ર થવાથી સ્મૃતિશક્તિમાં વધારો થશે. પરિણામે કાર્યની ગુણવત્તા ઊંચી પ્રાપ્ત કરી શકશે અને શૈક્ષણિક સિક્ષિમાં વધારો થશે. વિદ્યાર્થીઓ માનસિક રીતે સક્ષમ બને તે માટે શ્રીમદ્ ભગવદ ગીતાજીનું જ્ઞાન આપવું અનિવાર્ય છે. તેથી ગીતાના જ્ઞાનને અભ્યાસક્રમમાં સમાવવું જોઈએ.

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ચક્કીય તાલીમ દ્વારા કિકેટ નાં ખેલાડીઓની ચપળતા પર થતી અસરનો અભ્યાસ

કારાવદરા દીપુ મશરીભાઈ

(પીએચ.ડી. સ્કોલર) સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ.

ABSTRACT :

આ સંશોધન અભ્યાસનો હેતુ ચક્કીય તાલીમ દ્વારા કિકેટનાં ખેલાડીઓની ચપળતા પર થતી અસર તપાસવાનો હતો. આ સંશોધન અભ્યાસમાં કિકેટ રમતનાં ખેલાડી ભાઈઓ પૂરતો મર્યાદિત હતો. આ સંશોધન અભ્યાસમાં સૌરાષ્ટ્ર યુનિવર્સિટીનાં આંતર કોલેજ કક્ષાએ ભાગ લીધેલ ૧૮ થી ૨૫ વર્ષની વચ્ચે ધરાવતા ખેલાડી ભાઈઓને વિષયપાત્રો તરીકે પસંદ કરવામાં આવ્યા હતા. આ સંશોધન અભ્યાસમાં પ્રાયોગિક જીથ -૨૦ અને નિયંત્રિત જીથ -૨૦ એમ કુલ ૪૦ કિકેટનાં ખેલાડી ભાઈઓને યાદચિન્હ પદ્ધતિથી પસંદ કરવામાં આવ્યા હતા. પ્રાયોગિક જીથને ચક્કીય રમતની તાલીમ આવામાં આવી હતી. માપનના ધોરણમાં ચપળતાનું માપન શાટલરન ટેસ્ટ દ્વારા કરવામં આવ્યું હતું. પૂર્વ કસોટી અને ઉત્તર કસોટી પ્રાપ્ત કરેલ માહિતી પર ટી ટેસ્ટ લાગુ પાડી ૦.૦૫ કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી. જેના તારણો આ પ્રમાણે જોવા મળ્યા હતા. ૧) પ્રાયોગિક જીથનાં કિકેટનાં ખેલાડીઓની ચપળતાની પૂર્વ કસોટી અને ઉત્તર કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળેલ હતો. ૨) નિયંત્રિત જીથનાં કિકેટનાં ખેલાડીઓની ચપળતાની પૂર્વ કસોટી અને ઉત્તર કસોટી પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળેલ ન હતો.

પ્રસ્તાવના:

આજે શારીરિક ક્ષમતાની જરૂરિયાત વધારે છે. શારીરિક ક્ષમતા વ્યક્તિની કિયાશીલતા અને પરિસ્થિતિનો સામનો કરવાના માપદંડથી આપવામાં આવે છે જેથી એક સારી જીંદગી જીવી શકે આજના આધુનિક યુગમાં વ્યક્તિવધુ શરીરશ્રમ કરતો નથી પણ શરીરને તંદુરસ્ત રાખવા માટે બીજુ અન્ય પ્રવૃત્તિઓ કરતો હોય છે. એ આધાર પર આ પ્રશ્ન થાય છે કે ક્ષમતા શું છે - અને કેટલી જરૂરી છે વ્યક્તિની શારીરિક ક્ષમતા માટે ફક્ત શારીરિક શ્રમ જ જરૂરી છે વ્યક્તિની શારીરિક ક્ષમતા માટે ફક્ત શારીરિક શ્રમ જ જરૂરી નથી પણ એની સાથે સાથે માનસિક બાવાતમક, સામાજિક અને આધ્યાત્મિક બાબતો પણ એટલી જ જરૂરી છે. શારીરિક કેળવણીકારો જણાવે છે કે, આ બધી બાબતો

શારીરિક ક્ષમતા સાથે ધનિષ્ટ સંબંધો ધરાવે છે. ક્ષમતા વગર કોઈ પણ કાર્ય સારી રીતે પાર પાડી શકાય નહીં.

સર્વોંગી વિકાસના પાયામાં કસરત એ એક અગત્યની બાબત છે શરીરનો ઉઠાવ નમનીયતા, ચપળતા, સમતોલન, ગતિ સુમેળ, પ્રતિક્રિયા સમય, બળ અને સહનશક્તિ વગેરેનો તે ઉત્તમ રીતે વિકાસ કરે છે. શરીરના આંતરિક તંત્રો કસરતથી સુધરે છે. સામાન્ય કિયાઓ ઉત્તેજિત થાય છે શાસોચૂકવાસ અનુકૂળ બને છે સ્નાયુઓનો વિકાસ થાય છે અતિ નાની ધમનીઓ અને સૂક્ષ્મમાં ગરમી વધે છે ત્વચાનું વિસ્તરણ થાય છે જેને લઇ ને ગરમીનું નિયંત્રણ સુધરે છે તથા શરીરમાં પ્રબળ કાર્યોને અનુકૂળ રાસાયણિક ફેરફારો થાય છે

શારીરિક યોગ્યતાના ધટકોમાં શરીરની તથા સ્નાયુઓની ઝડપ અને બળ, સ્નાયુ તથા હૃદયની સહનશક્તિ, ફેફસાની કાર્યશક્તિ સાંધાઓની નમનીયતા, સ્નાયુતંત્રનું ગતિમેળ શરીરનું સમતોલનપણું કાર્ય કરવામાં ચોકસાઈ વગેરેનો સમાવેશ થાય છે. શારીરિક યોગ્યતાના ધટકોના વિકાસ માટે વિવિધ - પ્રકારની તાલીમ પદ્ધતિઓમાં વેઈટ ટ્રેનિંગ, આઈસો ટોનિક, આઈસો મેટ્રીક અને કાઈનેટીક ટ્રેનિંગ પદ્ધતિઓ, સક્કિટ ટ્રેનીંગ ઇન્ટરવલ ટ્રેનિંગ, ફાર્ટલેંગ પ્લાયોમેટ્રીક ટ્રેનિંગનો સમાવેશ થાય છે

દરેક ખેલાડીઓમાં શારીરિક યોગ્યતા એક સરખી હોતી નથી. શારીરિક યોગ્યતામાં માનસિક, સામાજિક અને આધ્યાત્મિક વગેરે જેવા ધટકોનો પણ સમાવેશ થાય છે. આમ શારીરિક યોગ્યતા એ ધણાં ધટકોનો સમન્વય છે. આનાથી ખેલાડી રમતમાં કે સ્પર્ધામાં વધુ સારો દેખાવ કરી શકે છે. તેથી આ બધી લાક્ષણિકતાઓ હોવી ખૂબ જ જરૂરી છે. સાથે-સાથે ચપળતા, ઝડપ, સહનશક્તિ, સમતોલન નિર્ણયશક્તિ આ બધા કાર્યકુશળતાના ધટકો છે કેમ કે શારીરિક યોગ્યતાની બધી લાક્ષણિકતાઓ કોઈ ખાસ સ્નાયુ સાથે જોડાયેલી હોય છે.

દરેક ખેલાડીઓમાં શારીરિક યોગ્યતા એક સરખી હોતી નથી. શારીરિક યોગ્યતામાં માનસિક, સામાજિક અને આધ્યાત્મિક વગેરે જેવા ધટકોનો પણ સમાવેશ થાય છે. આમ શારીરિક યોગ્યતા એ ધણાં ધટકોનો સમન્વય છે.

માપનના ધોરણો

ક્રમ	ચલાયમાન	કસોટી	માપનનું ધોરણ
૧	ચપળતા	શટલ રન	સેકેન્ડમાં

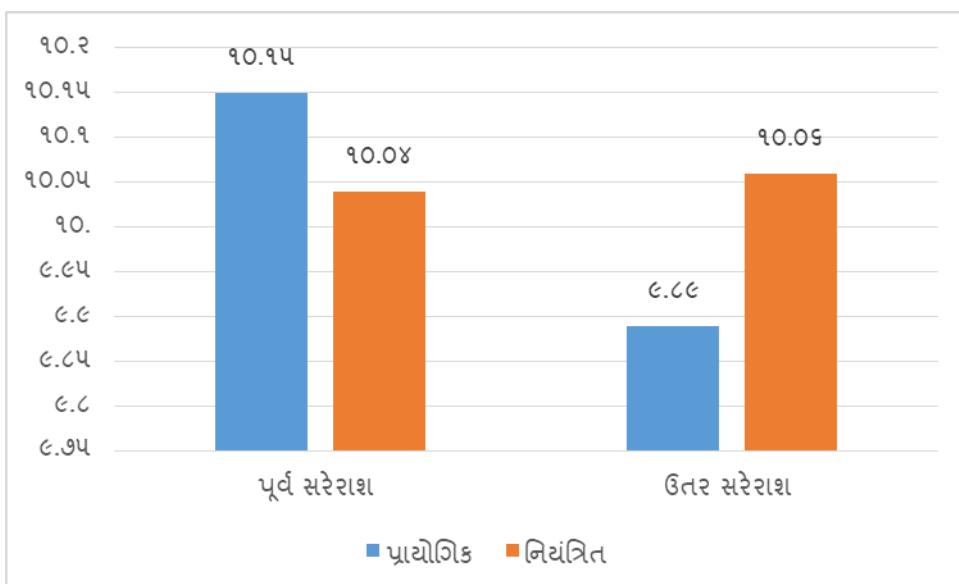
આંકડાકીય પ્રક્રિયા

પૂર્વ કસોટી અને ઉત્તર કસોટી પ્રાપ્ત કરેલ માહિતી પર ટી ટેસ્ટ લાગુ પાડી 0.04 કક્ષાએ સાર્થકતા ચકાસવામાં આવી હતી.

અધ્યાસના પરિણામો

ક્રમ	જીથ	કસોટી	કુલ સમયનો સરવાળો(સેકન્ડ માં)	સરેરાશ સમય(સેકન્ડ માં)
૧	પ્રાયોગિક (N-20)	પૂર્વ	૨૦૨.૮૭	૧૦.૧૫
		ઉત્તર	૧૬૭.૮	૮.૮૮
૨	નિયંત્રિત (N-20)	પૂર્વ	૨૦૦.૭	૧૦.૦૪
		ઉત્તર	૨૦૧.૨૭	૧૦.૫૪

આલેખ



પ્રાયોગિક જીથમાં સુધારો: આ જીથના સરેરાશ સમયમાં ૧૦.૧૪૮૫ સેકન્ડ થી ઘટીને ૮.૮૬૦૦ સેકન્ડ થયો છે. (સુધારો: ૦.૨૫૮૫ સેકન્ડ). આ ઘટાડો સૂચવે છે કે આ જીથને આપવામાં આવેલી તાલીમ પદ્ધતિ ખેલાડીઓની ચપળતા સુધારવામાં અસરકારક રહી છે.

૨. નિયંત્રિત જૂથમાં ફેરફાર: આ જૂથના સરેરાશ સમયમાં ૧૦.૦૩૫૦ સેકન્ડ થી વધીને ૧૦.૦૬૩૫ સેકન્ડ થયો છે. આ સૂચવે છે કે નિયંત્રિત જૂથને આપવામાં આવેલી સામાન્ય અથવા અન્ય કોઈ તાલીમ પદ્ધતિ ચપળતા સુધારવામાં ખાસ અસરકારક નથી.

તારણો

- પ્રાયોગિક જૂથ માં કિકેટનાં ઐલાઇઓની ચપળતાની પૂર્વ કસોટી અને ઉત્તર કસોટીના પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળેલ હતો.
- નિયંત્રિત જૂથનાં કિકેટનાં ઐલાઇઓની ચપળતાની પૂર્વ કસોટી અને ઉત્તર કસોટી પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત જોવા મળેલ ન હતો.

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