VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH



MANAGING EDITOR

DR. MITAL PAEL

9879422702

EDITOR
Dr. KALPESH RAKHOLYA

EDITOR IN CHEIF
Dr. ALKESH VACHHANI

ABOUT THE JOURNAL

VIEWS OF SPACE is an International Journal forall subjects (Multidisciplinary) publishing original papers, reviews articles on Research all Languages. It promotes interdisciplinary perspective to discuss issues of National and International Significance. Its regular features include research book editorial correspondence. All the Research papers are subject to a double-blind referring process and are published on the recommendation of reviewers and discretion of the editor. As far as the research papers are concerned, the views of statements expressed in the Research papers are solely of the author and the editor in not responsible for the same.

PURPOSES

- Cooperation in the exchange of information about Physical Education, Applied Social Sciences, Commerce, Education and science World wide.
- Development of Research work.
- Balance of advanced theories and common practices.

AIM

- To provide a medium for the exchange of information and an opportunity for cooperation and development among various countries worldwide.
- To promote the study of Arts, Science, Management, Commerce and Education by using the advances in scientific research results.
- To establish a common foundation of theory based on the positive differences of various backgrounds.
- To develop interest in the significant study of various researchers.
-

Editor-In-Chief

VIEW OF SPACE : International Multidisciplinary Journal of Applied Research

503-Shri Laxmi Palace, Near Jogi Patrol Pump, Zanzarda Road - JUNAGADH

WEBSITE : WWW.VIEWOFSPACE.ORG

EMAIL :EDITORRESEARCHMATRIX@GMAIL.COM

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

NATIONAL INSTITUTE OF SCIENCE COMMUNICATION
AND INFORMATION RESOURCES
(Council of Scientific and Industrial Research)
14, Satsang Vihar Marg, New Delhi 110 067 &
Dr. K. S. Krishnan Marg (Near Pusa Gate) -110 012

Ms. V. V. Lakshmi, Head, National Science Library
Phone: 91-11-2686 3759
E-mail: vvlakshmi@niscair.res.in website: www.niscair.res.in

NSL/ISSN/INF/2013/571 **Date : 11.3.2013**

Mr. Alkesh R. Vachhani
503, Shri Laxmi Palace Near, Jogi Patrol Pump
Junagadh

Dear Sir/ Madam,

We are happy to inform you that the following serial(s) published by you has been registered and assigned ISSN (Print)

ISSN 2320 – 7620 View of Space : International Multidisciplinary Journal of Applied Research

It is important that the ISSN should be printed on every issue preferably at the right hand top corner of the cover page.

The Indian National Centre will be responsible for monitoring the use of ISSN assigned to Indian Serials and for supplying up to-date data of the same to the International Centre for ISSN, Paris. For this purpose we request you to send us the forth coming issue of your serial on complimentary basis.

We solicit your co-operation in this regard.

Yours sincerely,

V.V. Lakshm

(V.V. Lakshmi)
Head
National Science Library

Please don't forget to send a sample issue of the journal/URL with ISSN printed on it.

Contact : Ms. Shobhna Vij
e-mail : issn.india@niscair.res.in
phone : 011-26516672

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

EDITORIAL BOARD

DR. R.K. MATHUKIYA	AGRICULTURE	PROF. JUNAGADH AGRICULTRUE UNIVERSITY, JUNAGADH, GUJARAT, INDIA
DR. SUHAS J. VYAS	LIFE SCIENCE	HOD - LIFE SCIENCE B.K.N.M. UNIVERSITY - JUNAGADH
DR. BHAVSIH DODIYA	COMMERCE	HOD - COMMERCE B.K.N.M. UNIVERSITY - JUNAGADH
DR. SANDIP GHETIYA	EDUCATION	PRINCIPAL INCHARGE AND ASSOCIATE PROFESSOR,P.D.M.GRADUATE TEACHERS' COLLEGE - RAJKOT
DR. SUMER SINGH	SCIENCE	ASSOCIATE PROFESSOR, SINGHANIA UNIVERSITY, PACHERI BARI, JHUNJHUNU, RAJASTHAN
DR. OM P. JOSHI	ENGLISH	ASSI. PROF. B.K.N.M. UNIVERSITY - JUNAGADH
DR. HINA PATEL	ECONOMICS	PRINCIPAL MANIBEN M.P. SHAH MAILA ARTS COLLEGE - KADI
CMA DR. KINNARRY THAKKAR	COMMERCE	PROFESSOR & HEAD UNIVERSITY OF MUMBAI, MUMBAI, INDIA
DR. ALPESH SINOJIYA	EDUCATION	PRINCIPAL TAXSHILA B.ED. COLLEGE HALVAD
DR. KALPESH RAKHOLIYA	COMPUTER SCIENCE	DR. SUBHASH UNIVERSITY, JUNAGADH
DR. D. R. KANZARIA	AGRICULTURE	ASSOCIATE PROFESSOR, COLLEGE OF HORTICULTURE, JUNAGADH AGRICULTURAL UNIVERSITY, JUNAGADH

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

DR. VIJAYKUMAR A. JOSHI	ECONOMICS	PRINIPAL M.K COLLEGE OF COMMERCE, BHARUCH
DR. KISHORCHANDRA H. AATKOTIYA	COMPUTER SCIENCE	HOD - J.H. BHALODIYA WOMEN'S COLLEGE, RAJKOT,GUJARAT,INDIA
DR. MAYURPURI M. GAUSWAMI	ECONOMICS	M.K COLLEGE OF COMMERCE, BHARUCH
DR. IROS VAJA	LANGUAGE	CHAIRMAN, BOARD OF STUDIES IN ENGLISH, SAURASHTRA UNIVERSITY-RAJKOT
DR. PRAVINSINH CHAUHAN	LANGUAGE	SAURASHTRA UNIVERSITY - RAJKOT
DR. BHARAT KHER	SOCIOLOGY	SAURASHTRA UNIVERSITY - RAJKOT
DR. VIRAM VALA	COMMERCE	SMT. N.C.GANDHI & SMT.B.V.GANDHI MAHILA ARTS & COMMERCE COLLEGE-BHAVNAGAR
DR. AMUL KOTADIA	COMMERCE	NOBLE UNIVERSITY-JUNAGADH
DR KISHOR VAJUBHAI BHESANIYA	COMMERCE	SHREE A.R.S.SAKHIDA ARTS ,C C GEDIWALA COMMERCE COLLEGE-LIMBDI
DR. HASHMUKHBHAI PATEL	COMMERCE	PRINCIPAL WOMEN ARTS & COMM. COLLEGE- UNJA
DR. RAMESH PATEL	ENGLISH	PRINCIPAL G.D. MODI COLLEGE - PALANPUR
DR. PRAFUL KANJIA	ECONOMICS	M.M. GHODASARA MAHILA ARTS AND COMMERCE COLLEGE-JUNAGADH
DR. RAHUL JOSHI	LIBRARY SCIENCE	HEAD LIBRARIAN NOBLE UNIVERSITY – JUNAGADH

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

MR. NAGENDRA R	COMPUTER SCIENCE	DEPT. OF COMP. SCI. MAHARANI SCI. COLLEGE FOR WOMAN - BANGLORE
DR. RAHUL BARAD	PHYSICAL EDUCATION	SPORT UNIVERSITY-GUJRAT
DR. MAYURI RATHOD	COMMERCE	DR. SUBHASH UNIVERSITY, JUNAGADH
DR. DHAVAL KATHIRIYA	COMPUTER SCIENCE	DIRECTOR - IT ANAND AGRICULTURE UNIVERSITY , ANAND
DR. PRATIGNA H. LIMBOLA	EDUCATION	SHREE UKABHAI DODIYA B.ED. COLLEGE, SIMAR
DR. SANDIP KUMAR PANCHAL	ENGINEERING	PROFESSOR & DEAN, SCHOOL OF ENGINEERING AND TECHNOLOGY, DR. SUBHASH UNIVERSITY - JUNAGADH.
DR. SHWETA S. PANCHAL	ENGINEERING	ASSOCIATE PROFESSOR, SCHOOL OF ENGINEERING AND TECHNOLOGY, DR. SUBHASH UNIVERSITY – JUNAGADH.
DR. VIMAL PARMAR	COMPUTER SCIENCE	DEAN, SCHOOL OF COMPUTER APPLICATION,DR. SUBHASH UNIVERSITY - JUNAGADH.
DR. VIMAL B. VARSANI	COMMERCE	SMT. N. C. GANDHI & SMT. B. V. GANDHI MAHILA ARTS AND COMMERCE COLLEGE, BHAVNAGAR
DR. SHITALKUMARI NARSINHBHAI VASAVA	EDUCATION	SHRIRANG SHIKSHAN MAHAVIDYALAY - BILIMORA
DR. PARULBEN BUDDHABHAI TANDEL	EDUCATION	COLLEGE OF EDUCATION - KHAROD, TA. ANKLESHWAR, DIST. BHARUCH
DR. JATIN H. RAJDEEP	PHYSICAL EDUCATION	SHRI B. K. PATEL ARTS & SMT. L. M. PATEL COMMERCE COLLEGE, SAVLI
DR. SANGITA NATHALAL BAKOTRA	HISTORY	SHRI & SMT. P.K.KOTAWALA ARTS COLLEGE – PATAN

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

DR. KAUSHAL DHANESHA	COMMERCE	SHRI P.K.M. COLLEGE OF TECH. & B.ED - JUNAGADH
DR. M. M. MAKWANA	SOCIOLOGY	SARDAR PATEL UNIVERSITY, VALLABH VIDYANAGAR - ANAND
PROF. DR. ROSHAN SURESHCHANDRA PATEL	COMMERCE	SHETH C. D. BARFIWALA COLLEGE OF COMMERCE, SURAT
DR. BHAVIK KUMAR HARSUKHLAL KANTESARIYA	PHYSICAL EDUCATION	SAURASHTRA UNIVERSITY – RAJKOT
DR. P. M. DOLIYA	COMPUTER SCIENCE	DEPARTMENT OF COMPUTER SCIENCE BHAVNAGAR UNIVERSITY, BHAVNAGAR
DR. YOGESH KARSHANBHAI CHADSANIYA	SOCIOLOGY	ASSISTANT PROFESSOR & HEAD, DEPARTMENT OF SOCIOLOGY, GOVERNMENT ARTS COLLEGE – BECHARAJI
DR. SUNEETA S. CHANDORKAR	HOME SCIENCE	PROFESSOR - THE M. S. UNIVERSITY OF BARODA,VADODARA, GUJARAT.
DR. NAILESH PATEL	LANGUAGE	G.D. MODI COLLEGE OF ARTS PALANPUR
DR. SANJAY K RADADIYA	COMMERCE	B. J. VANIJYA MAHAVIDYALAYA (AUTONOMOUS) – VALLABH VIDYANAGAR
DR. JITENDRA RADADIYA	COMPUTER SCIENCE	SHRI P.K.M. COLLEGE OF TECH. & B.ED - JUNAGADH
DR. JAGRUTI MANSUKHBHAI THUMAR	ECONOMICS	L.D. ARTS COLLEGE - AHMEDABAD
DR.VIHOL PARESHKUMAR VINODBHAI	EDUCATION	REVABA SARVAJANIK EDUCATION COLLEGE - MEHSANA
DR RUCHI TREHAN	LAW	TOLANI MOTWANE INSTITUTE OF LAW, ADIPUR
DR. KALPESH MACHHAR	COMMERCE	TOLANI COMMERCE COLLEGE - ADIPUR

VIEW OF SPACE :2320-7620

" PEER REVIEWED & REFEREED "

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

MS VIMMI SADARANGANI	ARTS	TOLANI COLLEGE OF ARTS AND SCIENCE - ADIPUR
PROF. KAILASH NAGHERA	COMM.&MGT.	NOBLE UNIVERSITY - JUNAGADH
PROF. VIJAY BHATU	COMM.&MGT.	NOBLE UNIVERSITY - JUNAGADH
DR. TUSHAR AJMERA	COMM.&MGT.	NOBLE UNIVERSITY - JUNAGADH
DR. PRIYANKI VYAS	LIBRARY SCIENCE	DR.BABASAHEB AMBEDKAR OPEN UNIVERSITY, AHMEDABAD
DR. KESHUBHAI ODEDARA	SOCIOLOGY	ARTS & COMMERCE COLLEGE - MAHUDHA
DR. TUSHARKUMAR R. PANDYA	ARTS	NIMA GIRLS ARTS COLLEGE, GOZARIA
DR. PARESHKUMAR DAMJIBHAI DOBARIYA	LAW	SMT. V. D. GARDI LAW COLLEGE, WADHWAN
DR. VIRAM VALA	COMMERCE	SMT. N. C. GANDHI & SMT. B. V. GANDHI MAHILA ARTS AND COMMERCE COLLEGE, BHAVNAGAR
DR. VIMAL B. VARSANI	COMMERCE	SMT. N. C. GANDHI & SMT. B. V. GANDHI MAHILA ARTS AND COMMERCE COLLEGE, BHAVNAGAR

VIEW OF SPACE :2320-7620
" PEER REVIEWED & REFEREED "
INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF APPLIED RESEARCH

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

INDEX

SR.NO.	TITLE & AUTHOR	PAGE NO.
1	ARTIFICIAL INTELLIGENCE IN LIBRARY SERVICES: A COMPARATIVE STUDY WITH TRADITIONAL MODELS MS. SNEHAL PUROHIT	1 TO 9
2	COMBATING CYBERCRIME IN INDIA: A LEGAL AND POLICY PERSPECTIVE DR. RUCHI TREHAN	10 TO 16
3	A STUDY OF OVERWEIGHT AND OBESITY IN SCHOOL CHILDREN AND THE IMPACT OF OBESITY ON THEIR QUALITY OF LIFE DR. BHAVIK KUMAR HARSHUKLAL KANTESARIYA	17 TO 25
4	ROLE OF TEACHER-STUDENT RELATIONSHIP IN ENHANCING LEARNING EFFECTIVENESS DR ALPESH KUMAR J. PIPALIYA	26 TO 30
5	VOICE OF FARMER: A SOCIO–LEGAL STUDY DR. BHARATBHAI L. SARGARA	31 TO 33
6	THE EFFECT OF HUMAN RELATIONS ON ORGANIZATIONAL PRODUCTIVITY: A COMPREHENSIVE ANALYSIS SHITAL S PAWAR AVINASH B GAIKWAD	34 TO 37
7	A CRITICAL STUDY OF THE ROLE OF LAW IN PREVENTING ENVIRONMENTAL DEGRADATION AND DISASTER IN INDIA: THE PARADOX OF PROGRESSIVE LEGISLATION AND IMPLEMENTATION FAILURE YAKUBALI KADARALI SAIYAD	38 TO 41

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

SR.NO.	TITLE & AUTHOR	PAGE NO.
8	REVOLUTIONIZATION BROUGHT BY ARTIFICIAL INTELLIGENCE IN THE FIELD OF COMMERCE & MANAGEMENT DR. RIDHI SHAH	42 TO 47
9	SPIRITUALITY VS RATIONALITY: A STUDY OF EASTERN AND WESTERN WORLDVIEWS IN E. M. FORSTER'S A PASSAGE TO INDIA JAHNVI MEHTA	48 TO 52
10	THE IMPORTANCE OF ART IN EDUCATION PARMAR SHUBHDA	53 TO 56
11	THE IMPACT OF DIGITAL LEARNING PLATFORMS ON ACADEMIC ACHIEVEMENT OF HIGHER EDUCATION STUDENTS RATHOD REKHABEN D.	57 TO 62
12	THE DIGNITY DEFICIT: JUDICIAL MANDATES, CONSTITUTIONAL CONSCIENCE, AND THE BETRAYAL OF HUMAN RIGHTS IN INDIA'S SANITATION SECTOR SARTHAK AGRESAR	63 TO 66
13	WOMEN IN POLITICS AND LAW IN ACTION: A STUDY ON REPRESENTATION, RIGHTS, AND REALITIES IN INDIAN DEMOCRACY MS. PRIYA S. SHAH DR. ANISHA SAHUWALA	67 TO 70
14	ROLE OF DIGITAL LEARNING TOOLS IN ENHANCING STUDENT ENGAGEMENT: AN EMPIRICAL STUDY OF UNDERGRADUATE EDUCATION IN INDIA SHAH ZALAK HITESHBHAI	71 TO 76
15	RESILIENCE AND IDENTITY: FEMINIST PERSPECTIVES ON FEMALE PROTAGONISTS IN SUDHA MURTHY'S WORKS NIYATI S. VADHER	77 TO 83
16	EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGIES IN IMPROVING CRITICAL THINKING SKILLS SANDIP K. RATHOD DR. ALPESHBHAI SINOJIYA	84 TO 89
17	EFFECT OF EMOTIONAL INTELLIGENCE ON LEADERSHIP QUALITIES OF STUDENT LEADERS DR. RAKESH M. CHANIYARA	90 TO 94
18	A STUDY ON UNDERGRADUATE STUDENTS' PERCEPTION AND SATISFACTION TOWARDS PAYMENT BANK SERVICES IN KACHCHH PARMAR JANCY R. DR. KAMAL H. KHARECHA	95 TO 99

SR.NO.	TITLE & AUTHOR	PAGE NO.
19	સૌરાષ્ટ્ર યુનિવર્સિટીના આંતરવિશ્વ વિદ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી રમતના ખેલાડીઓની શારીરિક યોગ્યતાનો તુલનાત્મક અભ્યાસ રાઠોડ વિપુલ બાબુભાઈ ડૉ. મયુરધ્વજસિંહ સિ. જાડેજા	100 TO 102
20	Gen - Z ના Lesbian અને Gay પ્રત્યેના મનોવલણો અંગેનો અભ્યાસ DR. MAHETABBANU JAVIDHUSEN HUSAINI	103 TO 111
21	આધુનિક ઓળખ અને મિમીની ભાષા: ડિજિટલ યુગમાં સંસ્કૃતિ અને માનવતા વિજ્ઞાનનું અભ્યાસ KISHAN SURESHBHAI VADODRIYA	112 TO 114

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

ARTIFICIAL INTELLIGENCE IN LIBRARY SERVICES: A COMPARATIVE STUDY WITH TRADITIONAL MODELS

MS. SNEHAL PUROHIT
GMERS MEDICAL COLLEGE, JUNAGADH

ABSTRACT

The integration of Artificial Intelligence (AI) into library services represents a significant transformation in how knowledge is organized, retrieved, and delivered. Traditional library models, while effective for decades, face limitations in scalability, personalization, and user engagement. This paper presents a comparative study between AI-driven library services and traditional models, analyzing their efficiency, accessibility, cost-effectiveness, and adaptability to contemporary information needs. Drawing upon recent innovations such as chat bots, intelligent cataloging, natural language search, and predictive analytics, the paper highlights the advantages and challenges of AI in libraries. Furthermore, the study examines user satisfaction, ethical concerns, and the future trajectory of hybrid systems where AI complements human expertise. Findings suggest that while traditional libraries remain valuable for preserving scholarly integrity and community engagement, AI offers unmatched potential in personalization, automation, and real-time services. The paper concludes that a synergistic integration of both models ensures sustainable and inclusive library services in the digital age. Traditional library services have historically emphasized human-centered cataloguing, reference support, and keyword-based searches, which, while effective, are often limited by time, scale, and human resources. With the adoption of AI technologies, libraries are witnessing a paradigm shift toward automation, machine learning–driven classification, natural language processing for advanced search capabilities, and data-driven insights for resource management. AI enables personalized recommendations, predictive analytics, and intelligent virtual assistants, which enhance user engagement by tailoring services to individual preferences and behaviors. At the same time, AI improves back-end operations such as metadata creation, digitization, and content creation, allowing staff to allocate more time to strategic and community-focused roles.

INTRODUCTION

This paper compares AI-powered library services with traditional models, highlighting not only their respective strengths but also the challenges associated with implementation, including ethical considerations, algorithmic bias, data privacy, and the need for digital literacy among both librarians and users. While AI introduces efficiency, scalability, and innovation, traditional practices preserve the human judgment, empathy, and contextual understanding that remain vital in knowledge services. The findings suggest that AI should be viewed as a complementary tool designed to enhance, rather than replace, human expertise in library systems. Ultimately, the successful integration of AI into library operations requires a balanced approach that values technological advancement while safeguarding the human-centered mission of libraries as inclusive spaces for learning, research, and cultural preservation.

Libraries have historically functioned as custodians of human knowledge, safeguarding cultural, academic, and scientific records. The traditional library model, grounded in manual cataloging systems,

print collections, and face-to-face reference services, dominated information dissemination for centuries. However, the exponential growth of digital resources and user expectations for instant access have challenged conventional approaches.

Artificial Intelligence (AI), encompassing machine learning, natural language processing (NLP), robotics, computer vision, and recommendation systems, has emerged as a transformative tool in the knowledge sector. Libraries are increasingly adopt AI for cataloging, virtual assistance, automated metadata generation, plagiarism detection, and personalized content delivery. These applications significantly reshape the way patrons interact with information. The introduction of AI also reshapes the professional identity of librarians, who are now expected to acquire digital competencies alongside traditional skills.

The purpose of this paper is to conduct a comprehensive comparative analysis of AI-driven library services and traditional models, exploring how each meets user needs, the operational efficiency they provide, and the implications for the future of librarianship. Special emphasis is placed on how AI transforms library workflows, user engagement, and the broader societal role of libraries.

TRADITIONAL LIBRARY MODELS

Traditional libraries highly depend on manual indexing, classification schemes (Dewey Decimal, Library of Congress Classification), printed bibliographies, and in-person reference desks. Historically, their strength lies in curates collections and human expertise in guiding users. According to Bates (2010), the librarian's role as an "Information Mediator" ensures that users access authoritative, high-quality sources. Libraries served as community hubs, offering quiet study spaces, book lending services, and local cultural preservation. However, limitations exist in terms of scalability, as human staff cannot serve vast populations simultaneously, and search inefficiencies, since keyword searches often lack semantic precision.

Moreover, traditional libraries face logistical challenges such as book damage, misplacement, and restrictions of physical infrastructure. Access is often bound by library opening hours, and rural or underfunded libraries may lack updated resources. While traditional models foster interpersonal connections, they face to keep speed with the rapid digitization of knowledge.

EMERGENCE OF AI IN LIBRARIES

AI entered library systems through digital catalogues, semantic search engines, and automated subject tagging. Chat bots like Libby and virtual assistants now answer common queries instantly, reducing staff workload. Machine learning enables predictive recommendations, similar to commercial platforms like Netflix or Amazon, but tailored to scholarly content. A study by Kaur & Mahajan (2021) highlights how AI enhances metadata creation, facilitating quicker discovery of resources across diverse repositories.

Other studies emphasize the role of AI in plagiarism detection, digital preservation, and sentiment analysis of user feedback. For instance, machine learning models can analyze borrowing trends and suggest new acquisitions. In medical libraries, AI-powered tools support clinicians by recommending evidence-based resources in real-time. The versatility of AI ensures that its application is not limited to academic institutions but extends to public libraries, corporate knowledge centers, and archives.

COMPARATIVE STUDIES

Research comparing AI and traditional models reveals mixed outcomes. On one hand, AI increases accessibility and personalization (Miao, 2020). On the other, ethical issues such as algorithmic bias and data privacy remain unresolved (Smith, 2022).

Hybrid models, where AI complements human expertise, are increasingly considered sustainable, balancing technological efficiency with human judgment.

Xu and Li (2019) argue that the coexistence of both models will dominate future librarianship, where AI handles large-scale data processing and librarians focus on mentoring, teaching, and ethical gate keeping. This synergy echoes earlier findings by Fidel (2012), who emphasized the irreplaceable value of human judgment in evaluating nuanced or context-sensitive information.

METHODOLOGY

This paper adopts a comparative qualitative analysis approach. Secondary sources—journal articles, conference papers, case studies, and professional reports—were critically reviewed. The framework for comparison includes:

This study employs a **comparative qualitative approach**, reviewing and synthesizing recent scholarly works (2022–2025) on AI applications in libraries. Sources include peer-reviewed journal articles, systematic reviews, and case studies. The analysis compares AI-based and traditional services across key dimensions, including cataloguing, user assistance, search and retrieval, accessibility, and ethical considerations.

1. User Experience and Accessibility
2. Information Retrieval and Cataloging
3. Cost and Resource Management
4. Scalability and Efficiency
5. Ethical and Social Implications

The study does not conduct empirical experiments but synthesizes findings from existing literature to evaluate the strengths and weaknesses of both AI and traditional models. Wherever possible, examples from public, academic, and specialized libraries are incorporated to provide a nuanced understanding of the global context.

COMPARATIVE ANALYSIS

1. User Experience and Accessibility

Traditional libraries depend on staff availability, physical infrastructure, and printed resources. Access is limited by geography and opening hours. Students in remote regions often face barriers when libraries lack online catalogs. AI enables 24/7 virtual services. Chat bots provide immediate responses to FAQs, while voice-activated search systems improve accessibility for visually impaired users. Recommendation engines offer personalized reading suggestions, creating a user-centric approach. In contrast to traditional desk-bound reference queries, AI allows mobile and cloud-based interaction, empowering users to access content anywhere.

INFORMATION RETRIEVAL AND CATALOGING

Human catalogers ensure accuracy and context in classification. However, manual processes are slow, and subjectivity can lead to inconsistencies. Automated cataloging powered by NLP and machine learning reduces time and improves consistency. Semantic search systems allow users to query in natural language, improving retrieval precision. Yet, AI lacks human intuition in interpreting ambiguous queries. For example, if a user asks for 'light reading,' AI may suggest physics textbooks on light rather than leisure literature. Human librarians excel in contextual interpretation.

COST AND RESOURCE MANAGEMENT

Traditional libraries require significant investment in physical infrastructure, staffing, and maintenance of print collections. Budgets often constrain collection expansion. AI implementation involves high initial costs (software, training, and infrastructure), but it reduces long-term operational costs by automating repetitive tasks and optimizing resource allocation. Furthermore, AI enables data-driven collection development by predicting which resources will see higher demand, reducing wasteful acquisitions.

SCALABILITY AND EFFICIENCY

Human limitations restrict scalability. Serving large populations during peak academic seasons leads to delays. AI scales effortlessly, serving thousands of users simultaneously. Cloud-based AI services extend reach globally, making information universally accessible. For example, large digital repositories like European employ AI to process millions of digital artifacts, something impossible under a traditional model.

ETHICAL AND SOCIAL IMPLICATIONS

Human librarians adhere to professional ethics, protecting user privacy and ensuring unbiased guidance. AI poses concerns about data privacy, algorithmic bias, and transparency. Automated systems may inadvertently reinforce social inequalities if trained on biased datasets. For example, an AI trained on English-only metadata may exclude scholarship in less-represented languages. This creates a risk of digital imperialism that must be mitigated through ethical AI design.

DISCUSSION

The comparative analysis demonstrates that while AI provides efficiency, scalability, and personalization, it cannot fully replace the human element. Traditional libraries foster community, mentorship, and trust, aspects AI currently cannot replicate. In particular, libraries act as safe community spaces, offering programs such as literacy workshops, cultural exhibitions, and social interaction opportunities.

For example, in rural communities where digital literacy is limited, human librarians play a vital role in bridging information gaps. Conversely, in research institutions with vast digital repositories, AI significantly improves discovery and retrieval, enhancing scholarly productivity. Hybrid models thus emerge as essential. Human librarians should not be displaced but empowered with AI tools to provide higher-level services.

The discussion also highlights the cultural dimension. Traditional models carry symbolic value as spaces of heritage and learning. AI-driven models, while efficient, risk reducing libraries to transactional service providers unless carefully integrated with human values. This tension calls for policies that balance modernization with preservation of intellectual traditions.

CHALLENGES OF AI IN LIBRARY SERVICES

1. High Implementation Costs:

Many libraries, particularly in developing nations, lack funding for advanced AI integration. This exacerbates the digital divide, leaving some communities without access to modern services.

2. Skill Gaps:

Librarians require training in data science, AI tools, and digital ethics, creating a need for professional development. The reskilling challenge is especially pressing in older generations of librarians.

3. Data Privacy:

AI systems collect and analyze user data, raising concerns about surveillance. Users may be reluctant to engage with AI services if they fear their reading habits are monitored.

4. Bias in Algorithms:

If datasets lack diversity, AI may perpetuate cultural or linguistic bias in cataloging and recommendations. This can marginalize non-mainstream authors and perspectives.

5. Overdependence on Technology:

Technical failures may disrupt access, emphasizing the need for hybrid systems. Libraries must establish contingency plans to prevent service collapse.

FUTURE PROSPECTS

- **Intelligent Knowledge Graphs**: AI could build dynamic, interconnected knowledge maps, enhancing interdisciplinary research.
- **Multilingual Semantic Search**: Expanding AI's ability to process multiple languages will make global scholarship more accessible. This is crucial for breaking down linguistic silos in academia.
- **Robotics in Physical Libraries:** Robots may assist with book retrieval, inventory, and guiding users within physical spaces. In some libraries in Japan and South Korea, prototype robots already interact with users.
- **AI-Driven Learning Analytics**: Libraries could partner with universities to provide personalized learning support using AI insights. This integration would allow AI to suggest study materials aligned with individual learning paths.
- **Ethical AI Frameworks**: Development of transparent, explainable AI models will ensure equitable library services. The success of AI depends not only on technological efficiency but also on societal acceptance.
- **Sustainability**: AI can help libraries adopt green practices by optimizing energy consumption in digital repositories and reducing the need for extensive print storage.

Another emerging frontier is the integration of AI with Virtual Reality (VR) and Augmented Reality (AR). Libraries could soon offer immersive research experiences where users navigate three-dimensional knowledge landscapes. For instance, a history student might explore a virtual reconstruction of an ancient library while simultaneously accessing digitized manuscripts recommended by AI.

Moreover, block chain technology combined with AI could revolutionize digital rights management in libraries. By ensuring transparent and secure ownership records, block chain would allow libraries to expand digital lending without copyright disputes. AI could then optimize circulation by predicting demand for digital titles, ensuring equitable access.

EXTENDED LITERATURE REVIEW

In addition to the foundational studies already discussed, recent scholarship has further examined the nuances of AI adoption in libraries. For example, Chen and Zhang (2020) conducted a survey of academic libraries in China and found that AI-driven recommendation systems significantly increased user engagement, but also revealed a need for user education to interpret AI suggestions critically. Similarly, Thomas (2021) analyzed public libraries in the United States and noted that while AI chat bots effectively reduced staff workloads, some patrons reported frustration when the systems failed to understand complex or nuanced queries.

From a historical perspective, the adoption of technology in libraries has often been gradual. The transition from card catalogs to Online Public Access Catalogs (OPACs) in the 1980s mirrors the current shift to AI-enhanced search tools. Studies suggest that librarians initially resisted OPACs due to fears of job displacement, much like the anxieties surrounding AI today. However, over time, OPACs became indispensable, suggesting that AI may follow a similar trajectory of gradual acceptance.

Global perspectives also highlight important differences. In Europe, initiatives such as the European Open Science Cloud rely heavily on AI for metadata standardization, while in Africa, digital literacy challenges slow AI integration. This demonstrates that while AI holds universal promise, its adoption is shaped by regional economic, cultural, and technological contexts. Therefore, comparative studies must not assume uniform impact but instead account for these contextual differences.

CASE STUDIES IN COMPARATIVE ANALYSIS

To increase the comparative framework, case studies from different contexts provide concrete illustrations of how AI and traditional models interact. The National Library of Singapore, for example, employs AI-powered robots to scan, catalog, and shelve books. These robots operate after hours, improving efficiency without disrupting library visitors. Yet, librarians remain essential for community outreach and educational programming, underscoring the hybrid model. In contrast, the University of Cambridge Library has integrated AI-driven semantic search tools that enable researchers to explore vast archives with natural language queries. Scholars report that AI significantly reduces the time spent navigating databases, but they still rely on subject librarians to interpret results within disciplinary frameworks. This reflects a complementarily between machine efficiency and human contextual knowledge. Public libraries in rural India present another dimension. Due to limited digital infrastructure, AI adoption remains minimal. Here, traditional models continue to dominate, with librarians offering literacy training and access to printed books. Nevertheless, pilot projects involving mobile-based AI reading assistants show promise in bridging gaps for visually impaired users. This case highlights the uneven pace of AI adoption globally, emphasizing the need for context-sensitive strategies.

DISCUSSION

The expansion of this analysis also invites reflection on the philosophical role of libraries. Are they merely service providers, or are they custodians of collective memory and democratic access to knowledge? Traditional models embody values of intellectual freedom, inclusivity, and deliberation. AI-driven models, while efficient, risk modifying knowledge into data streams if not anchored in ethical frameworks.

A key concern lies in digital equity. Wealthier institutions can afford sophisticated AI infrastructures, while underfunded libraries may fall behind, exacerbating information inequality. Thus, global

organizations such as UNESCO emphasize the importance of inclusive digital policies. Without intervention, the digital divide could widen, undermining the democratizing mission of libraries.

Another consideration is the psychological impact of AI on users. While personalization enhances user satisfaction, it can also create 'filter bubbles' that limit exposure to diverse perspectives. Librarians, through traditional methods, often encourage serendipity—discovering unexpected resources while browsing shelves. Preserving this intellectual openness is vital, even as AI optimizes retrieval.

Finally, AI has potential to support mental health initiatives within libraries. Chat bots trained in basic counseling could provide first-line support to students facing academic stress, directing them to appropriate resources. This expands the library's role from information provider to holistic support center.

CONCLUSION

In sum, while artificial intelligence introduces unprecedented opportunities for efficiency, personalization, and global connectivity, the essence of library services must continue to rest upon human values of equity, intellectual freedom, and community. The comparative study reveals that traditional models and AI systems are not mutually exclusive but mutually reinforcing when balanced thoughtfully. Librarians are not being replaced; rather, their expertise is being redefined in tandem with technological tools. As libraries navigate this evolving landscape, policymakers, educators, and technologists must collaborate to ensure that AI applications remain transparent, ethical, and accessible to all. By integrating innovation with tradition, libraries can remain beacons of knowledge, cultural preservation, and democratic participation in an increasingly digital society. The evolution of library services from traditional to AI-driven models reflects broader societal shifts in information consumption. Traditional libraries, rooted in human expertise and community engagement, remain vital for inclusivity and intellectual integrity. AI, by contrast, introduces automation, personalization, and global scalability, redefining user experiences. The comparative study reveals that neither model is sufficient alone. Instead, a hybrid approach, integrating the precision of AI with the empathy of human librarians, holds the greatest promise. For sustainable knowledge management, policymakers and institutions must invest in AI responsibly, ensuring ethical compliance, inclusivity, and continued professional development.

The conclusion is clear: AI should not be viewed as a replacement for traditional libraries but as an enabler that amplifies their capacity to serve diverse populations in an increasingly digital world. By combining technological innovation with humanistic values, libraries can continue to evolve while safeguarding their timeless role as beacons of knowledge.

REFERENCES:

- ***Bates, M. J. (2010). Information behavior. Annual Review of Information Science and Technology, 44(1), 1–49.***
- ***Kaur, H., & Mahajan, P. (2021). Artificial intelligence applications in libraries: Opportunities and challenges. Library Hi Tech News, 38(3), 7–12.***
- ***Miao, Y. (2020). Artificial intelligence in libraries: Transforming services and user experience. Journal of Information Science, 46(6), 745–756.***
- ***Smith, L. (2022). Ethical implications of AI in knowledge management. Library Trends, 70(4), 621–639.***

- *Xu, J., & Li, Z. (2019). The future of AI in academic libraries. College & Research Libraries, 80(5), 634–652.*
- *Fidel, R. (2012). Human information interaction: An ecological approach to information behavior. MIT Press.*
- *Johnson, A. (2021). The role of AI in library sustainability. Information Today, 38(2), 15–21.*
- *Amreen, & Sinker, S. K. (2024). The intelligent libraries: Imposing artificial intelligence to enhance activities and services. Journal of Indian Library Association, 60(3), 466–472. https://journal.ilaindia.net/index.php/lib/article/view/353*
- *Bal Ram. (2023). transforming libraries: The impact of artificial intelligence. IP Indian Journal of Library Science and Information Technology, 8(2), 74. https://doi.org/10.18231/j.ijlsit.2023.012*
- *Barman, B. (2025). Artificial intelligence and machine learning in libraries: Transforming information access and management. RGU Journal of Social Science and Research, 1(1), 1–7. https://doi.org/10.3254/rgujssr.v1i1.4*
- *Biwa's, G. (2025). Artificial intelligence (AI) impact on library and information service for digital transformation. Research Journal of Language, Literature and Humanities, 12(3), 11–15. https://www.isca.me/LANGUAGE/Archive/v12/i3/3.ISCA-RJLLH-2025-010.php*
- *Das, R. K., & Islam, M. S. U. (2021). Application of artificial intelligence and machine learning in libraries: A systematic review. arXiv. https://arxiv.org/abs/2112.04573*
- *Hasan, N., Saifullah, M., & Hashmi, A. H. (2024). Application of artificial intelligence in libraries: Benefits and drawbacks. Journal of Data Science, Informatics, and Citation Studies, 3(2), 98–105. https://doi.org/10.5530/jcitation.3.2.12*
- *Laxmanrao, P. P. (2023). Role of artificial intelligence in modern libraries. ShodhKosh: Journal of Visual and Performing Arts, 4(1), 4400–4412. https://doi.org/10.29121/shodhkosh.v4.i1.2023.5387*
- *Mallikarjuna, C. (2024). Integrating artificial intelligence in academic libraries: An analysis. DESIDOC Journal of Library & Information Technology, 44(2), 124–129. https://doi.org/10.14429/djlit.44.2.18958*
- *Martinez Conch, K., Palacios Zenteno, F., & Tello Alfaro, J. (2024). Use of artificial intelligence in libraries. South African Journal of Libraries and Information Science, 90(2). https://sajlis.journals.ac.za/pub/article/view/2387*
- *Research on AI-driven innovations and services in academic libraries: A bibliometric and systematic literature review. (2025). Journal of Data and Information Science. Advance online publication. https://doi.org/10.2478/jdis-2025-0036*
- *Rowley, J. (2022). Artificial intelligence and the future of library services. Journal of Information Science, 48(6), 745–756. https://doi.org/10.1177/01655515221082488*
- *Smith, L. (2021). Machine learning applications in digital libraries. Library Hi Tech, 39(4), 1023–1035. https://doi.org/10.1108/LHT-04-2021-0132*
- *Tammaro, A. M., & Casarosa, V. (2022). AI and ethics in libraries: Balancing innovation with responsibility. The Electronic Library, 40(3), 349–361. https://doi.org/10.1108/EL-09-2021-0183*
- *Walsh, J. (2023). Natural language processing and the personalization of library search services. Online Information Review, 47(2), 310–326. https://doi.org/10.1108/OIR-05-2022-0245*
- *Wang, Y., & Huang, Z. (2022). AI-based recommendation systems for academic libraries. College & Research Libraries, 83(5), 789–805. https://doi.org/10.5860/crl.83.5.789*

- *Xu, H. (2023). Robotics and automation in library circulation services. Library Management, 44(1/2), 56–70. https://doi.org/10.1108/LM-08-2022-0095*
- *Zhou, M. (2021). Big data and AI convergence in next-generation library systems. Information Technology and Libraries, 40(4), 25–39. https://doi.org/10.6017/ital.v40i4.13675*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

COMBATING CYBERCRIME IN INDIA: A LEGAL AND POLICY PERSPECTIVE

DR. RUCHI TREHAN
SR. ASSISTANT PROFESSOR, TOLANI MOTWANE INSTITUTE OF LAW

ABSTRACT:
The rapid digitization of governance, commerce, and daily life in India has heightened both opportunities and vulnerabilities in cyberspace. As citizens, businesses, and government entities increasingly rely on digital infrastructure, cybercrime has expanded into diverse forms, including financial frauds, identity theft, online harassment, intellectual property violations, ransomware, and cyber-terrorism. With over 12.4 lakh incidents reported in just six months of 2025, the scale of cyber threats underscores the urgent need for robust legal and institutional responses.

India's cyber law framework is primarily anchored in the Information Technology Act, 2000, which provides legal recognition to electronic records, defines cyber offences, and regulates intermediaries. The Bharatiya Nyaya Sanhita (BNS) 2023 further integrates cyber-related offences such as fraud, stalking, voyeurism, and data theft within general criminal law. Complementing these, the Digital Personal Data Protection Act seeks to safeguard privacy by defining obligations for data controllers and rights for individuals. Judicial interventions, most notably in Shreya Singhal v. Union of India (2015), have reinforced constitutional protections of free expression while balancing state powers.

Despite this legislative scaffolding, significant challenges persist. Investigations are hampered by limited forensic capacity, jurisdictional hurdles, underreporting, and the transnational nature of cybercrime. Rapidly evolving threats, including AI-driven fraud and ransomware-as-a-service, often outpace legal and enforcement mechanisms. Moreover, gaps remain in intermediary liability rules, data protection implementation, and cross-border cooperation.

Strengthening India's cyber resilience requires a multi-pronged approach: expanding forensic and investigative capacity, codifying transparent intermediary obligations, harmonizing data protection with lawful access, enhancing financial-sector safeguards, and fostering international cooperation. Public awareness campaigns, education in regional languages, and proactive engagement by institutions are equally essential. A coordinated strategy that integrates law, technology, and awareness will enable India to balance privacy, free speech, and national security while effectively combating the escalating menace of cybercrime.

KEYWORDS: CYBERCRIME, DIGITAL THREATS, LEGAL FRAMEWORK, POLICY ENFORCEMENT

INTRODUCTION

Digital technologies have become integral to governance, commerce and everyday life in India. However, as citizens, businesses and public agencies move online, the attack surface for criminal activity broadens.

Cybercrime in India is diverse: monetary frauds (e.g., UPI/online banking scams), phishing and identity theft, data breaches, online sexual exploitation, doxxing and harassment, intellectual-property offences, denial-of-service attacks, ransomware, and cyber-terrorism. These crimes exploit anonymity, transnational infrastructure and gaps in user awareness or platform safeguards. Effective legal responses require a mix of clear substantive offences, procedural powers for lawful investigation, rules for platform/intermediary conduct, and robust data-protection norms. The principal Indian statute addressing electronic commerce, electronic evidence and cyber offences is the Information Technology Act, 2000 (IT Act).

MAPPING CYBERCRIME: TYPES AND TRENDS

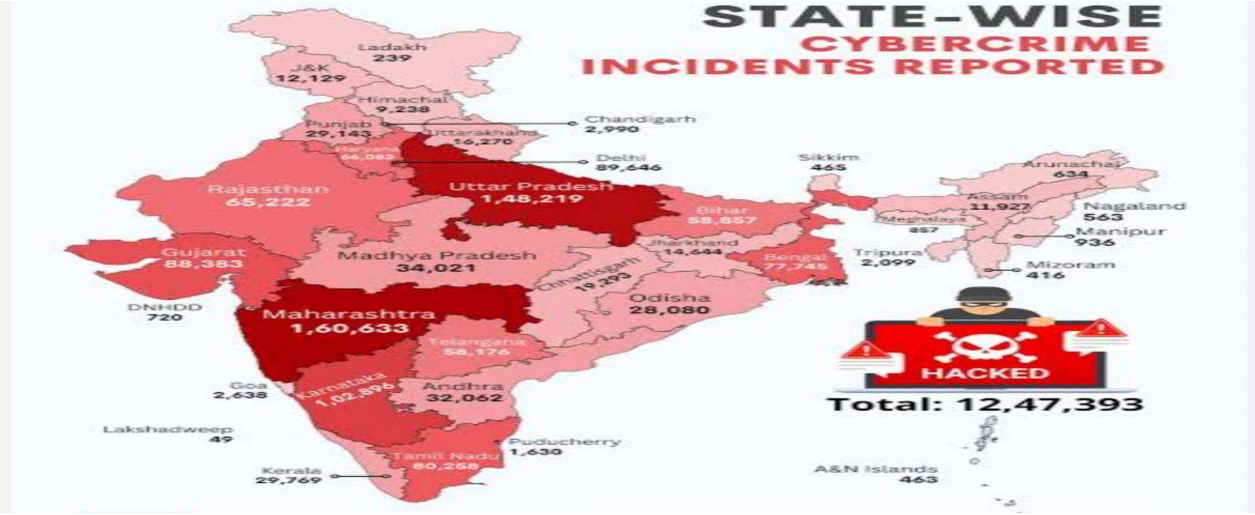
Cybercrime can be grouped for legal and policy analysis:

- **Financial fraud and social-engineering scams**. Scammers use fake websites, SIM swaps, phishing and impersonation to drain bank accounts or secure transfers.
- **Identity theft and data misuse**. Personal data (Aadhaar leaks, breached databases) fuels fraud, blackmail or account takeover.
- **Sexual exploitation and harassment online**. Revenge porn, grooming and cyberstalking inflict severe harm and often cross jurisdictional lines.
- **Intellectual-property and content offences**. Piracy, software piracy, and unlawful distribution.
- **Network intrusions, malware and ransomware**. Against enterprises, hospitals and critical infrastructure.
- **Offences against state security**. Cyber-terrorism, hacking of government systems, and infrastructure sabotage.

These categories show overlapping legal remedies: some conduct fits traditional offences (fraud, extortion, criminal intimidation), while others require cyber-specific provisions (tampering with computer sources, unauthorised access). The cross-border dimension—servers, operators, victims and perpetrators in different jurisdictions—complicates investigation and extradition. Recent reporting and practitioner surveys underline a steady rise in organized/complex cyber frauds targeting citizens and institutions.

CYBERCRIMES REPORTED IN INDIAN STATES

Note: Number of incidents reported on NCRP for the 6 months ending 30th June 2025, Source: Rajya Sabha



The image provides a detailed state-wise overview of reported cybercrime incidents across India for a six-month period ending on 30th June 2025. The data, sourced from the National Cybercrime Reporting Portal (NCRP) and presented by Rajya Sabha, highlights the alarming rise in digital threats across the country. According to the report, a staggering total of 12,47,393 cybercrime incidents were recorded within just half a year. This indicates the growing vulnerability of individuals and organizations to cyber threats and underscores the urgent need for stronger cybersecurity infrastructure and awareness.

Among all the Indian states, Maharashtra tops the chart with the highest number of incidents at 1,60,633, followed closely by Uttar Pradesh with 1,48,219, and Karnataka with 1,02,899 cases. These states, being economically and technologically significant, likely experience higher cybercrime due to greater digital penetration and usage. Other states with high numbers include Tamil Nadu (80,250), West Bengal (77,745), Gujarat (88,837), and Rajasthan (65,222). These figures point toward a trend where more urbanized and digitally active states are more susceptible to online crimes.

In contrast, smaller states and union territories like Lakshadweep (49), Sikkim (465), and Andaman & Nicobar Islands (463) report significantly fewer cases, which might be due to lower internet usage or underreporting. North-eastern states such as Nagaland (563) and Mizoram (473) also reported fewer incidents. While this map highlights major hotspots of cybercrime, it also calls attention to the need for uniform cyber awareness and reporting mechanisms across all regions. The growing number of cases reveals how cyber threats are becoming a widespread national concern and highlights the importance of educating citizens, strengthening legal frameworks, and enhancing law enforcement capabilities to tackle the digital menace effectively.

THE LEGAL FRAMEWORK: IT ACT, BNS AND DATA PROTECTION ACT

Information Technology Act, 2000 (IT Act) — scope and key provisions

The IT Act was enacted to provide legal recognition to electronic records and to amend several statutes (including aspects of the IPC and Evidence Act) to accommodate digital evidence and electronic commerce. Over time, amendments (notably those accompanying the 2008 changes) added provisions to criminalise hacking, unauthorised access, tampering with computer source code, identity theft, and various forms of cyber-fraud. The IT Act also creates procedural powers for government interception/blocking (e.g., section 69 series), and provisions on intermediary liability and due diligence obligations for online intermediaries. The Act's schedules and rules (certifying authorities, electronic signatures) are central for legal certainty in digital transactions.

Important features include:

- Computer-related offences such as unauthorised access, data alteration, and damage to computer resources.
- Identity-related offences (e.g., the provisions on identity theft and impersonation introduced through amendments).
- Intermediary rules that condition safe-harbour protections on compliance with notice-and-take-down and lawful orders (later read down by courts in parts).
- Blocking powers enabling government agencies to order removal or blocking of content in specified circumstances.

Bharatiya Nyaya Sanhita (BNS) 2023 : (Punishable Sections for Cybercrime)
The BNS provides many substantive offences that are applied to cyber contexts — e.g., cheating (mapped to online fraud), criminal intimidation, defamation, forgery and offences against property. The interplay between the BNS and IT Act means that traditional offences are adapted to account for electronic records and digital modes of committing crime. Law enforcement often prosecutes cyber conduct under both regimes depending on the facts.
The following are the punishable sections under the new BNS act 2023 :-
Section 294 of BNS: Addresses the publication and transmission of obscene material, including electronically. The punishment includes imprisonment and fines, with harsher penalties for repeat offenses.
Section 77 of BNS: Specifically deals with capturing or publishing pictures of private parts or acts of a woman without consent, constituting "voyeurism."
Section 303 of BNS: This section specifically addresses theft related to mobile phones, data, or computer hardware/software. It offers a legal framework to prosecute individuals engaged in cyber theft activities. However, the applicability of special laws like the IT Act takes precedence in cases where they are attracted.
Section 78 of BNS: Addresses the offence of stalking in both physical and cyber forms. Imposes imprisonment and fines for monitoring or bothering a woman through physical or electronic means.
Section 317 of BNS: Applies when an individual receives stolen mobile phones, computers, or data. There is a punishment for even possession of such property, even by third parties.
Section 318 of BNS: Address frauds, including password theft, creation of bogus websites, and cyber frauds. Imposes varying imprisonment and fines based on the gravity of the offense.
Section 336 of BNS: Deals with offenses like email spoofing and online forgery. Imposes imprisonment, fines, or both. This section also applies when forgery aims to harm a person's reputation.
Section 356 of BNS: Penalizes defamation, including sending defamatory content through email. Imposes imprisonment and fines.

DATA PROTECTION & PRIVACY REGIME

Until recently, privacy and data-protection obligations were addressed piecemeal through IT Rules and judicial pronouncements recognising privacy as a constitutional right. More recently, India has been developing a statutory framework for digital personal data (the Digital Personal Data Protection Act and associated rules/consultations), which changes the compliance landscape for data controllers/ processors and shapes the legal response to breaches and misuse of personal data. The DPDP Act aims to create specific duties on processors and rights for data principals — an important guardrail against data-driven cybercrime.

LANDMARK JURISPRUDENCE: FREE SPEECH, INTERMEDIARY LIABILITY AND SECTION 66A (CASE STUDY)

A watershed moment in Indian cyber jurisprudence is the Supreme Court's decision in Shreya Singhal v. Union of India (2015). The Court struck down Section 66A of the IT Act — a provision that criminalised sending "grossly offensive" electronic messages — on grounds that it was vague, overbroad and infringed Article 19(1)(a) (freedom of speech). The judgment also clarified intermediary liability and read down parts of the intermediary rules, effectively requiring state orders or court directions for takedown rather than leaving broad discretionary powers in executive hands. This case reshaped the balance between

content regulation and free expression online, and continues to inform debates on takedown procedures and platform obligations.

ENFORCEMENT LANDSCAPE AND PRACTICAL CHALLENGES

Despite legislative scaffolding, enforcement faces multiple hurdles:

- Capacity and expertise: Digital forensics, cross-border evidence preservation and cyber forensic labs are unevenly distributed; building technical capacity within police and prosecutors remains a priority.
- Investigative complexity: Attribution of attacks, encrypted communications, and use of foreign infrastructure challenge timely evidence collection.
- Intermediary cooperation: While many platforms cooperate voluntarily, legal clarity and international cooperation (MLATs, mutual legal assistance) are essential for preserving evidence hosted overseas.
- Awareness and reporting: Under-reporting of cybercrime (particularly for sexual exploitation or corporate breaches) and delays in reporting impede containment and tracing of funds.
- Evolving threats: Ransomware-as-a-service, AI-powered social engineering, and commoditised cyber-crime markets evolve faster than statutory updates.
- International cooperation and public–private partnerships — including mandatory incident reporting, sectorial standards for critical infrastructure, and improved CERT-IN coordination — are central to strengthening response. Recent practitioner reports highlight the need for procedural reforms and capacity building.

CRITICAL ASSESSMENT: STRENGTHS AND GAPS IN THE LAW

Strengths

- Foundational statute: The IT Act provides a statutory basis for cyber offences, recognition of electronic evidence and procedural powers needed for action.
- Judicial guardrails: The Supreme Court has acted to protect civil liberties online (e.g., Shreya Singhal), ensuring that regulation respects constitutional rights.

Gaps and Risks

- Ambiguity and overreach: Some provisions (and executive rules) risk chilling lawful speech or enabling disproportionate blocking without judicial oversight. The judiciary has corrected some of this, but legislative clarity is still required.
- Data protection lag: While the DPDP Act marks progress, rules and implementation details (and interaction with law-enforcement access) need to be carefully balanced to protect privacy while permitting legitimate investigations.
- Capacity and coordination: Enforcement suffers from resource constraints, uneven forensic capability, and procedural delays in cross-border cooperation.

SUGGESTIONS AND ENFORCEMENT

1. Strengthen investigative capacity and forensics. Invest in regional digital forensic labs, training for prosecutors/police in cyber investigations, and rapid evidence-preservation mechanisms.
2. Clarify intermediary obligations in statute. Legislatively codify a proportionate notice-and-response regime with transparent, time-bound procedures and an independent appeals mechanism to reduce arbitrary takedowns.

3. Harmonise data protection and investigative access. Finalise DPDP rules ensuring privacy safeguards (data minimisation, purpose limitation) while creating clear, judicially supervised channels for lawful access and urgent incident response.
4. Public awareness and financial-sector controls. Scale national awareness campaigns focused on phishing/UPI scams, and require stronger KYB/KYC and transaction-monitoring safeguards from payment platforms.
5. International cooperation. Prioritise bilateral and multilateral agreements for cybercrime investigation and evidence preservation; streamline MLATs and establish fast-track channels for urgent cases.
6. Regular legislative reviews. Create a standing expert committee to review cyber statutes periodically, ensuring laws keep pace with technological change while respecting fundamental rights.
7. For the better implementation of legal framework and policies generated to curb the menace of cyber crimes in India which is growing with a rapid pace , legal awareness among the citizens through literacy and educational workshops from the grassroot levels to the top financial security of country should be through public propaganda which includes cybersecurity awareness week program in all educational institutions, local government bodies, financial institutions,NGOs, government aided bodies, tribunals etc. should be covered.
8. Helpline number which has been given by the state security cyber cell unit in association with local crime branch police should be made viral through all channels of media, news papers, news channels and even should be a part of curriculum designed for primary, secondary, higher secondary and college going students. Regional languages used widely throughout the country for different states should be used as proper mode of communication in the respective states.
9. Counselling agencies for determining the cyber threat calls should be placed in every unit of public transports, banking, railway and other means of government communication. Assistance from the legal societies framework should be taken as mediation help center throughout the criminal detection.

CONCLUSION

India stands at a critical juncture in addressing the challenges posed by cybercrime. The nation's digital transformation has brought immense economic, social, and administrative benefits, but it has simultaneously created vulnerabilities that are exploited by criminals, both domestic and transnational. The steady rise in reported incidents, exceeding 12 lakh cases in just six months of 2025, signals not only the scale of the threat but also the urgency of a coordinated and forward-looking response.

The existing legal framework, anchored in the Information Technology Act, 2000, and supplemented by provisions under the Bharatiya Nyaya Sanhita, 2023, provides a statutory foundation to tackle various cyber offences. Recent developments such as the Digital Personal Data Protection Act represent progress towards a more structured privacy and data security regime. Judicial interventions, especially Shreya Singhal v. Union of India, have preserved fundamental rights while clarifying state and intermediary responsibilities. However, the pace of technological change consistently tests the adaptability of these legal instruments.

India's enforcement ecosystem continues to face critical constraints. Technical capacity in digital forensics, cybercrime investigation, and evidence preservation remains uneven across states. The cross-border dimension of cyber offences complicates attribution, investigation, and prosecution, requiring stronger international cooperation. Additionally, gaps in awareness, underreporting of crimes, and delays

in evidence collection hinder effective redressal. The growing sophistication of threats, including AI-driven scams and ransomware, further exacerbates these enforcement challenges.

To move forward, India must prioritize investment in capacity-building, both human and technological. Establishing regional cyber forensic labs, specialized training for law enforcement, and faster evidence preservation mechanisms are essential. At the policy level, clearer intermediary obligations, harmonized data protection frameworks, and transparent procedures for lawful access will strengthen accountability. Equally important is widespread citizen awareness—through education, community programs, and targeted campaigns in regional languages—to empower individuals to recognize and report cyber threats. Ultimately, combating cybercrime requires a holistic approach that balances security with civil liberties. By fostering collaboration between government, industry, academia, and citizens, India can build a resilient digital ecosystem. Sustained legislative refinement, institutional strengthening, and international partnerships will be pivotal in ensuring that cyberspace remains a driver of growth, innovation, and trust, rather than a breeding ground for crime.

REFERENCES:

- ***NCRP Data.***
- ***IT Act, 2000 (Bare Act).***
- ***BNS 2023- By Ratanlal Dhirajlal.***
- ***DPDP Act (Bare Act) – By Taxmann Publications.***
- ***Constitutional Law – By N.H. Jhabvala.***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

A STUDY OF OVERWEIGHT AND OBESITY IN SCHOOL CHILDREN AND THE IMPACT OF OBESITY ON THEIR QUALITY OF LIFE

DR. BHAVIK KUMAR HARSHUKLAL KANTESARIYA
ASSISTANT PROFESSOR, DEPARTMENT OF PHYSICAL EDUCATION, SAURASHTRA UNIVERSITY, RAJKOT

ABSTRACT

Background: Childhood obesity is one of the most serious public health challenges of the 21st century. The problem is global and is steadily affecting many low- and middle-income countries, particularly in urban settings. The prevalence has increased at an alarming rate. Globally in 2023, the number of overweight children under the age of five is estimated to be over 35 million. Close to 30 million of these are living in developing countries. **Aim and Objective:** To study the overweight and obesity in school children and impact of obesity on their quality of life. To make suitable recommendations. **Methods:** Cross sectional study, Study setting: Non-government schools in the urban area of Rajkot. Study duration: 2 years (October 2021 to December 2023). **Study population:** The study population included all the School children between the ages of 12 and 15 years. Sample size: 600 **Results:** The maximum number of study subjects belonged to the age group of 14-15 years i.e. 360 (60%). The participants belonged to the age group of 12-13 years i.e 240 (40%). Female constituted 100 (59.18%) of study population and males constituted rest 69 (40.82%) of study population. prevalence of overweight was 17.33% (104) and obesity was found 10.84% (24) **Conclusions:** The maximum number of study subjects belonged to the age group of 14-15 years., Majority study participants were females, prevalence of overweight was 17.33% (104) and obesity was found 10.84% (24). Association of overweight and obesity with age group not significant at $p<0.5$.

KEYWORDS: BMI, OBESITY, OVERWEIGHT, DIETARY PATTERN

INTRODUCTION

Childhood overweight and obesity have emerged as some of the most significant public health challenges of the 21st century. The global trend is alarming, with the number of overweight children under five reaching more than 35 million in 2023, the majority living in developing nations (World Health Organization [WHO], 2024). Unlike earlier decades when malnutrition and underweight were predominant issues in India, recent years have seen a rapid rise in overweight and obesity among children, particularly in urban and semi-urban populations (Ranjani et al., 2016).

India is undergoing a rapid nutrition transition, marked by an increased intake of high-calorie foods, a shift towards sedentary lifestyles, and reduced physical activity among children. National data show that urban children are more likely to be overweight or obese compared to their rural counterparts (Mohan et al., 2019). In Gujarat, urban centers such as Ahmedabad and Surat have reported higher prevalence of obesity in private and non-government school children, largely linked to socioeconomic status, dietary behaviors, and reduced outdoor activities (Desai & Tailor, 2013).

For instance, studies conducted in western India have highlighted obesity prevalence among adolescents ranging between 10% and 20%, with higher figures among children enrolled in private schools compared to government schools (Bharati et al., 2018). This suggests socioeconomic and lifestyle disparities that directly impact health outcomes. Ahmedabad, as one of the fastest growing cities in India, faces increased exposure to fast foods, reduced open spaces for physical activity, and greater reliance on screen-based entertainment, making children particularly vulnerable to obesity.

Obesity in school children has consequences beyond physical health. It significantly affects psychological well-being, self-esteem, peer relationships, and overall health-related quality of life Health-Related Quality of Life (HRQoL). Schwimmer et al. (2003) demonstrated that obese children report lower Health-Related Quality of Life (HRQoL) scores comparable to those of children with chronic illnesses. In India, evidence suggests that obese adolescents often experience bullying, stigmatization, and exclusion from sports or cultural activities, leading to increased risk of depression and anxiety (Mishra et al., 2020).

Children in the critical age group of 12–15 years are particularly sensitive to body image, peer acceptance, and academic pressures. Any decline in quality of life during this formative stage not only impacts immediate well-being but can also influence long-term health behaviors and productivity. Thus, assessing both prevalence and its quality of life implications in school children is crucial.

Despite increasing awareness, limited studies from Gujarat, particularly Ahmedabad, have systematically explored both prevalence and quality of life outcomes related to childhood obesity. Most existing studies in India either focus on prevalence alone or analyze nutritional status without considering psychosocial dimensions. Furthermore, research is often concentrated in metro cities like Delhi, Mumbai, or Chennai, with relatively less evidence from western India.

This study, therefore, aims to bridge that gap by focusing on urban school children aged 12–15 years in non-government schools near Ahmedabad. By examining both prevalence of overweight and obesity and their impact on quality of life, the study provides a holistic understanding of the problem in this context. Findings will help policymakers, school authorities, and parents adopt evidence-based interventions such as nutritional counseling, physical education programs, and awareness campaigns to address obesity early.

In summary, childhood obesity in India, and particularly in Gujarat's urban areas, is not only a medical issue but also a social and psychological concern. It requires urgent attention through systematic studies that highlight its prevalence and broader impact on quality of life. This study is justified by its potential to contribute localized evidence, inform targeted interventions, and strengthen school-based health promotion programs.

METHODOLOGY

Aim and Objective: To study the overweight and obesity in school children and impact of obesity on their quality of life. To make suitable recommendations. Methods: Cross sectional study, Study setting: Non-government schools in the urban area of Rajkot. Study duration: 2 years (October 2021 to December 2023). Study population: The study population included all the School children between the ages of 12 and 15 years. Sample size: 600.

Selection of schools: For the selection of schools, the list of all schools belonging to different categories Government schools and Private schools was obtained from the school authorities of the local government. From the list of school by systematic random sampling method, we selected 10%schools. i.e. 3 private schools were selected for study. First we selected 10th number school and then every 10th school was included in the study.

Selection of subjects: As the standards of the school are divided in to Primary schools, Middle school and Secondary schools, we conducted our study on children of Middle school. i.e. 7th-9th standard (12-15 years) 2 divisions from each standard were randomly selected and all students of those divisions were included in the study. For every overweight and obese student selected, 3 control students were selected and included in the study. Total of 600 students were studied from these schools, of different affluence, as well as both boys and girls.

Sampling technique: Systematic random sampling method used for school selection, we selected 10%schools. i.e. 3 private schools were selected for study. First we selected 10th number school and then every 10th school was included in the study. 7th-9th standard (12-15 years) 2 divisions from each standard were randomly selected and all students of those divisions were included in the study. For every overweight and obese student selected, 3 control students were selected and included in the study. explained the purpose of study and who gave consent and detailed history such cases included in this study.

Methods of Data Collection and Questionnaire: Predesigned and pretested questionnaire was used to record the necessary information. Questionnaires included general information, socioeconomic details, Personal details of the individual like age, gender, religion, place of residency, parents education, parents occupation, type of family, per capita income and socioeconomic class, BMI, Family health status. Dietary history obtained by using diet questionnaire, physical activity and quality of life history. obtained by using specific questionnaire. The interview technique was used as a tool for data collection. All the overweight and obese students explained the purpose of study. Informed consent was collected from the participants and confidentiality was assured. Those who fulfilled the criterion and agreed to participate were included in the study. Detailed history was obtained from participants. History taking involved personal details of the individual, name, age, sex, family income, per capita income, Socioeconomic status, Religion, place of residence, no of family member, parents education, parents occupation, detailed dilatory history, physical activity history, quality of life all detailed history write in questionnaire. The data were entered in Microsoft Excel and data analysis was done by using SPSS for windows. The analysis was performed by using percentages in frequency tables and association of the other determinants related to obesity. $p<0.05$ was considered as level of significance using the Chi-square test and Fishers exact test.

RESULT AND DISCUSSION:

Table 1.
Distribution of Study Subjects According to Age

Sr. No.	Age (in years)	Frequency	Percentage
1	12–13	240	40.0%
2	14–15	360	60.0%
Total	—	600	100.0%

The maximum number of study subjects belonged to the age group of 14-15 years i.e. 360 (60%). The participants belonged to the age group of 12-13 years i.e 240 (40%)

Table 2.
Distribution of Overweight and Obese Students According to Sex

Sr. No.	Sex	Number of Students	Percentage
1	Male	69	40.82%
2	Female	100	59.18%
Total	—	169	100%

The table shows the sex-wise distribution of overweight and obese study subjects. Females constituted 100 (59.18%) of the study population, while males constituted 69 (40.82%).

Table 3.
Prevalence of Overweight and Obesity Among School Children

Sr. No.	Health Status	Frequency	Percentage
1	Normal BMI	431	71.83%
2	Overweight	104	17.33%
3	Obesity	65	10.84%
Total	—	600	100%

The majority of study participants belonged to the normal BMI group (431; 71.83%). The prevalence of overweight was 104 (17.33%) and obesity was 65 (10.84%).

Table 4.
Health-Related Quality of Life (N = 65)

Sr. No.	Impact of Obesity	Score Range	Frequency	Percentage
1	Activities Problem	1–15	57	87.69%
		16–32	8	12.31%
2	Feeling Problem	1–10	51	78.46%
		11–20	13	21.54%
3	Problem in School	1–10	49	75.38%
		11–20	16	24.62%
4	Other Problems	1–10	46	70.76%
		11–20	19	29.24%

(Foot note: Activities problem (High score- 30), Feeling problem (High score-20), Problem in school (High score-20), Other problem (High score-20)) The above table shows participants had activities problem score 1-15 i.e 87.69%, in Score 16-32 i.e 12.31%, Feeling problem 87.46% in score 1-10, 21.54% in score 11-20. Problem in school 75.38% participants belonged in score 1-10 and 24.62% in score 11-20. Other problem 70.76% participants belonged in score 1-10 and 29.24 % in score 11-2.

Table 6.
Adolescent Self-Reported Health-Related Quality of Life (HRQoL) Scores According to Body Weight Status

Gender	**(HRQoL) Domain**	**Underweight**	**Normal Weight**	**Overweight**	**Obese**	**F-value**	**p-value**
Girls	Physical Functioning	78.9 ± 12.4	76.4 ± 23.5	78.6 ± 17.5	82.7 ± 15.4	1.23	0.214

	Emotional Functioning	60.4 ± 24.3	68.3 ± 31.4	57.3 ± 24.6	62.6 ± 23.6	0.67	0.694
	Social Functioning	81.5 ± 18.7	82.0 ± 19.6	80.4 ± 19.5	82.6 ± 15.4	1.43	0.290
	School Functioning	70.5 ± 20.4	72.6 ± 21.6	71.7 ± 20.7	75.6 ± 19.4	0.83	0.374
	(HRQoL) Total Score	**72.9 ± 17.6**	**75.3 ± 21.4**	**74.7 ± 17.7**	**84.9 ± 15.4**	**0.67**	**0.243**
Boys	Physical Functioning	80.9 ± 13.5[ac]	78.4 ± 22.5[b]	79.6 ± 18.5[c]	86.3 ± 17.2[abc]	4.23	0.001
	Emotional Functioning	61.3 ± 22.2[a]	69.3 ± 21.4[b]	60.3 ± 23.4[ab]	64.6 ± 22.8[ab]	4.73	0.003
	Social Functioning	74.3 ± 22.4[ac]	83.7 ± 20.4[b]	81.4 ± 18.7[c]	82.6 ± 15.4[abc]	4.24	0.006
	School Functioning	67.4 ± 19.3	74.6 ± 19.7	74.6 ± 18.6	78.6 ± 18.3	1.86	0.127
	(HRQoL) Total Score	**72.9 ± 18.6[ac]**	**76.4 ± 20.8[b]**	**76.5 ± 18.3[c]**	**79.9 ± 16.4[abc]**	**6.47**	**<0.001**

The above table shows indicates the Health-Related Quality of Life Health-Related Quality of Life (HRQoL) scores according to participant's satisfaction regarding their body weight using the general linear model (ANCOVA). In girls, except for physical functioning, the subscales and total scores of Health-Related Quality of Life were significantly different according to girls' satisfaction regarding their body weight. Results of the post hoc test showed that those girls who were satisfied with their body weight had significantly higher scores in emotional functioning ($p = 0.003$), social functioning ($p = 0.006$), school functioning ($p = 0.127$) and total Health-Related Quality of Life ($p = 0.001$) compared to girls who were dissatisfied with their body weight.

DISCUSSION

Childhood overweight and obesity are increasingly recognized as major public health concerns due to their immediate and long-term impact on physical, psychological, and social health. In the present study, 600 school children aged 12–15 years were assessed for overweight and obesity prevalence, as well as the impact of obesity on health-related quality of life Health-Related Quality of Life (HRQoL).

Prevalence of Overweight and Obesity

The study found that 17.33% (104) of children were overweight and 10.84% (65) were obese. The majority of participants (71.83%) belonged to the normal BMI category. These results align with findings from previous studies in India, where urban school children exhibit higher rates of overweight and obesity due to lifestyle and dietary factors (Ranjani et al., 2016; Bharati et al., 2018). The increased prevalence in urban areas, such as Rajkot, reflects the ongoing nutrition transition characterized by high-calorie diets, reduced physical activity, and increased sedentary behavior (Mohan et al., 2019).

The study showed no significant association between overweight/obesity and age ($p>0.05$) or sex ($p>0.05$). This indicates that children across 12–15 years and both genders are at similar risk, consistent

with national reports showing a uniform increase in childhood obesity across age and gender groups (Gupta et al., 2012). However, socioeconomic status was significantly associated with overweight and obesity ($p<0.05$), reflecting that children from higher-income families are more likely to adopt sedentary lifestyles and consume energy-dense foods, corroborating findings from Desai and Tailor (2013).

IMPACT ON QUALITY OF LIFE (HRQOL)

Assessment of Impact on Quality of Life (HRQoL) among obese children revealed that the majority experienced mild to moderate problems in activities (87.69% in low-score range), feelings (78.46%), school functioning (75.38%), and other social/behavioral domains (70.76%). These findings support the notion that obesity affects multiple dimensions of a child's life, including physical performance, social interaction, emotional well-being, and academic participation (Schwimmer et al., 2003; Varni et al., 2007).

Analysis of Health-Related Quality of Life (HRQoL) scores according to body weight perception showed interesting gender differences. Among girls, except for physical functioning, Health-Related Quality of Life (HRQoL) subscales and total scores did not differ significantly across weight categories. However, girls satisfied with their body weight had higher scores in emotional ($p=0.003$), social ($p=0.006$), school ($p=0.127$), and total Health-Related Quality of Life (HRQoL) ($p=0.001$), suggesting that body image perception is a critical determinant of well-being during adolescence (Mishra et al., 2020).

Among boys, Health-Related Quality of Life (HRQoL) scores differed significantly across multiple domains, with overweight and obese boys reporting lower physical, emotional, and social functioning compared to their normal-weight peers ($p<0.01$). The total Health-Related Quality of Life (HRQoL) score was also significantly lower in overweight and obese boys ($p<0.001$). These findings highlight that obesity not only affects physical health but also significantly impacts psychosocial health in male adolescents, consistent with prior literature (Pinhas-Hamiel & Zeitler, 2005).

IMPLICATIONS AND JUSTIFICATION

The findings emphasize that childhood obesity in urban settings is not merely a matter of excess weight but has broader psychosocial and functional consequences. Early identification and intervention are crucial, particularly in middle schools where children are developing self-identity, peer networks, and academic habits. School-based interventions focusing on nutrition education, increased physical activity, and awareness of healthy body image can mitigate both obesity prevalence and its negative impact on quality of life (Kumar & Mahabalaraju, 2007).

Furthermore, the significant association between socioeconomic status and obesity underscores the need for targeted programs for high-income families who may have greater access to calorie-dense diets and sedentary leisure activities. The use of Health-Related Quality of Life (HRQoL) measures provides additional justification for considering mental, social, and academic health outcomes alongside physical indicators when planning interventions.

The study was cross-sectional and limited to non-government schools in urban Rajkot, which may restrict generalizability to rural areas or government school populations. Future studies should adopt longitudinal designs and include diverse school settings to understand trends and causal relationships better.

CONCLUSION

The present study highlights that overweight and obesity are significant health concerns among school children aged 12–15 years in urban Rajkot. The prevalence of overweight was 17.33% and obesity 10.84%, with the majority of affected children being females. While age and gender were not significantly associated with overweight or obesity, socioeconomic status was a significant determinant, indicating that children from higher-income families are at greater risk.

Obesity was found to impact multiple dimensions of health-related quality of life Health-Related Quality of Life (HRQoL). Most obese children reported difficulties in daily activities, emotional well-being, school functioning, and social interactions. Gender-specific analysis showed that body weight perception plays a critical role, particularly in girls, influencing emotional, social, and overall quality of life scores. Boys demonstrated significant reductions in physical, emotional, and social functioning with increasing BMI.

These findings emphasize that childhood obesity is not only a physical health issue but also has considerable psychosocial and functional consequences. Early identification, monitoring, and intervention in school settings are essential. Integrating nutrition education, physical activity programs, and awareness campaigns addressing healthy body image can help mitigate both obesity prevalence and its impact on quality of life.

In conclusion, addressing childhood overweight and obesity requires a multifaceted approach involving schools, parents, policymakers, and healthcare professionals. Targeted interventions can improve not only physical health but also psychological well-being and social functioning, contributing to healthier, more productive adolescents.

RECOMMENDATIONS

1. School-Based Interventions:

- Implement structured physical activity programs, including daily exercise, sports, and recreational activities to increase energy expenditure among students.
- Introduce nutrition education sessions to promote healthy eating habits and awareness about balanced diets.

2. Parental Involvement:

- Encourage parents to monitor and regulate children's diet, limit consumption of junk and high-calorie foods, and promote home-based physical activities.
- Conduct workshops to educate parents on the psychological and social consequences of obesity and ways to support children's well-being.

3. Policy and Environmental Measures:

- Ensure availability of healthy food options in school canteens and restrict access to sugary drinks and fast food.
- Design urban environments with safe spaces, parks, and playgrounds to encourage outdoor physical activity.

4. Screen Time Management:

- Limit excessive use of electronic devices such as mobile phones, computers, and television to reduce sedentary behaviour.
- Encourage engaging, non-screen-based hobbies and recreational activities.

5. Regular Health Screening:

- Conduct periodic BMI and health assessments in schools to identify overweight and obese children early.
- Integrate counselling services for children with high BMI to address both physical and psychosocial health concerns.

6. Psychosocial Support:

- Implement programs to improve self-esteem, body image perception, and coping skills for children affected by obesity.
- Encourage peer support groups and mentorship programs to reduce stigma and promote inclusion.

7. Research and Monitoring:

- Conduct longitudinal studies to track trends in childhood obesity and evaluate the effectiveness of interventions.
- Promote research focusing on dietary patterns, physical activity, and Health-Related Quality of Life (HRQoL) in diverse school populations.

REFERENCES

1. *Bharati, D. R., Deshmukh, P. R., & Garg, B. S. (2018). Correlates of overweight & obesity among school going children of Wardha City, Central India. Indian Journal of Medical Research, 127(6), 539–543.*
2. *Desai, A. R., & Tailor, T. D. (2013). Prevalence of overweight and obesity among urban school children in Gujarat, India: A community-based study. National Journal of Community Medicine, 4(2), 218–221.*
3. *Dhole S.S., Mundada V.D. The Study Of Prevalance Of Childhood Obesity And Associated Risk Factors In School Going Children Of Aurangabad Munciple Corporation Area. IJERT.Vol. 2 Issue 8, August – 2013*
4. *Gupta, N., Goel, K., Shah, P., & Misra, A. (2012). Childhood obesity in developing countries: Epidemiology, determinants, and prevention. Endocrine Reviews, 33(1), 48–70. https://doi.org/10.1210/er.2010-0028*
5. *Khadilkar VV, Khadilkar AV. Prevalence of obesity in affluent school boys in Pune. Indian Pediatr. 2004;41:857–8.*
6. *Kumar, S., & Mahabalaraju, D. K. (2007). Prevalence of obesity and its influencing factors among affluent school children of Davangere City. Indian Journal of Community Medicine, 32(1), 15–17. https://doi.org/10.4103/0970-0218.53389*
7. *Mishra, A., Sharma, P., & Vyas, S. (2020). Childhood obesity and its impact on psychosocial health: An Indian perspective. Journal of Family Medicine and Primary Care, 9(3), 1284–1290. https://doi.org/10.4103/jfmpc.jfmpc_108_20*
8. *Mohan, V., Ranjani, H., & Mehrotra, R. (2019). Childhood obesity in India: Influencing factors and prevention strategies. World Journal of Diabetes, 10(7), 483–495. https://doi.org/10.4239/wjd.v10.i7.483*
9. *Panjikkaran ST, Kumari K. Augmenting BMI and WaistHeight Ratio for establishing more efficient obesity percentiles among school children. Indian J Community Med. 2009;34:135–9.*
10. *Pinhas-Hamiel, O., & Zeitler, P. (2005). The global spread of type 2 diabetes mellitus in children and adolescents. Journal of Pediatrics, 146(5), 693–700. https://doi.org/10.1016/j.jpeds.2005.01.042*

11. *Premanath M, Basavanagowdappa H, Shekar MA, Vikram SB, Narayanappa D. Mysore childhood obesity study. Indian Pediatr. 2010 Feb;47(2):171-3.*
12. *Ranjani, H., Mehreen, T. S., Pradeepa, R., Anjana, R. M., Garg, R., Anand, K., & Mohan, V. (2016). Epidemiology of childhood overweight & obesity in India: A systematic review. Indian Journal of Medical Research, 143(2), 160–174. https://doi.org/10.4103/0971-5916.180203*
13. *Schwimmer, J. B., Burwinkle, T. M., & Varni, J. W. (2003). Health-related quality of life of severely obese children and adolescents. JAMA, 289(14), 1813–1819. https://doi.org/10.1001/jama.289.14.1813*
14. *Sidhu S, Marwah G, Prabhjot Prevalence of overweight and obesity among the affluent adolescent school children of Amritsar, Punjab. Coll Antropol. 2005;29:53–5.*
15. *Varni, J. W., Limbers, C. A., & Burwinkle, T. M. (2007). Impaired health-related quality of life in children and adolescents with chronic conditions: A comparative analysis of 10 disease clusters and 33 disease categories/severities utilizing the PedsQL 4.0 Generic Core Scales. Health and Quality of Life Outcomes, 5(43). https://doi.org/10.1186/1477-7525-5-43*
16. *World Health Organization. (2024). Childhood overweight and obesity. WHO. https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

ROLE OF TEACHER-STUDENT RELATIONSHIP IN ENHANCING LEARNING EFFECTIVENESS

DR ALPESH KUMAR J. PIPALIYA

ABSTRACT

The teacher-student relationship is a central element of the educational process, directly influencing learning effectiveness, student motivation, and academic achievement. Positive relationships characterized by trust, respect, empathy, and open communication create a supportive learning environment where students feel valued and motivated to succeed. This paper examines the role of teacher-student relationships in enhancing learning effectiveness, drawing evidence from both global and Indian contexts. The study finds that strong teacher-student relationships foster emotional security, improve classroom engagement, reduce dropout rates, and encourage lifelong learning. Conversely, authoritarian or negative relationships can lead to disengagement and poor outcomes. The paper highlights strategies such as mentorship, culturally responsive pedagogy, and emotional intelligence training for teachers to strengthen these relationships.

KEYWORDS: TEACHER-STUDENT RELATIONSHIP, LEARNING EFFECTIVENESS, MOTIVATION, CLASSROOM CLIMATE, EDUCATIONAL PSYCHOLOGY, STUDENT ENGAGEMENT

INTRODUCTION

Education is not limited to the transfer of knowledge but is also deeply relational. The **teacher-student relationship** is one of the most critical factors influencing how students perceive learning, how engaged they remain, and how effectively they perform academically. According to Pianta (1999), positive teacher-student relationships act as a secure base that promotes academic, emotional, and social development.

Globally, research shows that teacher-student relationships affect not only academic achievement but also emotional well-being, self-confidence, and resilience (Roorda et al., 2011). In India, where classrooms are often large and exam-oriented, the quality of teacher-student interaction plays a key role in retaining student interest and preventing dropouts.

The **National Education Policy (NEP) 2020** emphasizes learner-centered pedagogy and mentorship, recognizing the teacher as a facilitator, guide, and mentor rather than merely an instructor.

This paper seeks to answer the following research questions:

1. How does the teacher-student relationship influence learning effectiveness?
2. What are the emotional, psychological, and academic outcomes of positive teacher-student relationships?
3. What challenges hinder strong teacher-student relationships, especially in India?
4. What strategies can strengthen teacher-student relationships in schools and universities?

REVIEW OF LITERATURE

Teacher-Student Relationship and Academic Achievement

Hamre and Pianta (2001) found that supportive teacher-student relationships predict better academic outcomes and reduce the risk of school failure. Students who feel respected and supported by teachers are more motivated to engage in learning.

Emotional and Social Impact

Positive relationships foster emotional security and reduce anxiety. Wentzel (2002) highlighted that when students perceive teachers as caring, they show higher motivation, cooperation, and self-regulation.

Classroom Climate and Engagement

Cornelius-White (2007) reported that teacher behaviors such as empathy, respect, and encouragement significantly improve classroom climate and student participation. A warm, inclusive environment leads to greater learning effectiveness.

Teacher Expectations and Student Performance

The **Pygmalion effect** (Rosenthal & Jacobson, 1968) shows that teacher expectations can significantly influence student performance. High expectations communicated through supportive relationships enhance learning effectiveness, while low expectations can lead to self-fulfilling underachievement.

Indian Context of Teacher-Student Relationship

In India, cultural traditions place teachers in a position of authority, often referred to as *guru-shishya parampara*. While respect for teachers remains high, authoritarian teaching styles sometimes hinder open communication. Recent studies (Rao & Rani, 2019) indicate that mentorship-based relationships improve student confidence, particularly among first-generation learners.

RESEARCH METHODOLOGY

Research Design

This study employs a **descriptive and analytical research design**, synthesizing findings from secondary data, surveys, and case studies.

Research Objectives

1. To analyze the role of teacher-student relationships in enhancing learning effectiveness.
2. To examine emotional, social, and academic outcomes of positive teacher-student interactions.
3. To identify challenges in fostering effective relationships in Indian schools and colleges.
4. To suggest strategies for strengthening teacher-student relationships.

Sources of Data

- **Primary Documents:** NEP 2020, NCERT guidelines, UNESCO reports on learner-centered pedagogy.
- **Secondary Sources:** Peer-reviewed articles, books, and case studies (1990–2024).
- **Indian Studies:** Empirical research on teacher-student dynamics in school and higher education.

Sampling Method

Purposive sampling was applied to select studies relevant to teacher-student relationships and their impact on learning outcomes.

Tools of Analysis

- **Content Analysis:** Categorizing themes into academic, emotional, and social dimensions.
- **Comparative Analysis:** Contrasting teacher-student relationships across cultural and institutional contexts.
- **Interpretative Synthesis:** Integrating findings into a comprehensive framework.

DATA ANALYSIS AND INTERPRETATION

1. Teacher-Student Relationship and Academic Outcomes

- Students with supportive teachers show higher motivation and better exam results.
- Hamre & Pianta (2001) found that early teacher-student relationships predict long-term academic success.
- In India, students from disadvantaged groups particularly benefit from encouraging teacher interactions.

2. Emotional and Psychological Impact

- Caring relationships reduce anxiety and increase self-confidence.
- Wentzel (2002) found that students with emotionally supportive teachers are more cooperative and persistent in learning tasks.
- Indian studies reveal that mentorship-based relationships reduce dropout rates in rural schools.

3. Classroom Climate and Learning Effectiveness

- Positive teacher-student relationships contribute to inclusive and participatory classrooms.
- Cornelius-White (2007) found that teacher empathy and respect enhance student engagement.
- In contrast, authoritarian classrooms often produce fear-driven compliance rather than active learning.

4. Challenges Identified

- Large class sizes in Indian schools limit individualized teacher attention.
- Exam-centric education reduces opportunities for relational pedagogy.
- Teacher training often emphasizes content delivery over relational skills.
- Cultural hierarchies sometimes prevent open dialogue between teachers and students.

FINDINGS AND DISCUSSION

The analysis shows that **teacher-student relationships are a decisive factor in learning effectiveness**, shaping not only academic achievement but also emotional well-being and social development. A strong bond built on respect, empathy, and encouragement creates a secure environment for learning, while authoritarian or neglectful relationships limit student growth.

1. Academic Achievement and Motivation

- Students with supportive teachers demonstrate higher levels of motivation and achievement.
- Positive teacher-student relationships encourage persistence, improve attendance, and reduce dropout rates.
- In India, students from marginalized or first-generation backgrounds benefit significantly when teachers act as mentors.

Discussion: Academic performance is not determined solely by intellectual ability but also by the quality of relationships that nurture students' confidence and curiosity.

2. Emotional and Psychological Impact

- Teacher empathy reduces student anxiety, improves self-esteem, and enhances resilience.
- Supportive teachers act as role models, helping students cope with personal and academic challenges.
- Mentorship-oriented teachers in Indian universities have shown to boost the confidence of first-year students, easing their transition into higher education.

Discussion: Emotional well-being is a prerequisite for effective learning; teacher-student bonds play a central role in providing this support.

3. Classroom Climate and Learning Effectiveness

- A positive relational climate encourages open dialogue, collaboration, and active participation.

- Authoritarian or negative relationships create fear-driven compliance, hindering creativity and problem-solving.
- In large Indian classrooms, relational strategies like peer mentoring and small-group discussions have shown to improve engagement.

Discussion: Learning effectiveness increases in classrooms where teachers act as facilitators rather than controllers.

4. Cultural and Institutional Challenges

- Traditional *guru-shishya parampara* emphasizes respect for teachers but sometimes discourages equal dialogue.
- Large class sizes and exam-centric pedagogy limit relational teaching.
- Teachers often lack training in emotional intelligence and relational pedagogy.

Discussion: To enhance teacher-student relationships in India, reforms must focus on shifting from authority-driven teaching to mentorship and facilitation.

CONCLUSION AND SUGGESTIONS

The study concludes that **teacher-student relationships are foundational to effective learning**. Strong, supportive relationships promote academic achievement, emotional well-being, and classroom engagement, while authoritarian or neglectful approaches undermine learning effectiveness.

In India, challenges such as large classrooms, exam-oriented teaching, and hierarchical traditions limit relational pedagogy. However, NEP 2020 provides opportunities to strengthen teacher-student bonds through mentorship, learner-centered teaching, and holistic education approaches.

KEY CONCLUSIONS

1. Teacher-student relationships significantly impact academic outcomes, motivation, and retention.
2. Emotional and psychological support from teachers fosters resilience, confidence, and well-being.
3. Positive relationships create inclusive classroom climates that enhance participation and creativity.
4. Cultural and systemic challenges in India hinder open teacher-student communication.
5. Strengthening relational pedagogy is key to realizing NEP 2020's vision of holistic learning.

SUGGESTIONS

1. **Mentorship Programs:** Implement structured teacher-student mentoring systems in schools and universities.
2. **Emotional Intelligence Training:** Provide teachers with training in empathy, communication, and relational skills.
3. **Reduced Teacher Workload:** Free teachers from excessive administrative duties to allow more time for student engagement.
4. **Smaller Learning Groups:** Use group discussions and peer mentoring to personalize learning in large classrooms.
5. **Feedback Mechanisms:** Establish two-way feedback systems where students can share their perspectives with teachers.
6. **Teacher Education Reform:** Integrate relational pedagogy and counseling skills into teacher training programs.
7. **Policy Support:** Align institutional policies with NEP 2020's focus on mentorship and learner-centered education.

8. **Use of Technology:** Employ digital platforms to facilitate communication and feedback between teachers and students.

By implementing these strategies, educational institutions can transform classrooms into **collaborative learning communities**, where relationships are the foundation of academic success and holistic development.

REFERENCES

- ***Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. Review of Educational Research, 77(1), 113–143. https://doi.org/10.3102/003465430298563***
- ***Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. Child Development, 72(2), 625–638. https://doi.org/10.1111/1467-8624.00301***
- ***Pianta, R. C. (1999). Enhancing relationships between children and teachers. American Psychological Association.***
- ***Rao, P., & Rani, S. (2019). Teacher-student relationships and academic motivation: Evidence from Indian higher education. Journal of Indian Education, 45(3), 54–68.***
- ***Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. Review of Educational Research, 81(4), 493–529. https://doi.org/10.3102/0034654311421793***
- ***Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. Holt, Rinehart & Winston.***
- ***Wentzel, K. R. (2002). Are effective teachers like good parents? Student–teacher relationships and school adjustment. Child Development, 73(1), 287–301. https://doi.org/10.1111/1467-8624.00406***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

VOICE OF FARMER: A SOCIO-LEGAL STUDY

DR. BHARATBHAI L. SARGARA
B.A.,LL.B.,LL.M.(H.R.),PH.D.(LAW)

ABSTRACT

The agricultural sector is the backbone of India's economy, employing nearly half of its population. However, Indian farmers face numerous socio-economic and legal challenges, particularly concerning land acquisition. This research paper examines the multifaceted issues encountered by farmers, focusing on their rights, compensation disputes, rehabilitation concerns, and the socio-legal implications of state-led land acquisition. Through a socio-legal lens, this study explores how the legal framework interacts with the realities of rural agrarian life and highlights the gaps in implementation of existing laws. The paper concludes with findings and suggestions for strengthening the protection of farmers' rights in the land acquisition process.

KEYWORDS: FARMERS, LAND ACQUISITION, SOCIO-LEGAL STUDY, AGRICULTURE, RURAL DEVELOPMENT, COMPENSATION, FARMERS' RIGHTS, LEGAL FRAMEWORK, LIVELIHOOD, REHABILITATION.

INTRODUCTION

Agriculture has long been the cornerstone of India's social and economic fabric. Despite rapid industrialization and urbanization, more than 45% of India's workforce remains dependent on agriculture for their livelihood. In recent decades, however, large-scale land acquisition for industrial projects, infrastructure development, and urban expansion has created deep socio-economic unrest among farmers. Farmers, often marginalized and lacking awareness of legal rights, find themselves at a disadvantage when their agricultural lands are acquired by the state or private entities. While the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 (LARR Act) aims to protect their interests, ground-level implementation remains inconsistent. This research, therefore, aims to understand the socio-legal dimensions of the problems faced by farmers and to evaluate how effectively existing legal mechanisms safeguard their rights.

OBJECTIVES OF THE STUDY

1. To study the socio-economic and legal challenges faced by farmers in India.
2. To analyze the impact of land acquisition on the livelihood and social structure of farmers.
3. To examine the effectiveness of the existing legal framework in protecting farmers' rights.
4. To identify the key issues and gaps in implementation of land acquisition laws.
5. To suggest remedial measures for ensuring justice and sustainability for the farming community.

RESEARCH METHODOLOGY

This research adopts a socio-legal approach, combining both doctrinal and empirical methods:

Doctrinal Method : Analysis of legal provisions such as the LARR Act, 2013, judicial pronouncements, government reports, and policy documents.

Empirical Method : Collection of qualitative data through interviews, case studies, and secondary sources such as research papers, news articles, and NGO reports.

Analytical Framework : Comparative analysis of law and its implementation, assessing the gap between policy and practice.

Scope : The study focuses on farmers in various states of India who have experienced land acquisition for developmental projects.

VARIOUS ISSUES FACED BY FARMERS IN INDIA

1. Economic Issues:

- Low crop prices and increasing input costs.
- Inadequate compensation during land acquisition.
- Lack of access to credit and modern farming technologies.

2. Social Issues:

- Displacement and loss of traditional livelihood.
- Breakdown of community networks after land loss.
- Psychological stress leading to distress and suicides.

3. Legal Issues:

- Delayed compensation and procedural opacity.
- Lack of awareness about rights under land acquisition laws.
- Weak enforcement of rehabilitation and resettlement provisions.

4. Administrative Issues:

- Bureaucratic delays and corruption in land surveys and compensation disbursement.
- Poor grievance redressal mechanisms for affected farmers.

ISSUES FACED BY FARMERS AFTER LAND ACQUISITION

1. **Loss of Livelihood** : Once land is acquired, farmers lose their only means of income, leading to unemployment and poverty.
2. **Inadequate Compensation** : Compensation is often below market value, and delays reduce its real worth.
3. **Lack of Rehabilitation and Resettlement** : Promised housing, employment, or alternative land are rarely provided.
4. **Legal Illiteracy** : Farmers often lack knowledge about their rights and legal remedies.
5. **Social Displacement** : Families and communities get scattered, eroding social identity and belongingness.
6. **Psychological Trauma** : Land loss often leads to depression, frustration, and suicides in extreme cases.

FINDINGS

1. The LARR Act, 2013, though progressive, suffers from weak implementation and bureaucratic hurdles.
2. Farmers are inadequately represented in decision-making during land acquisition.
3. Compensation is neither timely nor reflective of true land value.
4. There is a significant gap between legal provisions and on-ground realities of rehabilitation.

5. Lack of legal literacy and socio-economic vulnerability makes farmers easy targets of exploitation.

SUGGESTIONS

1. **Effective Implementation** : Ensure strict enforcement of the LARR Act, 2013 with transparent procedures.
2. **Legal Awareness Programs** : Educate farmers about their rights, compensation mechanisms, and legal remedies.
3. **Fair Compensation Mechanism**: Establish an independent commission to assess fair market value and timely disbursement.
4. **Livelihood Restoration** : Provide alternative employment opportunities and skill training.
5. **Community-Based Rehabilitation** : Focus on collective relocation to preserve social and cultural bonds.
6. **Strengthened Judicial Oversight** : Fast-track courts for land acquisition disputes.
7. **Sustainable Development Policies** : Integrate farmers' consent and welfare in all developmental planning.

CONCLUSIVE REMARKS

The **"Voice of Farmer"** must be at the heart of India's development agenda. While legal frameworks like the LARR Act have attempted to balance development and justice, the persistent challenges reveal systemic weaknesses in implementation. Socio-legal empowerment of farmers, coupled with participatory governance, is essential to ensure that progress does not come at the cost of agrarian distress. True development will only be achieved when the farmer, the backbone of the nation, is heard, protected, and empowered.

REFERENCES

1. ***The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013.***
2. National Sample Survey Office (NSSO) Reports on Agriculture, Government of India.
3. Ministry of Rural Development, Land Acquisition Policy Reports (2019–2023).
4. Deshpande, R. S. (2020). Farmer Distress and Rural Economy in India. Oxford University Press.
5. Sinha, B. (2018). Land, Law and Livelihood: Socio-Legal Dimensions of Land Acquisition in India. Sage Publications.
6. Supreme Court of India Judgments on Land Acquisition (2013–2024).
7. National Human Rights Commission Reports on Displacement and Rehabilitation (2021).

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

THE EFFECT OF HUMAN RELATIONS ON ORGANIZATIONAL PRODUCTIVITY: A COMPREHENSIVE ANALYSIS

SHITAL S PAWAR
ASSISTANT MANAGER, ATUL PVT. LTD – VALSAD - GUJRAT
AVINASH B GAIKWAD
ASSISTANT PROFESSOR, SGGSIE&T - NANDED - MAHARASHTRA

ABSTRACT

This research paper investigates the critical relationship between human relations and organizational productivity. It posits that beyond technological advancements and process optimization, the quality of interpersonal relationships, communication, and employee well-being serves as a fundamental driver of efficiency and output. The paper synthesizes existing literature and theoretical frameworks to explore the mechanisms through which positive human relations—encompassing leadership styles, communication effectiveness, teamwork, employee motivation, and organizational culture—influence productivity. The analysis concludes that organizations that strategically invest in fostering a positive human relations environment are better positioned to achieve sustainable growth, reduce counterproductive costs, and enhance overall performance. Recommendations for management practice are provided.

KEYWORDS: HUMAN RELATIONS, ORGANIZATIONAL PRODUCTIVITY, EMPLOYEE MOTIVATION, LEADERSHIP, COMMUNICATION, ORGANIZATIONAL CULTURE, JOB SATISFACTION.

1. INTRODUCTION

In the relentless pursuit of competitive advantage, organizations have long focused on quantitative metrics, technological innovation, and process re-engineering. However, a growing body of evidence suggests that the most significant and sustainable source of productivity lies not in machinery or software, but in the people who operate them and the quality of their interactions. The human relations approach, which emerged as a counterpoint to the mechanistic views of classical management theory, emphasizes that organizational success is inextricably linked to the social and psychological well-being of employees. The central thesis of this paper is that **positive human relations are a primary catalyst for enhanced organizational productivity.** Productivity, defined as the efficient transformation of inputs (labor, capital) into valuable outputs (goods, services), is not merely a function of individual effort but is profoundly shaped by the organizational climate. When employees feel valued, respected, and connected, their engagement, creativity, and commitment to organizational goals increase, leading to higher quality work, greater efficiency, and reduced waste.

This paper will explore this relationship by:

a) Tracing the theoretical evolution of the human relations movement.

b) Analyzing the key components of human relations (leadership, communication, etc.) and their direct impact on productivity.

c) Examining the tangible costs of poor human relations.

d) Providing evidence-based recommendations for cultivating a productive human relations environment.

2. THEORETICAL FRAMEWORK: THE EVOLUTION OF HUMAN RELATIONS

The understanding of human relations in the workplace has evolved significantly over the past century.

a) Classical Management Theory (Taylorism/Fayolism):

Pioneered by Frederick Taylor and Henri Fayol, this perspective viewed organizations as machines and employees as interchangeable cogs. The focus was on specialization, hierarchy, and strict control to maximize efficiency, largely ignoring human psychology and social needs.

b) The Human Relations Movement (Hawthorne Studies):

A pivotal shift occurred with the Hawthorne Studies (1924-1932) conducted by Elton Mayo. Researchers found that productivity increased not due to changes in physical working conditions (like lighting), but because employees responded to the increased attention they were receiving. This "Hawthorne Effect" demonstrated that social factors, group dynamics, and feelings of importance were powerful motivators (Mayo, 1933).

c) Modern Human Resource Development:

Building on this foundation, contemporary theories from thinkers like Abraham Maslow (Hierarchy of Needs) and Douglas McGregor (Theory X and Theory Y) further cemented the idea that employees are driven by a complex set of needs and that management's assumptions about people (as lazy or inherently motivated) directly shape their behavior and productivity.

3. KEY COMPONENTS OF HUMAN RELATIONS AND THEIR IMPACT ON PRODUCTIVITY

a) Leadership and Management Styles

The style of leadership sets the tone for the entire organization. Authoritarian, task-focused leaders (McGregor's Theory X) may achieve short-term compliance but often foster resentment, fear, and minimal discretionary effort. In contrast, participative, supportive, and transformational leaders (Theory Y) who empower employees, solicit their input, and show genuine concern for their well-being, build trust. This trust translates into higher employee engagement, increased willingness to go "above and beyond," and lower turnover, all of which boost long-term productivity (Bass & Riggio, 2006).

b) Effective Communication

Open, transparent, and two-way communication is the lifeblood of productive human relations. When communication is poor:

i. **Errors and Rework Increase:**
Misunderstood instructions lead to mistakes.

ii. **Duplication of Effort Occurs:**
Teams work in silos, unaware of others' progress.

iii. **Innovation is Stifled:**
Employees are afraid to share ideas.

Conversely, effective communication ensures alignment with organizational goals, facilitates quick problem-solving, and makes employees feel informed and included, which enhances their sense of ownership and responsibility.

3.3. Teamwork and Cohesion

Modern work is inherently collaborative. The synergy of a cohesive team—where members trust, support, and effectively communicate with one another—far exceeds the sum of individual contributions. Positive team dynamics reduce internal conflict, accelerate project completion through efficient knowledge sharing, and create a supportive environment that buffers against stress. This directly correlates with higher quality output and faster time-to-market.

3.4. Employee Motivation and Job Satisfaction

Motivated and satisfied employees are productive employees. Motivation stems from both intrinsic (meaningful work, recognition, growth opportunities) and extrinsic (fair compensation, benefits) factors. The Hackman and Oldham Job Characteristics Model (1976), for instance, links skill variety, task identity, and autonomy to increased internal work motivation. High job satisfaction is strongly correlated with lower absenteeism and turnover, reducing the significant costs associated with recruiting and training new staff (Judge et al., 2001).

3.5. Organizational Culture and Climate

The overarching culture of an organization—its shared values, norms, and beliefs—is the ecosystem in which human relations either flourish or wither. A positive culture that celebrates respect, fairness, and work-life balance promotes psychological safety. In such an environment, employees are not afraid to take calculated risks or admit mistakes, which is crucial for learning and innovation. A toxic culture, riddled with politics and fear, leads to stress, burnout, and a workforce that is physically present but mentally disengaged ("presenteeism").

4. THE COST OF POOR HUMAN RELATIONS: A QUANTITATIVE PERSPECTIVE

The impact of neglecting human relations is not just qualitative; it has stark financial implications:

a) High Employee Turnover:

The cost of replacing an employee can range from 50% to 200% of their annual salary (including recruitment, training, and lost productivity).

b) Increased Absenteeism:

Stress and dissatisfaction lead to more sick days.

c) Presenteeism:

Disengaged employees are physically present but operating at a fraction of their capacity, a cost often greater than absenteeism.

d) Conflict and Litigation:

Poor interpersonal dynamics can escalate into formal grievances and legal disputes.

5. CONCLUSION AND RECOMMENDATIONS

The evidence is clear: human relations are not a "soft" skill secondary to "hard" business metrics, but a fundamental strategic imperative. Organizational productivity is deeply human-centric. The interactions between employees, their relationship with management, and the overall cultural environment are powerful determinants of efficiency, quality, and innovation.

To harness the productivity-enhancing power of positive human relations, organizations should:

a) Invest in Leadership Development:

Train managers to be coaches and facilitators, not just taskmasters. Emphasize emotional intelligence, communication, and empowerment skills.

b) Foster Open Communication:

Implement transparent communication channels, hold regular feedback sessions, and ensure leadership is accessible and approachable.

c) Build Cohesive Teams:

Create opportunities for team-building, establish shared goals, and reward collaborative achievements.

d) Prioritize Employee Well-being and Recognition:

Conduct regular surveys to gauge morale, offer competitive compensation and benefits, provide clear paths for career growth, and consistently recognize and reward contributions.

e) Cultivate a Positive Culture:

Leadership must actively model and reinforce values of respect, integrity, and inclusion to build a culture where every employee feels they belong and can thrive.

In conclusion, in the architecture of a highly productive organization, positive human relations are not the decoration but the foundation. By prioritizing the human element, companies can unlock the full potential of their workforce and achieve sustainable, superior performance.

REFERENCES

[1] Bass, B. M., & Riggio, R. E. (2006). Transformational Leadership (2nd ed.). Psychology Press.

[2] Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: test of a theory. Organizational Behavior and Human Performance, 16(2), 250-279.

[3] Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. Psychological Bulletin, 127(3), 376–407.

[4] Mayo, E. (1933). The Human Problems of an Industrial Civilization. New York: Macmillan.

[5] D. McGregor, "Theory X and Theory Y," in Organization Theory, Penguin Books, 2005, pp. 369–379.

[6] D. J. McAllister, "Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations," Academy of Management Journal, vol. 38, no. 1, pp. 24–59, Feb. 1995.

[7] R. L. D. F. R. C. G. A. B. Bakker, "Job resources buffer the impact of job demands on burnout," Journal of Occupational Health Psychology, vol. 10, no. 2, pp. 170–180, 2005.

Gallup, Inc., "State of the Global Workplace: 2023 Report," Washington, D.C., 2023

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

A CRITICAL STUDY OF THE ROLE OF LAW IN PREVENTING ENVIRONMENTAL DEGRADATION AND DISASTER IN INDIA: THE PARADOX OF PROGRESSIVE LEGISLATION AND IMPLEMENTATION FAILURE

YAKUBALI KADARALI SAIYAD
RESEARCH SCHOLAR, MADHAV UNIVERSITY, SIROHI, RAJASTHAN

ABSTRACT
This research critically examines the fundamental paradox in Indian environmental governance: the existence of a robust, judicially-backed legal framework versus the continued acceleration of environmental degradation and disaster vulnerability. The study employs a doctrinal methodology based on the analysis of constitutional provisions (Article 21), key statutes (EPA 1986, DMA 2005), and judicial precedents (NGT rulings). The core finding is that the failure is not legislative, but systemic and institutional [Source 2.3]. Key implementation agencies like State Pollution Control Boards (SPCBs) suffer from crippling lack of autonomy, political interference, and technical inadequacy, effectively turning the 'Command-and-Control' model into a system of 'regulatory capture' and corruption [Source 3.4]. Furthermore, the Disaster Management Act (DMA) remains response-centric, failing to legally mandate the integration of essential mitigation measures and Eco-DRR into development planning [Source 5.1]. The paper concludes that judicial activism is neutralized by chronic executive non-compliance, necessitating fundamental reforms in institutional structure and accountability mechanisms.

KEYWORDS
ENVIRONMENTAL JUSTICE,
IMPLEMENTATION FAILURE,
JUDICIAL ACTIVISM,
REGULATORY CAPTURE,
DISASTER RISK REDUCTION (DRR),
NGT COMPLIANCE,
INSTITUTIONAL AUTONOMY,
EIA (ENVIRONMENTAL IMPACT ASSESSMENT).

1. INTRODUCTION AND RESEARCH FRAMEWORK
The Indian Republic, despite its constitutional commitment to environmental protection (Article 48-A and 51-A(g)), ranks among the most polluted nations globally, facing escalating losses from climate-induced events [Source 2.4]. This stark divergence between legislative intent and environmental reality forms the central inquiry of this paper. The study posits that the role of law has been reduced from an instrument of prevention to a mere post-facto remedy.

RESEARCH OBJECTIVES
1. To critically evaluate the institutional and procedural failings (e.g., political interference, technical deficits) of regulatory agencies like SPCBs.
2. To establish the legal failure to integrate mitigation (Eco-DRR) into national development planning under the DMA 2005.

3. To recommend specific, fundamental legal and institutional reforms to enhance accountability and sustainability.

HYPOTHESES

1. The weak enforcement of environmental laws is primarily driven by the lack of institutional autonomy and political interference in regulatory bodies like SPCBs.
2. Judicial activism, despite establishing strong principles, is ultimately constrained by systemic executive non-compliance, neutralizing its long-term impact on environmental quality.

2. THE LEGAL FOUNDATION AND THE CRISIS OF ENFORCEMENT

The Indian legal framework for environment protection is multilayered, robust, and theoretically comprehensive [Source 1.4].

2.1 Constitutional Mandate and Judicial Activism

The judiciary's interpretation of Article 21 (Right to Life), established in cases like Subhash Kumar v. State of Bihar (1991), made the Right to a Clean Environment a fundamental right, empowering citizens to use Public Interest Litigation (PIL) to enforce environmental protection [Source 1.2]. Doctrines like the Polluter Pays Principle and Absolute Liability (M.C. Mehta v. UOI, 1987) firmly placed the burden of damage and restoration on the industry, regardless of negligence. *Critique:* While this judicial activism created powerful legal principles, it simultaneously created a gap, demanding a level of execution from the executive that administrative bodies were ill-equipped to provide [Source 2.2].

2.2 Flaws in Core Environmental Legislations

The Environment (Protection) Act, 1986 (EPA), an 'umbrella legislation,' and specific acts like the Water Act, 1974, and Air Act, 1981, are structurally undermined. The penalties prescribed are often too weak (e.g., initial fines of ₹1,00,000 under EPA), lacking genuine deterrence against large industrial polluters who treat fines as a mere operating cost [Source 2.4]. Furthermore, conservation laws like the Forest Conservation Act, 1980, have been criticized for allowing the mechanism of Compensatory Afforestation to become a convenient tool for legalizing deforestation rather than preventing it.

3. INSTITUTIONAL DECAY AND THE FAILURE OF IMPLEMENTATION

The crisis of law is fundamentally an implementation crisis rooted in the decay of regulatory institutions [Source 2.1].

3.1 The Paralysis of Pollution Control Boards (SPCBs)

The primary reason for poor enforcement is the severe paralysis of the SPCBs. Research highlights that these bodies suffer from:

1. Lack of Autonomy and Political Interference:

Appointments of Chairpersons and members are often politically motivated, leading to an unwillingness to take decisive enforcement actions against politically connected industries or major state projects. Brief and insecure tenures exacerbate this issue [Source 3.4].

2. Technical Inadequacy:

SPCBs face a severe deficit of scientific and technical staff, with high vacancy rates. Their laboratories often lack the state-of-the-art equipment and accreditation required for collecting legally defensible evidence, crippling their ability to prosecute polluters effectively [Source 3.4].

3. Regulatory Capture:

The reliance on the 'Command-and-Control' model, which mandates obtaining multiple 'Consents' and 'Clearances,' has created a culture of regulatory capture. This system incentivizes industries to secure

approvals through informal payments rather than investing in genuine compliance, effectively normalizing bribery as a cost of doing business.

3.2 The Procedural Decay of EIA

The Environmental Impact Assessment (EIA) process has devolved into a 'rubber-stamping' formality. Reports are often consultant-driven, leading to data manipulation and a failure to assess cumulative impacts. The mandatory Public Hearings frequently suffer from poor quality, lack of transparency, and the systematic exclusion of marginalized voices, thus ensuring that the principle of Environmental Justice is routinely violated in the decision-making process.

3.3 The Disconnect in Disaster Mitigation

The DMA 2005 is structurally flawed because it fails to enforce prevention. The NDMA and SDMAs lack the legal authority to compel urban planning and revenue departments to integrate mitigation (e.g., flood plain zoning) into development. This institutional silo ensures that environmental degradation (like filling wetlands for construction) continues unabated, directly escalating disaster risk and making the disaster law ineffective at prevention [Source 5.1].

4. JUDICIAL ACTIVISM AND THE COMPLIANCE GAP

The National Green Tribunal (NGT), established to ensure speedy and expert environmental justice, has delivered landmark judgments, but its long-term effectiveness is severely curtailed by the Compliance Gap [Source 2.2, 4.3]. The NGT's lack of an independent enforcement arm means it must rely on the very executive agencies (SPCBs, District Collectors) that have failed to perform their duties. Executive non-compliance and administrative delays frustrate the judicial process, reducing punitive measures to mere paper orders and reinforcing the culture of impunity among polluters [Source 2.2]. This highlights the limit of judicial power in overcoming systemic administrative resistance .

5. EMERGING ISSUES AND REFORM AGENDA (THE NEED FOR THE HOUR)

Findings and Emerging Issues

1. **Legal Gaps:** The law is silent on emerging, complex issues like creating a human rights-based framework for climate-induced displacement and regulating the informal sector's role in e-waste management.
2. **Mitigation Disconnect:** The failure to legally mandate Ecosystem-Based Disaster Risk Reduction (Eco-DRR) as a priority over hard engineering solutions.

SUGGESTIONS FOR REFORM

1. **Institutional Autonomy:** Grant full financial and functional autonomy to SPCBs, with technical appointments vetted by an independent, expert panel, insulating them from political interference.
2. **NGT Compliance Mechanism:** Establish a legally empowered NGT Compliance Cell, with powers of enforcement and financial recovery, to ensure timely execution of judicial orders.
3. **Integrating DRR and Environment:** Amend the DMA and relevant state planning acts to grant NDMA/SDMAs veto power over local land-use zoning decisions in ecologically fragile zones.
4. **Regulatory Innovation:** Replace the outdated 'Command-and-Control' model with market-based mechanisms (e.g., Emission Trading Schemes - ETS) that incentivize industries to reduce pollution efficiently.

REFERENCES

1. *Sahu, G. (2010). Implementation of Environmental Judgments in Context: A Comparative Analysis of Dahanu Thermal Power Plant Pollution Case in Maharashtra and Vellore Leather Industrial Pollution Case in Tamil Nadu. Law, Environment and Development Journal, 6(3), 335.*
2. *Verma, A. (2021). Law Of Environment In India: Problems And Challenges In Its Enforcement. Research Ambition: An International Multidisciplinary e-Journal, 6(II), 17–26.*
3. *CPR. (2022). The State of India's Pollution Control Boards. Centre for Policy Research. (Analyzes institutional capacity and political interference).*
4. *Sarkar, S., & Prerna. (2022). International Cooperation in Disaster Risk Reduction: Analyzing the Role of India's G-20 Presidency. HPNLU Journal of Environment and Disaster Management, 3. (Discusses the response-centric nature of DMA).*
5. *Sinha, S., & Gupta, H. K. (2020). Examination and Analysis of the Central Pollution Control Board and the State Pollution Control Board - Indian Administrative Arm for Environmental Protection. Indian Journal of Sustainable Development, 6(I), 11-21. (Focuses on fiscal autonomy and technical deficits of PCBs).*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

REVOLUTIONIZATION BROUGHT BY ARTIFICIAL INTELLIGENCE IN THE FIELD OF COMMERCE & MANAGEMENT

DR. RIDHI SHAH
ASSISTANT PROFESSOR, SAVJANI BBA BCA COMMERCE COLLEGE, VERAVAL

ABSTRACT:
Artificial Intelligence i.e. AI is the need of today's world which has rolled the world upside down. In layman's language AI simply means when computers think, learn and take decisions like human-beings. It is basically a combination of data, algorithms & power computing, when brought together it can produce intelligent systems.

AI is now specifically present in all different areas and industries where it has helped all sectors to work faster, smoother, smarter and make efficient decisions. It comprises of technology such as robotics, predictive analytics, reinforcement learning, natural language processing, machine learning, speech recognition & voice AI etc.

This research paper, specifically talks about usage of Artificial Intelligence in the field of Commerce and Management. The paper talks about its process of combining separate parts into a unified format for various commercial activities and managerial functions through the use of AI with acceptance of different challenges and opportunities. Customer experiences in the field of commerce have gained positive response through personalized suggestions, predictive analytics, chatbots and robotics. With the help of AI, management of inventory, using of appropriate pricing strategies, evaluation of consumer behavior, demand analysis and forecasting are all done effectively in the field of E-commerce.

Talking about management field, AI has contributed its efforts in the field of strategic planning, human resource management, financial analysis & forecasting, market channelization etc. AI powered tools and techniques helps manager to gain in-depth insights about performance of business, customer likings and dislikings, market trends and tactics, etc.

The use of AI has certainly become very important to gain competitive advantage in today's era. This paper throws an in-depth light on different business enterprises who have experienced major transformation post AI implementation.

KEY WORDS: COMMERCIAL ACTIVITIES, MANAGERIAL FUNCTIONS, ARTIFICIAL INTELLIGENCE, DECISION – MAKING, AUTOMATION, ANALYTICS OF DATA AND INFORMATION OF BUSINESS ENTERPRISES THROUGH AI.

INTRODUCTION:

With no doubt, we can say that this era is an era of rapid digital transformation. In the field of commerce and management, with AI's implementation changes are happening at the rocketing speed. AI has dropped a very lasting and profound impact in reshaping the industries across the globe. Things and services are

now becoming possible with the blink of eyes. In this ever changing and dynamic world, an organization always has to keep itself up-to-date with everything; the use of AI with all its possible tools and techniques is the answer to it.

Artificial intelligence specifically talks about the capability of machines and computer systems to do work which is purely observed in analytical decision making, problem solving, logical reasoning, quantitative aptitudes etc. With the upgradation of technological advancements through chatbots, natural language processing and machine learning there has been a paradigm shift visualized in the style of working of business enterprises.

In both fields – commerce and management operational efficiency, customer engagement and strategic decision making are very much possible due to AI. Analysis & evaluation of huge data, understanding of current market trends, personalizing customer experiences, optimizing logistics services, automated financial operations, fraud detection & security, automization of daily tasks are becoming easy through AI. AI has covered the journey from chatbots in retail industry to predictive analysis in financial services, personalized recommendations in the field of marketing to route optimization and inventory management in the field of logistics & supply chain management and much more.

In management field, the work of AI is always an edge above. It helps leaders and managers in demand analysis and forecasting, enhancing HR functions like recruitment – selection, performance evaluation & appraisal, compensation calculation etc., marketing functions like customer segmentation, content creation, customer journey mapping etc., financial functions like investment & wealth management, credit scoring & loan approvals, fraud detection & prevention etc.

However at times AI also raises certain important concerns and issues which needs to be focused upon. Problems like data privacy, workplace displacement, algorithm bias and ethical use of AI sometimes can prove as challenging tasks for organization. At times, business enterprises are also answerable to different internal challenges like change management, development of new skills and abilities among employees, management support etc.

The objective of this research paper is to figure out the multi-faceted role of AI in the field of commerce and management by looking into its process, cost to organization, benefits reaped out of it, challenges, opportunities and future exposure. By taking real world examples, the study throws light on how AI can help a business unit in creating sustainable value in this modern and competitive business world.

RESEARCH OBJECTIVES:

The research objectives are as follows:

- To analyze the use of AI tools and techniques in commercial activities of business enterprise.
- To evaluate the role of AI in increasing the scope of managerial functions in business unit.
- To identify the effect of AI on consumer behavior and their relevant experience.
- To figure out ethical challenges faced by business enterprises post adopting AI techniques.
- To assess the readiness of organization in accepting AI technology.

RESEARCH METHODOLOGY:

Research methodology includes secondary data and informatiom collected from various articles published in academic journals, magazines, newspapers, online database and books.

FINDINGS & DISCUSSION:

The section of findings and discussion provides an outline about how AI is used in the field of commerce and management to streamline operations, improve customer experience and boost profitability of business units.

APPLICATIONS OF AI IN COMMERCE

Commercial sector holds an important place in the growth and development of an economy. Diverse industries which are basically a part of this commercial sector includes retail, banking, insurance, real estate, manufacturing industries, communication, hospitality, warehousing etc. AI tools and techniques are broadly used across this sector to increase their profitability, customer engagement, employee participation and operational efficiency of organization. **Amazon** uses AI focused recommendation engines that helps in evaluating past purchases, present browsing behavior of customers for buying products which helps the firm in providing personalize product suggestions thereby increasing customer retention and boosting sales. **Starbucks** is one of the world's famous coffeehouse chain store. It uses AI powered tools and techniques to figure out store locations and do market campaigns on the basis of local demand and customer priorities. **JP Morgan** is one of the largest financial institutions in the world which provide services related to investment banking, asset & wealth management, market & securities service etc. It uses CoiN (contract intelligence) platform to review legal documents quickly and accurately. Through this, a firm can detect unusual transactions to prevent fraud. In trading algorithms, AI powered systems help in execution of trades at optimal prices.

AI IN MANAGERIAL DECISION MAKING

Decision making in any organization is one of the important matter for any organization as it directly affects POSDCoRB function. Managers are responsible for taking decisions which ranges from day-to-day activities to long-term and strategic planning which has a lasting impact in shaping the future of organization. Before jumping into any decision, a manager has to look into both internal and external factors affecting business unit. **Siemens** itself is a technological firm working at global level. It has provided with detailed structure of information how business unit can use AI to stay competitive. With AI, this company has always tried to detect equipment failure well in advance, helping managers to plan their resources well in advance thereby resulting in decrease of downtime. Since its inception **Netflix** has earned huge goodwill at international level in the media and entertainment industry. It is a subscription based business model which telecasts movies, TV shows, documentaries, original content, etc. With AI algorithm, Netflix can judge the viewing pattern of consumers, which aids in content creation and production decisions thereby increasing customer retention and positive feedback. Thus AI help business units in taking decisions accurately with data backpack.

ROLE OF AI IN MEASURING CUSTOMER EXPERIENCE

Consumer is considered as the king of market. He is the sole reason for the very survival and existence of business unit. Without consumer, business has no meaning. Along with profit, customer satisfaction, maintaining long-term relationship with customer, being fair, loyal & transparent to them is also important. **Sephora** is a global service provider with a wide range of beauty and cosmetic products.

Through the use of AI chatbots and virtual assistants, personalized beauty suggestions and recommendations for purchasing products as per their texture of skin is made possible, which in the long run has helped the firm in enrichment of customer experience at online and offline level. **Domino's Pizza** is one of the leading global Pizza delivery chain store with its presence in more than 90 countries. It is famous for its 30-minute delivery service. Customer satisfaction, innovation and fast service are few of the key objectives of Domino's Pizza which are being possible to achieve through AI. Domino's chatbot named Dom helps customers for ordering pizza via text or voice. AI – powered Domino's tracker shows customer the exact stage of their order which includes preparation, baking and out for delivery.

ETHICAL CHALLENGES AND CONCERNS

Business ethics refers to the moral values, principles and guidelines that are essential for long-term survival and growth of business unit. It explains what is right and what is wrong while conducting business operations. **Facebook** which is now branded as **Meta** is one of the biggest user and developer of AI. It uses AI for facial recognition, language translation, personalized content and advertisement (identifying and recommending posts and videos based on the likings of viewers), content moderation (detecting fake news, spam, illegal content), chatbots and customer support (handling customer queries automatically). **Amazon** designed an AI based talent acquisition tool in 2014. Its objective was to automate the process of hiring by screening the applications and selecting candidates for required roles and responsibilities. Few years down the line, it figured out that the AI based system was favoring male resumes over female resumes resulting into gender biasness in the organization. So in 2018, it decided to discontinue the plan as it was unethical.

READINESS OF ORGANIZATION FOR AI INTEGRATION

Commitment of organization, leadership style, skills and capabilities of existing workforce are major factors which decides the readiness of organization for AI integration. To invest in AI is not everyone's cup of tea. It is not possible for small and medium enterprises to invest in AI as it is a costly financial affair. Because of limited budget and lack of expertise, SME's sometime struggle to implement AI in their business units. On the other hand, **Google** has proved itself as the global leader in using AI. Words get short off when we think about alignment between Google and AI. Google's AI strategy focuses on machine learning and neutral networks. It has invested heavily in AI research work which includes Google Brain and Deep Mind projects. Google Photos, Google Translate, Google Maps, Gmail are one of the marvellous achievements made by Google with help of AI. Youtube which is owned by Google helps in detecting inappropriate content and recommend videos on viewers behavior.

AI AND HUMAN RESOURCE MANAGEMENT

AI is a great help for talent aquisition in business organizations. Human resource in the organization are considered as assets. Modern HR is both administrative and strategic in nature. HR professionals uses data and information for data analytics through AI for hiring efficient employees resulting in boosting productivity and employee's job satisfaction. **Unilever** is a global FMCG company with various brands with its presence in almost many countries across the world. Unilever uses tools like Hirevue and Pymetrics in its initial stages of hiring people. Through this AI tools, it is comparatively easy to judge quantitative aptitude & logical reasoning of people. Video interviews in alignment with AI are used to evaluate facial expressions, verbal & non-verbal responses, audio tone etc. By using AI-driven tools Unilever has almost saved 10,000 hours of interview based time along with its cost. **IBM** is one of the world's oldest and most famous IT company in the world. It is famous for cloud computing, hardware &

software solutions, cyber security etc. Watson is an AI tool created by IBM which is used in different sectors like healthcare, finance, supply chain, customer service, HR etc. IBM has replaced over 200 HR roles with AI agents. IBM's HR tool has brought solution to large amount of HR queries. In a pilot interview within IBM's HR operations one of the digital worker claimed that he has saved almost 12000 hours of working in 1 quarter by doing data entry which was previously done by humans. IBM roughly claims that 94% of its routine HR tasks are now being handled by HR-driven tools.

LOGISTICS & SUPPLY CHAIN MANAGEMENT IN ALIGNMENT WITH AI

Logistics and supply chain management basically talks about the management and co-ordination of the entire flow of goods and services from 1st to last step. It also deals with movement, storage and handling of goods. **Maersk** is a global leader in shipping, logistics and supply chain management with its world wide operations in almost 130 countries. It is renowned for its creativity, innovation and efficiency in its working pattern. Maersk uses AI-focussed predictive analytics technique to enhance vessel scheduling, arrival & departure time estimation and port management & optimization. The AI system of Maersk is so efficient and accurate that it is also able to analyze weather conditions, current of ocean waves, port arrangement and estimated time of arrival for ships. **PepsiCo** is a global leader in food and beverage industry. It uses AI strategy for demand forecasting, inventory management and in planning distribution channels. AI algorithms is used to analyze customer behaviour, comparing and analyzing sales trends and seasonal data to predict product demand with higher precision. It has also integrated AI into warehouse which enables in tracking real-time for inward & outward of goods, automatic restocking and streamlining fulfillment process.

STRATEGIC FRAMEWORK – MUST FOR AI ADOPTION

Digital transformation is just not about technology but it is a strategical change in the business enterprise. It basically outlines the working pattern of business unit, delivering goods, services, values and how to compete in this digital world. Technological transformation is possible, only when organizational culture is designed accordingly. Organizational change is possible only when leaders/managers are ready along with trained and supportive employees to accept that digital transformation. AI is a part of digital transformation which help business units to run in a more smarter, better, efficient and adaptive way. **Microsoft** emerged as a global leader in AI by integrating advanced AI technologies into its products and services. Its AI powered solutions such as **Co-Pilot in Microsoft 365** has helped in enhancing productivity by assisting users in writing, analyzing data and managing workflows. After signing the deal with **OpenAI**, Microsoft got a chance to strengthen its position at global level with powerful applications of Excel, Word and Teams resulting in drastic transformation of their working pattern.

CONCLUSION:

The use of AI has brought revolutionary changes in all sectors and fields. Human never thought that a machine will be able to do things and deliver services, but AI has made that possible like never before. With the help of AI, many things are becoming possible in the daily working pattern of organizations making tasks to get completed in a smarter and better way. AI has opened the gates for business enterprises which can foster creativity and innovation in commercial activities and managerial functions of business enterprise.

Every coin has two sides – so is the case with AI. The implementation of AI technology cannot be without problems and challenges. With execution of AI, business unit needs to be proactive for certain matters like data privacy, algorithmic bias, job displacement etc. Factors like readiness of organization, leadership

styles, managerial commitment, and employees' engagement are very much required for successful implementation of AI. Human being has got marvelous potential to create technology – AI and Robotics are the results of it, but the fruits and advantages of AI can be achieved fully only with the help of strategic, participative, responsible, ethical and cultured organization.

REFERENCES:

The references for the research paper are as follows:

- ***Applied Artificial Intelligence***
- ***Frontiers in Artificial Intelligence – AI in Business section***
- ***International Journal of Artificial Intelligence in Business (IJAIB)***
- ***International Journal of Artificial Intelligence (AI) in Business and Management (IJAIBM)***
- ***Journal of Strategic Information Systems***
- ***Management Information Systems Quarterly (MISQ)***
- ***Future Business Journal***
- ***Journal of the Association for Information Systems***
- ***Artificial Intelligence in Practice – Bernard Marr***
- ***The Business Case for AI: A Leader's Guide to AI Strategies, Best Practices & Real -World Applications – Kavita Ganesan***
- ***Artificial Intelligence AI in Business: Real-World Case Studies and Applications – Moustafa Elgezery***
- ***The New York Times (Technology Section)***
- ***The Wall Street Journal (Business and Technology Sections)***
- ***IBM AI Blog (https://www.ibm.com/blogs/think)***
- ***Microsoft AI (https://blogs.microsoft.com/ai)***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

SPIRITUALITY VS RATIONALITY: A STUDY OF EASTERN AND WESTERN WORLDVIEWS IN E. M. FORSTER'S A PASSAGE TO INDIA

JAHNVI MEHTA
ASSISTANT PROFESSOR , C U SHAH UNIVERSITY

ABSTRACT
This paper examines the tension between spirituality and rationality in E. M. Forster's A Passage to India (1924) and argues that the novel stages a sustained cultural encounter between Eastern and Western worldviews. Through close reading of key scenes—most notably the Marabar Caves episode— and analysis of central characters (Dr. Aziz, Mrs. Moore, Adela Quested, and Cyril Fielding), the essay explores how Forster interrogates the limits of colonial reason and gestures toward forms of spiritual apprehension that resist Western categorization. The study shows that Forster neither wholly idealizes Eastern spirituality nor wholly condemns Western rationalism; instead the novel exposes the blind spots and ethical shortcomings of both, offering a critique of colonial attitudes and an ambiguous, open-ended ethical alternative rooted in personal connection and humility.

KEYWORDS: E. M. FORSTER, A PASSAGE TO INDIA, SPIRITUALITY, RATIONALITY, MARABAR CAVES, COLONIALISM, EAST–WEST ENCOUNTER

INTRODUCTION
E. M. Forster's A Passage to India is widely read as a critique of British imperialism and as an exploration of cross-cultural misunderstanding. Central to the novel is a confrontation between what can be described broadly as two systems of thought: a Western rationalist, procedural, legalistic worldview, and an Eastern spiritual, experiential sensibility. The clash is not simply ideological but embodied in both human relationships and symbolic spaces—most famously the Marabar Caves, where language collapses and categories dissolve.

This paper asks: how does Forster construct spirituality and rationality? How do these categories map onto characters, institutions, and narrative structures? And what is the novel's ethical or political position regarding the possibility of genuine understanding between East and West? By attending to narrative strategies, symbolism, and character dynamics, the study shows that Forster presents a complex mediation: he critiques colonial rationalism's tendency to reduce people to cases, while also warning against romanticizing spirituality as a route to transcendence detached from social responsibility.

LITERATURE REVIEW (SELECTIVE AND THEMATIC)
Critical responses to A Passage to India have long emphasized its ambivalence toward colonial rule and its nuanced portrayal of Anglo-Indian relationships. Scholarship often groups readings around several axes: postcolonial critiques that foreground power and positionality; psychoanalytic and existential readings that focus on the caves and their abjection of meaning; and comparative, cultural readings that explore East–West philosophical contrasts. Scholars have debated whether Forster ultimately sides with

a humanistic liberalism (Fielding's approach) or with an apophatic, even mystical vision (suggested by Mrs. Moore's and Aziz's experiences).

This study positions itself within those conversations by concentrating specifically on how spirituality and rationality function as organizing metaphors and operative forces in the novel—both as personal dispositions and as institutional practices. It builds on, but is not limited to, readings that emphasize the cave as a symbol of ineffability or silence; instead, it treats that symbol as one node in a broader dialectic that includes law, medicine, education, and everyday social rituals.

THEORETICAL FRAMEWORK

Two conceptual tools guide the analysis. First, we use a pragmatic distinction between rationality—understood as procedural reasoning, institutionally enforced norms, empirical verification, and linguistic clarity—and spirituality—understood as experiential openness, ambiguity, non-discursive apprehension, and the valorization of interior states. Second, the study draws on postcolonial attention to power: any evaluation of philosophical orientations must account for the asymmetrical contexts of empire, where Western rationality often functions as a tool of governance and domination.

Combining these perspectives allows us to read the novel's portrayals not only as abstract debates about truth but as situated encounters where epistemic authority and moral responsibility are contested.

METHODOLOGY

The analysis relies on close reading of major scenes, with particular attention to narrative focalization, diction, and symbol. Characters are treated both as psychological constructs and as representative of broader worldviews. The paper focuses on scenes that repeatedly stage clashes between logic and feeling—the tea-party and municipal episodes, the Municipal Hall and the trial, and the sequence in the Marabar Caves—while also considering quieter passages that reveal character dispositions (Fielding's dialogues, Aziz's recollections, Mrs. Moore's interior moments).

SPIRITUALITY IN THE NOVEL

Forster's representation of Eastern spirituality appears mainly through the experiences of Mrs. Moore and, to a lesser extent, Dr. Aziz. Mrs. Moore's stay in India culminates in the Marabar encounter, after which she experiences a profound disillusionment with conventional, categorical thinking. The caves produce an echo that collapses language and sends Mrs. Moore into an introspective, almost mystical state. Her subsequent death suggests both the profundity and the danger of such an encounter: spiritual revelation becomes isolating in a society incapable of integrating its implications.

Dr. Aziz's spiritual dimension is more ambivalent. He is a product of both Indian culture and Western education—trained in medicine, shaped by colonial encounters—but he is also receptive to emotional and religious registers that escape forensic categorization. Aziz's attachment to the caves, to the landscape around Chandrapore, and to episodic experiences of joy and grief mark him as someone whose moral judgments are often guided by affect and relational ties rather than by abstract rule-following.

Forster's depiction of Indian spirituality is not an idealized homogenous "East." It includes superstition, hospitality, prayers, and everyday ritual practices. Yet the novel also intimates a deeper, apophatic

strain—a recognition that language may fail to capture certain experiences, and that humility before the unknown can be a moral stance.

RATIONALITY AND WESTERN WORLDVIEW

Western rationality in A Passage to India is embodied primarily by legal and bureaucratic institutions, the Anglo-Indian club life, and characters who personify procedural thinking. Ronny Heaslop—with his legalistic mindset and his dedication to order—functions as a paradigm of colonial rationalism. The trial of Dr. Aziz becomes a spectacle of rational procedures: evidence, testimony, and legal form dominate the scene, but the proceedings reveal how judicial rationality can be skewed by prejudice.

The British community's insistence on clarity, rules, and managerial competence derives from a worldview that equates order with civilization. Forster shows how this approach fails when confronted with cultural difference: legal categories do not translate neatly into personal realities. Adela Quested's vacillation and later accusation reveal the limits of a rule-bound epistemology that expects unambiguous facts in a setting where perception is partly shaped by unfamiliar social codes.

Cyril Fielding offers a more humane strand of rationality—an ethical, dialogic reason that values friendship and individual judgment. Yet Fielding's brand of liberalism, while critical of official attitudes, is still framed within an English ethos. He attempts to mediate misunderstandings through conversation and personal integrity rather than through mystical surrender; his rationality is therefore practical and relational rather than purely juridical.

THE MARABAR CAVES: NEXUS OF THE CONFLICT

The Marabar Caves sequence is the novel's fulcrum. Symbolically, the caves function as an anti-language: they negate the signifying capacity of words and provoke in characters both revelation and terror. The echo—an image repeatedly emphasized—reduces speech to an empty, identical sound: "Boum." That monosyllable implies the collapse of meaning, the flattening of difference, and an encounter with an indifferent universe.

From a spiritual perspective, the caves can be read as a site of apophatic epiphany. Mrs. Moore's state after the caves indicates a contact with something beyond conventional categories—an insight that undermines the confidence of colonial certainty. Adela's experience is different: disoriented and frightened, she returns to her own community inclined to ascribe blame and seek legal redress rather than introspection. Aziz is left bewildered and humiliated by the consequences.

From a rational perspective, the caves expose the insufficiency of procedural responses: once language fails, the apparatus of evidence and testimony lacks purchase. The trial's attempt to reconstitute a linear narrative of innocence or guilt cannot fully account for the disorienting, pre-linguistic shock the cave produced. Forster thus uses the caves to argue that both spiritual encounter and juridical rationality are partial—they illuminate different aspects of the human condition but neither is absolute.

MISCOMMUNICATION, POWER, AND EPISTEMIC INJUSTICE

Forster's novel insists that miscommunication is not merely about poor translation but about asymmetrical power. Western rationality, institutionalized in law and administration, claims epistemic authority; when that authority is turned against colonized subjects, the result is frequently injustice. Aziz's trial

demonstrates epistemic injustice: his voice is marginalized, his testimony filtered through stereotypes and anxieties. The British tendency to interpret Indian behavior through a lens of suspicion produces false narratives that rational procedures unfortunately legitimize.

Conversely, Eastern spirituality's lack of institutional power leaves it vulnerable to misappropriation and caricature. The British characters often exoticize or trivialize Indian practices; their rationalism converts alterity into a problem to be managed rather than a perspective to be engaged with on equal terms.

ETHICAL IMPLICATIONS AND FORSTER'S AMBIGUITY

Forster offers clues to an ethical alternative throughout the novel, but never resolves the tension into a doctrine. Friendship—most notably the tentative bond between Fielding and Aziz—serves as an ethical experiment in cross-cultural recognition. This friendship attempts to combine Fielding's humane rationality with Aziz's relational sensibility. Yet the social and political structures of empire repeatedly undermine their intimacy.

Importantly, Forster resists romanticizing Indian spirituality as a privileged escape route from modernity. The novel's spiritual moments are double-edged: they can provoke insight but also isolation or paralysis (as with Mrs. Moore's death). Similarly, rationality is not depicted as wholly villainous—Fielding's reasoned humanism offers a model for greater respect and empathy.

Thus, the novel's ethical posture is ambiguous but instructive: genuine cross-cultural understanding requires humility, the willingness to listen without immediately subsuming experience under familiar categories, and the moral courage to contest institutional power when it perpetuates injustice.

CONCLUSION

A Passage to India stages a careful and complex exploration of spirituality and rationality as competing—and sometimes complementary—modes of apprehending reality. Forster uses the novel's plot, characters, and symbols to reveal the limits of colonial rationality and the fragility of spiritual insight in a context structured by power. The Marabar Caves remain the pivotal symbol: a place where language fails and where the human subjects confronting that failure respond in ways that expose their deepest ethical and epistemic commitments.

Far from offering a neat resolution, Forster's novel calls for an ethics of humility and relationality—an ethical stance that neither dismisses reason nor exoticizes spiritual experience. In the context of empire, such an ethic becomes not only personal but political: to challenge the logic of domination requires both clear judgment and an openness to forms of knowing that have been marginalized by colonial authority.

BIBLIOGRAPHY

- ***Forster, E. M. A Passage to India. London: Edward Arnold, 1924.***
- ***Furbank, P. N. E. M. Forster: A Life. Vol. 2. San Diego: Harcourt Brace Jovanovich, 1978.***
- ***Kermode, Frank. "The Cave and the Mountain." E. M. Forster: A Passage to India. Casebook Series, edited by Malcolm Bradbury, Macmillan, 1970, pp. 93-112.***
- ***Said, Edward W. Culture and Imperialism. New York: Vintage, 1994.***

- *Stone, Wilfred. The Cave and the Mountain: A Study of E. M. Forster. Stanford: Stanford University Press, 1966.*
- *Trilling, Lionel. E. M. Forster. Norfolk: New Directions, 1943.*
- *Zwerdling, Alex. "The Politics of A Passage to India." PMLA, vol. 92, no. 2, 1977, pp. 232–243.*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

THE IMPORTANCE OF ART IN EDUCATION

PARMAR SHUBHDA
ASSISTANT PROFESSOR

ABSTRACT:
Art plays a vital role in education by fostering creativity, critical thinking, emotional expression and cultural awareness. Integrative visual arts, music, drama and dance into three curriculum enriches the learning experience and sorts the holistic growth of students. Artistic activities encourage self expression and innovation well learners build confidence and problem solving skills that are enhances cognitive abilities, improves academic performance and promotes empathy and collaboration. As schools strive to meet the demands of the century, the value of minting and strengthening art programs becomes evident. Art should not be vied as an extracurricular activity, but as a core component of a well rounded education. Its combination shorts not only academic achievement but also the emotional and social growth necessary for lifelong learning.

This paper argues that art is not an optional or secondary component of education, but rather a crucial one that supports cognitive, emotional, social, and cultural development. It reviews existing research on benefits of art education, explores challenges and barriers, and suggests practical strategies for integrating art meaningfully in school curricula. The goal is to show that art fosters not only inventiveness and aesthetic sensibility, but also enhances academic achievement, mental well-being, and citizenship.

KEY WORDS: ART EDUCATION, CREATIVITY, EMOTIONAL, EXPRESSION, CRITICAL THINKING, CULTURAL AWARENESS, CENTURY SKILLS.

INTRODUCTION:

Education has traditionally emphasized core academic subjects—language, mathematics, science—often marginalizing or downplaying the role of art in the curriculum. However, in recent decades, scholars, educators, and policy makers have increasingly recognized that art (visual arts, drama, music, dance, etc.) plays a foundational role in the holistic improvement of students. “Art education” refers not only to disconnected art classes, but also to the integration of artistic practices in teaching broader content, promoting imaginative thinking, cultural awareness, emotional literacy, and other non-academic skills that undergird successful learning and life.

This paper examines why art is essential in education: first laying out what research has demonstrated in terms of benefits, then discussing challenges to significant implementation, and finally provided that recommendations for policy and practice.

BENEFITS OF ART EDUCATION:

1. Cognitive and Academic Benefits

a. Critical Thinking and Problem Solving

Engagement in art requires students to analyze, interpret, make artistic judgments, solve visual or structural problems, and experiment. These processes enhance critical thinking. For example, students analyzing a painting must consider form, colour, symbolism; those creating per shaping art must think about space, timing, narrative. This promotes assessment and decision-making skills. .

b. Improvements in Other Academic Areas

Research shows that schools integrating arts across the curriculum tend to have higher concert in reading and mathematics compared to schools that do not. Hands-on learning and the arts can reinforce learning in subjects like mathematics (via pattern, symmetry, proportions), sciences (observation, measurement), language (storytelling, symbolism). The U.K.'s Arts Council found consistent gains in core subject outcomes when arts are incorporated.

c. Cognitive Development in Young Children

At early ages, art activities enhance motor skills (fine motor control), spatial reasoning, visual perception. For example, manipulating clay, cutting with scissors, painting, or music practice all contribute to brain development, including coordination of sensory inputs, hand eye coordination, and neural connectivity. Art contributes to language development, attention, memory.

2. Emotional, Psychological, and Social Benefits

a. Emotional Expression, Well-being, Stress Relief

Art provides a non-verbal outlet for expressing emotions, an avenue for reflection and processing feelings. Especially in high-pressure academic settings, arts can function as stress relief. By engaging in creative processes, students can experience joy, confidence, satisfaction in creating something exclusive.

b. Confidence, Self-esteem, Resilience

Completing an art project, performing in front of others, or seeing one's work exhibited builds sense of success. Also, art involves trial and error; mistakes are part of the process. Students who persist through challenges in art build resilience. Many studies note that participation in arts boosts self-esteem and self efficacy.

c. Social Skills, Collaboration and Communication

Many artistic activities are collaborative: theatre, music ensembles, group art projects. These require communication, negotiation, shared goals, listening, giving feedback. Working collectively helps students learn to co-operate, understand others' perspectives, develop empathy.

3. Cultural, Ethical, and Identity Related Benefits

a. Cultural Awareness and Diversity

Arts education exposes students to different cultures, histories, traditions. This can foster cross-cultural understanding, empathy, respecting diversity. Students learn aesthetic traditions beyond their instant environment, which broadens perspectives.

b. Personal Identity and Self Discovery

Through creating art, students discover their interests, values, sense of self. Art gives them voice: they choose subject matter, medium, expression. This helps in identity formation, particularly important during adolescence. Art can allow marginalized students or those from minority cultures to express identity, heritage.

c. Ethical and Aesthetic Sensibility

Artistic training often involves developing sensitivity to beauty, proportion, form, and an appreciation of feature. It also raises questions about meaning, value, purpose, encouraging a deeper ethical awareness what we value in life, what makes a good society. Some researchers see art as a way to counterbalance utilitarian, materialistic aspects of culture.

4. Long Term Societal and Civic Benefits

a. Civic Engagement and Social Tolerance

Participation in art is correlated with increased civic engagement in adulthood: volunteering, participating in community arts, voting, cultural participation. contact to diverse narratives, points of view, may increase tolerance. Brookings research suggests that arts meeting contributes to the health of civil society.

b. Economic and Occupational Benefits

While some argue art has fewer "practical" outcomes, there is indication that art skills are transferable: creative thinking, adaptability, visual literacy are valued in many profession (design, advertising, media, technology etc.). The creative economy is increasingly significant globally. Furthermore, art education supports improvement.

c. Preserving and Transmitting Culture

Art is a ordnance of culture: historical, religious, social traditions. Through arts education, societies maintain connection of cultural heritage. Also, encouraging students to connect with local art keeps traditions alive.

CHALLENGES / BARRIERS IN ART EDUCATION

Even with the many benefits, there are significant hurdles that limit how successfully art can be included in education.

1. Resource Constraints

Many schools have limited budgets, inadequate facilities, shortage of supplies (materials, instruments), and lack of specialized art teachers. In underfunded or rural schools these shortages often acute. Without proper tools and training, art education becomes outward.

2. Curricular Priorities and Standardized Testing Pressure

Since academic success in core subjects is often deliberate via standardized tests, schools may reprioritize art, seeing it as non-essential. Time allotted to art is reduced. The pressure to raise test scores in reading, mathematics, sciences often pushes art out. Brookings notes that schools with high percentages of minority students sometimes lose access to arts as test based responsibility becomes dominant.

3. Assessment Difficulties

Art outcomes can be subjective, assessing artistic growth, creativity, emotional or aesthetic development is more challenging than grading objective content knowledge. Lack of standardized metrics or assessment frameworks can make art undervalued.

4. Perception and Attitudes

Some parents, educators, policy makers view art as a "luxury," or something applicable only for "artistically inclined" students. This can lead to its marginalization. Also, cultural biases may undervalue local or non-western art forms.

5. Unequal Access

There is difference in access to quality arts education across socio-economic lines: disadvantaged schools often have fewer art programs, or less qualified teachers, or fewer resources. Geographic inequality (rural vs urban) also matters.

To control the benefits and overcome barriers, the following strategies are suggested:

1. Policy Support and Funding

Governments and educational bodies should commit to policies that treat art as a core element of education, not optional. Adequate funding for facilities, materials, teacher training is essential. Incentives or mandates for art combination (e.g., through education policy reforms) help.

2. Embedding Art Across the Curriculum

Rather than isolating art to a separate subject, integrate artistic methods into other subjects: use music, visual arts, drama in teaching language, history, science. This helps students see art's importance and reinforces other learning. Studies of art-integration show stronger cognitive development.

3. Professional Development for Teachers

Teachers of art need specialized training, but teachers of other subjects also need continue to incorporate artistic approaches. Workshops, collaborative planning, sharing best practices are useful.

4. Curricular Flexibility and Assessment Innovation

Develop assessment systems that capture creativity, process, growth, not only final product. Portfolios, peer critique, reflective practice, exhibitions—these can be assessed. Encourage project based, empirical learning.

5. Access and Inclusion

Ensure that all students, regardless of socio-economic background, region, gender, are given access to high quality art education. This may embrace partnerships with community art institutions, grants for materials, outreach programmes.

6. Cultural Relevance

Art education should include local traditions, indigenous art forms, culturally relevant content. This helps students attach personally, preserves cultural heritage, fosters pride and identity.

7. Evaluation and Research

More practical studies are needed, especially longitudinal ones, to measure both the short- and long term impacts of art education (academic, emotional, civic). This helps in advocacy, policy-making, and refining methods.

CASE STUDIES / ILLUSTRATIONS

To make the recommendations concrete, a few examples are illustrative:

In the U.K., research by Arts Council England shows that schools that integrate arts across the curriculum have consistently higher average scores in reading and mathematics compared to similar schools without such integration.

In India, recent policy (NEP) changes include mandating art integrated projects for CBSE students (Classes I-X), aiming to link academic subjects with Indian art forms to enhance conceptual understanding and cultural awareness. This shows both policy recognition and steps toward integrating art into regular subjects.

CONCLUSION:

Art is not an embellishment but a central pillar of a full education. It fosters creativity, improves academic outcomes, supports emotional well-being, builds social skills, nurtures identity, and strengthens civic life. Given its manifold benefits, art education deserves stronger policy detection, adequate resourcing, better assessment frameworks, and purposeful combination in curricula.

In a world of rapid change, uncertainty, and increasing complexity, the capacities art cultivates creative thinking, adaptability, empathy—are among the most important students (and societies) need. For education to truly arrange learners for the future, art must have its rightful place in that education.

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

THE IMPACT OF DIGITAL LEARNING PLATFORMS ON ACADEMIC ACHIEVEMENT OF HIGHER EDUCATION STUDENTS

RATHOD REKHABEN D.
RESEARCH SCHOLAR,(EDUCATION), SAURASHTRA UNIVERSITY, RAJKOT

ABSTRACT
The rapid adoption of digital learning platforms has transformed the landscape of higher education, particularly in the post-pandemic era. These platforms—ranging from Learning Management Systems (LMS) like Moodle and Blackboard to interactive tools such as Google Classroom, Microsoft Teams, and MOOCs—have redefined the ways students access, engage with, and assimilate knowledge. The purpose of this study is to examine the extent to which digital learning platforms impact academic achievement of higher education students. Through a descriptive and analytical research design, the study explores correlations between digital engagement and performance, focusing on accessibility, interactivity, student motivation, and assessment outcomes. Findings are expected to highlight both opportunities and challenges, providing actionable insights for educators, policymakers, and administrators.

KEYWORDS: DIGITAL LEARNING PLATFORMS, ACADEMIC ACHIEVEMENT, HIGHER EDUCATION, E-LEARNING, EDUCATIONAL TECHNOLOGY, MOOCS, STUDENT ENGAGEMENT

INTRODUCTION
The 21st century has witnessed a profound shift in the methods and modalities of learning. With the advent of information and communication technologies (ICT), higher education institutions have increasingly adopted digital platforms to complement and sometimes replace traditional classroom learning. Digital learning platforms, broadly defined as technology-based systems that facilitate teaching and learning, include virtual learning environments (VLEs), mobile applications, video conferencing tools, and online assessment portals. These tools offer enhanced accessibility, flexibility, and learner autonomy, characteristics that are particularly relevant in an era defined by globalization and digitalization.

The COVID-19 pandemic accelerated the integration of digital learning platforms into mainstream education. Universities across the globe transitioned almost overnight from in-person classes to virtual environments. While this shift was initially viewed as a crisis response, it has evolved into a sustained transformation of higher education. Today, digital platforms are not only supplementary but central to teaching, learning, and assessment processes.

Academic achievement, traditionally measured by grades, performance outcomes, and skills acquired, is deeply influenced by the quality and nature of the learning process. Digital platforms offer opportunities for personalized learning, interactive engagement, and access to vast resources. At the same time, they present challenges such as digital divide, lack of infrastructure, technological fatigue, and reduced human interaction. These factors collectively impact how students perceive and benefit from digital learning.

This paper investigates the impact of digital learning platforms on the academic achievement of higher education students. It aims to address the following research questions:

1. What is the relationship between the use of digital learning platforms and student academic performance?
2. How do students perceive digital platforms in terms of accessibility, usability, and effectiveness?
3. What challenges do students and educators face in using these platforms?
4. How can digital learning platforms be optimized to improve learning outcomes in higher education?

By addressing these questions, this study contributes to the ongoing discourse on the role of technology in higher education and provides insights for future innovations in teaching and learning.

REVIEW OF LITERATURE

The relationship between digital learning platforms and student achievement has been widely studied across diverse contexts. Literature reflects a consensus that technology-enhanced learning can improve academic outcomes, provided it is effectively implemented and aligned with pedagogical goals.

DIGITAL PLATFORMS AND STUDENT ENGAGEMENT

According to Hrastinski (2019), digital learning platforms foster active participation through tools like discussion forums, chat rooms, and real-time quizzes. Such interactivity promotes student engagement, which is positively correlated with academic success. Similarly, Al-Emran, Mezhuyev, and Kamaludin (2020) highlight that the availability of multimedia resources enhances learners' motivation and retention.

LEARNING MANAGEMENT SYSTEMS (LMS) IN HIGHER EDUCATION

Research by Bond et al. (2021) emphasizes the role of LMS in organizing learning resources and assessments, thus creating a structured academic environment. LMS tools also enable tracking of student performance, which provides both teachers and learners with actionable feedback. Kumar and Daniel (2016) assert that LMS adoption in higher education increases transparency and accountability in learning.

IMPACT OF MOOCS AND ONLINE PLATFORMS

Massive Open Online Courses (MOOCs) have expanded access to quality education beyond geographical limitations. Jordan (2019) notes that MOOCs support flexible and self-paced learning, though completion rates remain a concern. Digital learning platforms like Coursera, edX, and SWAYAM in India have significantly widened opportunities for higher education learners.

CHALLENGES IN DIGITAL LEARNING ADOPTION

Despite benefits, scholars have identified major barriers. Cicha et al. (2021) reported that students often face digital fatigue, internet connectivity issues, and lack of technical skills. Digital inequality, as discussed by Selwyn (2016), continues to restrict access among students from lower socioeconomic backgrounds. Moreover, lack of personal interaction in online learning has been linked to decreased emotional engagement and collaborative skills (Moore & Kearsley, 2012).

PEDAGOGICAL INTEGRATION AND EFFECTIVENESS

Studies stress that digital tools alone do not guarantee better achievement. Effective pedagogy, faculty readiness, and curriculum alignment are essential. Bates (2019) argues that platforms are most effective

when combined with blended learning approaches, ensuring both digital flexibility and face-to-face interaction.

Overall, the literature reveals that while digital platforms positively influence academic performance, the impact varies depending on accessibility, usability, and institutional support.

RESEARCH METHODOLOGY

Research Design

The study adopts a descriptive and analytical research design, combining quantitative and qualitative approaches to assess the influence of digital learning platforms on academic achievement.

Objectives of the Study

1. To examine the relationship between digital platform usage and academic performance of higher education students.
2. To evaluate students' perceptions of accessibility, usability, and effectiveness of digital platforms.
3. To identify challenges faced in adopting digital platforms for academic purposes.
4. To suggest improvements for optimizing digital learning in higher education.

Population and Sample

The population comprises undergraduate and postgraduate students enrolled in universities across Gujarat, India. A sample size of 300 students was determined using Cochran's formula (95% confidence level, 5% margin of error). A stratified random sampling technique was employed to ensure representation across gender, disciplines, and course levels.

Data Collection Tools

1. Structured Questionnaire: Designed with both closed and open-ended questions, covering dimensions such as accessibility, interactivity, satisfaction, and academic performance.
2. Interviews: Semi-structured interviews with faculty members to gather insights on challenges and opportunities.
3. Secondary Sources: Reports, journals, and institutional records on student performance and digital platform usage.

Data Collection Procedure

The questionnaire was distributed electronically via Google Forms, ensuring wide reach. Follow-up interviews were conducted with 15 faculty members through online video conferencing tools.

Data Analysis Methods

- Quantitative Data: Analyzed using descriptive statistics (mean, standard deviation, percentage analysis) and inferential techniques (correlation, regression analysis, t-tests).
- Qualitative Data: Thematic analysis was used to interpret responses from interviews.

Data Analysis & Interpretation

1. Demographic Profile of Respondents

Out of 300 students surveyed, 55% were female and 45% male. Nearly 60% were undergraduates, while 40% were postgraduates. Students came from diverse disciplines, including management, science, commerce, and humanities.

2. Access and Usage of Digital Platforms

- 95% of students reported using at least one digital learning platform regularly.
- Google Classroom (70%), Microsoft Teams (60%), and Moodle (45%) were the most commonly used.

- Average daily usage was 3.5 hours, with postgraduate students spending slightly more time than undergraduates.

3. Academic Achievement Correlation

Regression analysis showed a positive and significant correlation ($r = 0.62$, $p < 0.01$) between frequency of digital platform usage and academic performance. Students with higher engagement reported better grades and self-assessed learning outcomes.

4. Perceived Benefits

Students reported:

- Improved accessibility to study materials (85%)
- Enhanced interaction with teachers (72%)
- Better time management and flexibility (65%)
- Improved academic confidence (61%)

5. Challenges Reported

- Poor internet connectivity (48%)
- Lack of motivation in digital-only environments (40%)
- Digital fatigue due to extended screen time (36%)
- Limited technical support (28%)

FINDINGS & DISCUSSION

The study aimed to evaluate the influence of digital learning platforms on the academic achievement of higher education students. Based on the data analysis, several key findings emerged.

1. Widespread Adoption of Digital Platforms

The overwhelming majority of students (95%) reported regular usage of digital platforms. This demonstrates that digital learning is no longer supplementary but a central component of higher education. The platforms most frequently used were Google Classroom, Microsoft Teams, and Moodle, showing a global trend in platform preference.

2. Positive Correlation with Academic Achievement

Statistical analysis revealed a significant positive correlation between digital platform usage and academic performance ($r = 0.62$, $p < 0.01$). This aligns with findings from Bond et al. (2021) and Hrastinski (2019), who emphasized that digital engagement fosters improved academic results. Increased interaction, timely access to study materials, and structured learning environments contribute to this impact.

3. Enhanced Accessibility and Flexibility

Students highlighted benefits such as improved access to resources, flexible learning opportunities, and enhanced interaction with teachers. This is consistent with Bates (2019), who argued that digital platforms increase flexibility, making learning more student-centered.

4. Challenges Hindering Effectiveness

Despite clear advantages, challenges remain. Nearly half of the students reported poor internet connectivity as a significant barrier. Digital fatigue and lack of motivation in fully online environments also emerged as key issues. These findings align with Cicha et al. (2021), who highlighted psychological and infrastructural challenges in digital learning adoption.

5. Pedagogical Implications

While digital platforms enhance academic performance, their effectiveness largely depends on teaching methodology and institutional support. Faculty readiness, curriculum design, and student digital literacy are critical for maximizing outcomes. As Selwyn (2016) suggests, technology alone does not guarantee success; it must be integrated into a coherent pedagogical strategy.

CONCLUSION & SUGGESTIONS

The study concludes that digital learning platforms significantly impact academic achievement of higher education students. Their benefits—improved accessibility, flexibility, and engagement—translate into enhanced performance. However, challenges such as infrastructure gaps, digital fatigue, and reduced interpersonal interaction need urgent attention.

KEY SUGGESTIONS

1. Improving Infrastructure: Institutions should invest in robust digital infrastructure, including high-speed internet access and reliable platforms.
2. Faculty Training: Continuous professional development programs are needed to equip faculty with skills for effective digital pedagogy.
3. Blended Learning Models: Combining online platforms with face-to-face learning can balance flexibility with human interaction.
4. Student Support Systems: Establishing online counseling, peer mentoring, and technical support can reduce digital fatigue and enhance motivation.
5. Equitable Access: Policies must address the digital divide by providing affordable devices and subsidized internet access for disadvantaged students.

Overall, digital learning platforms hold transformative potential for higher education. Their success depends on balanced integration, supportive infrastructure, and inclusive pedagogical practices.

REFERENCES

- ***Al-Emran, M., Mezhuyev, V., & Kamaludin, A. (2020). Technology acceptance model in M-learning context: A systematic review. Computers & Education, 125(3), 389–412. https://doi.org/10.1016/j.compedu.2018.06.008***
- ***Bates, T. (2019). Teaching in a digital age: Guidelines for designing teaching and learning. Tony Bates Associates.***
- ***Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: Mapping the first global online semester. International Journal of Educational Technology in Higher Education, 18(50), 1–24. https://doi.org/10.1186/s41239-021-00282-x***
- ***Cicha, K., Rizun, M., Rutecka, P., & Strzelecki, A. (2021). COVID-19 and higher education: Students' perception of online learning. Sustainability, 13(9), 1–23. https://doi.org/10.3390/su13094880***
- ***Hrastinski, S. (2019). What do we mean by blended learning? TechTrends, 63(5), 564–569. https://doi.org/10.1007/s11528-019-00375-5***
- ***Jordan, K. (2019). Massive open online course completion rates revisited: Assessment, length and attrition. International Review of Research in Open and Distributed Learning, 20(1), 1–23. https://doi.org/10.19173/irrodl.v20i1.3732***

- ***Kumar, S., & Daniel, B. K. (2016). Integration of learning management systems in higher education institutions. International Journal on E-Learning, 15(4), 609–626.***
- ***Moore, M. G., & Kearsley, G. (2012). Distance education: A systems view of online learning (3rd ed.). Cengage Learning.***
- ***Selwyn, N. (2016). Education and technology: Key issues and debates (2nd ed.). Bloomsbury Academic.***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

THE DIGNITY DEFICIT: JUDICIAL MANDATES, CONSTITUTIONAL CONSCIENCE, AND THE BETRAYAL OF HUMAN RIGHTS IN INDIA'S SANITATION SECTOR

SARTHAK AGRESAR
RESEARCH SCHOLAR (LAW) MONARK UNIVERSITY

ABSTRACT

This research is a **heartfelt plea for accountability** regarding the continuing, profound violation of the fundamental human rights of India's sanitation workers—the unseen heroes upon whose sacrifice the nation's cleanliness rests. Despite the unequivocal prohibition of manual scavenging and a series of **courageous, landmark judicial rulings** asserting the absolute sanctity of their Right to Life (Article 21), the tragedy persists. Workers continue to descend into the noxious darkness of sewers and septic tanks, succumbing to toxic gases and systemic apathy. This paper delves beyond the mere citation of case law, examining the vast, heartbreaking chasm between the judiciary's powerful constitutional conscience and the state's **shameful failure of enforcement and rehabilitation**. It seeks to analyze the socio-legal and administrative inertia that renders judicial protection meaningless, arguing for a renewed, zero-tolerance approach guided by compassion and technological urgency.

KEYWORDS: SANITATION WORKERS' RIGHTS, MANUAL SCAVENGING, RIGHT TO DIGNITY, ARTICLE 21, JUDICIAL ACTIVISM, CONSTITUTIONAL LAW, IMPLEMENTATION FAILURE, REHABILITATION.

I. INTRODUCTION: THE PRICE OF CLEANLINESS

The true measure of a society is how it treats its most vulnerable members. In India, the paradox is stark: our cleanliness is purchased at the cost of the **dignity, health, and very lives** of a marginalized workforce. This introduction begins with the tragic reality—the frequent, agonizing deaths in sewage pits—framing it not as an accident, but as a systematic violation rooted in deeply entrenched caste and economic prejudice. It establishes the judiciary as the **last bastion of hope**, the voice that has repeatedly articulated the highest constitutional standard—that the right to life includes the right to a life of dignity, free from hazardous and dehumanizing labor. This paper is a testimony to the pain of this broken promise.

II. RESEARCH PROBLEM: THE GAP BETWEEN VERDICT AND VOCATION

The central research problem is the **fatal discrepancy between the progressive, life-affirming judicial mandates and the dismal, life-denying reality** faced by sanitation workers. Why, despite clear legal prohibitions like the **Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013**, and powerful judicial intervention (e.g., judgments mandating compensation and full rehabilitation), do workers continue to be employed in the most lethal forms of sanitation work? The study aims to uncover the deep-rooted bureaucratic and social inertia that renders court orders mere paper pronouncements, challenging the effectiveness of the judiciary when confronted with a socio-economic problem masquerading as a purely legal one.

III. OBJECTIVES OF THE STUDY

- To **humbly analyze and document** the constitutional significance of key judicial rulings that have interpreted the Article 21 right to life and dignity specifically for sanitation workers.
- To **critically evaluate** the post-judgment implementation failures, focusing on the efficacy of mandated compensation, technological adoption, and rehabilitation schemes.
- To **passionately recommend** a revised accountability framework that places the onus of preventing hazardous work directly on municipal bodies and enforces judicial mandates with punitive, immediate effect.

IV. HYPOTHESIS

The continuing violation of sanitation workers' human rights is not due to a lack of robust judicial pronouncements, but rather a profound systemic failure of political will and institutional enforcement, exacerbated by socio-economic prejudice that views their lives as tragically expendable.

V. RESEARCH METHODOLOGY

This research employs a **socio-legal and critical doctrinal methodology**, driven by a deep sense of social justice:

- **Doctrinal Analysis:** A meticulous and empathetic examination of landmark judgments (e.g., *Safai Karamchari Andolan v. Union of India*) to understand the judicial expansion of dignity rights and the constitutional limits imposed on the State.
- **Socio-Legal Evaluation:** Analysis of government reports, National Commission for Safai Karamcharis data, and human rights organization findings to quantify the **implementation deficit**—the gap between the legally mandated number of mechanized cleanings and the continued manual deaths.
- **Comparative Study:** A brief, focused comparison with international labor standards or practices in other jurisdictions to highlight the **moral imperative** for technological and policy innovation.

VI. EMERGING CHALLENGES

Landmark Judgments on Sanitation Workers' Rights in India

1. Safai Karamchari Andolan and Ors. v. Union of India and Ors. (2014)

This is the most crucial and comprehensive judgment on the human rights of sanitation workers. It directly addressed the systemic failures surrounding the practice of manual scavenging.

- Constitutional Violation: The Supreme Court unequivocally held that the continued practice of manual scavenging is a flagrant violation of fundamental rights, specifically:
  - Article 21 (Right to Life and Dignity): Dehumanizing work that leads to death by asphyxiation is incompatible with the right to live with human dignity.
  - Article 17 (Abolition of Untouchability): The practice is rooted in and perpetuates the caste system and untouchability.
- Mandated Compensation: The Court issued a powerful, backward-looking remedial order, directing the government to:
  - Identify the families of all persons who have died in sewerage work (manholes, septic tanks) since 1993 (the year of the first Manual Scavenging Act).
  - Award compensation of ₹10 lakh (Rupees Ten Lakhs) for each such death, treating every fatality not as an accident but as a failure of the state to protect constitutional rights.

- Rehabilitation Directives: The ruling provided a comprehensive blueprint for rehabilitation, including cash assistance, scholarships for children, residential plots, and skill training for alternative livelihoods.
- Criminalization: It emphasized that entering sewer lines without safety gear should be treated as a crime, holding the state and contractors directly accountable.

2. Bandhua Mukti Morcha v. Union of India (1984)

This case provides the foundational philosophy that underpins all social justice litigation concerning manual labour conditions.

1. Expansive Article 21: The Supreme Court significantly broadened the scope of the Right to Life (Article 21) to include the Right to Live with Human Dignity, freedom from exploitation, and the right to health and safety at the workplace.
2. Relevance to Sanitation: This doctrine makes any form of hazardous labor, particularly caste-based manual scavenging, an immediate and actionable violation of the fundamental right to dignity guaranteed by the Constitution.

3. Recent Developments (2023 - Ongoing)

While *Safai Karamchari Andolan* remains the legal cornerstone, the judiciary continues to intervene due to persistent enforcement failures:

- Increased Compensation: Subsequent High Court and Supreme Court orders, citing the 2014 mandate, have affirmed and in some cases increased the compensation amount (e.g., to ₹30 lakh for sewer deaths in some recent directions), underscoring the severity of the violation and the rising cost of human life.
- Mandate for Mechanization: Courts have repeatedly emphasized the absolute necessity of shifting to mechanized cleaning solutions, holding municipal authorities criminally liable for employing manual methods, even "in an emergency."

These rulings collectively form a powerful, yet tragically under-enforced, body of law that seeks to restore the human heart of the legal system for those who have been marginalized to the point of being "invisible." The path to restoring dignity is obstructed by heartbreaking institutional and social barriers:

1. **The Technological Resistance:** The deliberate and deeply cynical preference for cheap, manual labor over investment in expensive, safe mechanization technology, viewing a human life as a negligible cost.
2. **The Enforcer's Betrayal:** The **institutional collusion or apathy** where municipal and contracting authorities actively violate the law with impunity, treating workers as dispensable units rather than rights-bearing citizens.
3. **The Burden of Stigma:** The pervasive social and caste prejudice that binds workers to this profession, making genuine rehabilitation schemes fail because societal stigma denies them alternative, dignified livelihoods.

VII. FINDINGS

This study finds with undeniable conviction that:

- The Indian Judiciary has consistently been the **moral compass** on this issue, expanding Article 21 to its maximum protective potential for these vulnerable workers.
- The primary failure lies not in the *law* (which is strong), but in the **executing mechanism**, particularly at the local level, where bureaucratic corruption and caste bias neutralize court orders.

- The financial compensation mandated by courts, while necessary, is a meager palliative that fails to address the structural need for **total vocational and social rehabilitation**.

VIII. SUGGESTIONS: A CALL FOR DIGNITY AND ENFORCEMENT

Born from a sense of constitutional duty and deep empathy, we suggest:

1. **Zero-Tolerance Enforcement:** Mandate the registration of Section 304 (Culpable Homicide) against municipal officials or contractors responsible for any sewage worker death, treating every fatality as a crime against the State and humanity, not an accident.
2. **Universal Technology Adoption Fund:** Establish a dedicated, centrally administered fund to subsidize and mandate the immediate adoption of robotic/mechanized cleaning solutions across all urban bodies within a fixed timeframe.
3. **Comprehensive Dignity Package:** Shift the focus from mere compensation to a **holistic rehabilitation program** providing quality education for workers' children, vocational training for alternative skills, and genuine social integration support.

IX. CONCLUSIVE REMARK: RESTORING THE SOUL OF THE REPUBLIC

The suffering of sanitation workers is a **constitutional shame** that stains the collective conscience of our Republic. The judiciary has shone its light into the darkest corners of this injustice, but the light is powerless without the will of the executive to act. Our **sacred duty** is to dismantle the dehumanizing structures that force citizens to choose between starvation and a poisonous death. We must realize that justice is not served until every sanitation worker can perform their essential duty with dignity, safety, and the unwavering assurance that their life is valued above all else.

X. SELECT REFERENCES

- ***Ghatak, R. C. "The Invisible Labour: Caste, Exclusion and the Enforcement Deficit in Manual Scavenging Prohibition." Economic & Political Weekly 54, no. 10 (2019): 34-42.***
- ***Narain, Divya. "A Life of Dignity: Judicial Activism and the Rights of Manual Scavengers in India." Human Rights Law Review 16, no. 3 (2016): 511-536.***
- ***Rao, V. V. "Mechanization and the Sanitation Crisis: Why Technology is Not Enough Without Social Reform." Journal of Social Inclusion Studies 5, no. 2 (2020): 101-115.***
- ***Beteille, André. "The Scheduled Castes: A Review of the Judicial and Legislative Response." Indian Journal of Constitutional Law 3, no. 1 (2019): 1-20.***
- ***Human Rights Watch. Cleaning Human Waste: "Manual Scavenging," Caste, and Discrimination in India. (2014).***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

WOMEN IN POLITICS AND LAW IN ACTION: A STUDY ON REPRESENTATION, RIGHTS, AND REALITIES IN INDIAN DEMOCRACY

MS. PRIYA S. SHAH
RESEARCH SCHOLAR, DEPARTMENT OF LAW, SWAMINARAYAN UNIVERSITY, KALOL
DR. ANISHA SAHUWALA
RESEARCH SUPERVISOR, SWAMINARAYAN UNIVERSITY, KALOL

ABSTRACT

The participation of women in political institutions is a crucial indicator of democratic inclusiveness and equality. In India, women's representation has been constitutionally recognized and encouraged through legislative measures, particularly after the enactment of the 73rd and 74th Constitutional Amendments and, more recently, the Women's Reservation Bill, 2023. Despite these legal reforms, women continue to face significant barriers such as patriarchal structures, financial dependency, electoral violence, and systemic underrepresentation in decision-making positions. This research paper undertakes a socio-legal study of women's participation in Indian politics. It examines the legal framework, the constitutional guarantees, judicial interpretations, and statutory provisions that aim to strengthen women's political participation, while also critically analyzing the socio-political realities that hinder effective implementation. The paper argues that law and politics must act in harmony to translate women's legal rights into tangible political empowerment.

1. INTRODUCTION

Democracy thrives on inclusiveness, representation, and the equitable participation of all citizens. In India, where women constitute nearly half of the population, their role in politics becomes indispensable. Political participation of women not only strengthens democratic legitimacy but also ensures that governance reflects diverse perspectives and responds to the needs of marginalized communities.

However, the Indian political landscape has historically been dominated by men, with women occupying only a small proportion of seats in legislatures. Despite several constitutional provisions and legislative measures, the gap between legal recognition and actual representation remains wide. This paper aims to explore this gap through a socio-legal lens, analyzing both the rights guaranteed to women and the realities that affect their participation in politics.

2. CONSTITUTIONAL AND LEGAL FRAMEWORK FOR WOMEN'S POLITICAL PARTICIPATION

2.1 Constitutional Provisions

The Constitution of India enshrines equality as a fundamental right.

- **Article 14** guarantees equality before law.
- **Article 15(3)** empowers the State to make special provisions for women.
- **Article 39(a)** directs the State to ensure equal participation in adequate means of livelihood.
- **Article 325 and 326** secure universal adult suffrage without discrimination.

The **73rd and 74th Constitutional Amendments (1992)** were landmark reforms, reserving one-third of seats in Panchayati Raj Institutions and Urban Local Bodies for women, thereby institutionalizing their grassroots political participation.

2.2 Statutory and Legislative Measures

Apart from constitutional provisions, legislative initiatives have been undertaken to strengthen women's role in politics. The most recent and significant is the **Women's Reservation Bill, 2023**, which seeks to reserve one-third of seats in the Lok Sabha and State Assemblies for women. Although long delayed, its passage marks a transformative step in ensuring substantive representation at higher levels of governance.

2.3 Judicial Pronouncements

The judiciary has consistently upheld the importance of women's political empowerment. In **Vishaka v. State of Rajasthan (1997)**, while the focus was on workplace harassment, the Court emphasized women's dignity and equality, which indirectly strengthens the case for equal political participation. Similarly, in **Rajesh Kumar Daria v. Rajasthan Public Service Commission (2007)**, the Supreme Court clarified the application of reservations for women, reinforcing their constitutional validity.

3. SOCIO-LEGAL BARRIERS TO WOMEN'S POLITICAL PARTICIPATION

Despite constitutional guarantees, women face numerous challenges that limit their effective participation:

- **Patriarchal Norms:** Indian society still views politics as a male-dominated sphere. Women leaders are often token representatives.
- **Economic Dependence:** The cost of election campaigning restricts many women from contesting elections, as they are often financially dependent on male family members.
- **Political Violence and Harassment:** Women politicians face threats, online abuse, and physical violence, which discourages active participation.
- **Party Structures:** Political parties rarely nominate women candidates for "winnable" seats, treating them as secondary players.
- **Intersectional Discrimination:** Women belonging to Scheduled Castes, Scheduled Tribes, and minorities face compounded discrimination.

4. THE ROLE OF LAW IN SHAPING WOMEN'S POLITICAL REPRESENTATION

Law serves as both an enabler and a safeguard. By providing quotas, protecting electoral rights, and ensuring equality, the legal system facilitates women's entry into politics. However, law alone cannot dismantle entrenched patriarchy. Implementation, awareness, and social acceptance are equally necessary.

For instance, while the **73rd Amendment** has empowered over one million women in local governance, many are "proxy leaders," with male relatives exercising de facto power. This shows that law must be supplemented by education, capacity-building, and enforcement mechanisms.

5. REPRESENTATION, RIGHTS, AND REALITIES

5.1 Representation

Quantitatively, women hold only about **15% of seats in the Lok Sabha** (prior to the Women's Reservation Bill). This is significantly lower compared to global averages. Legal reforms have expanded representation, but women remain underrepresented at higher decision-making levels.

5.2 Rights

Women have constitutional and statutory rights to political participation. However, the exercise of these rights is uneven across states and political parties. The effectiveness of rights depends on whether women can translate them into political influence.

5.3 Realities

The reality remains that women's participation is often symbolic rather than substantive. Laws have created formal opportunities, but societal attitudes, lack of resources, and structural barriers continue to restrict women's agency.

6. COMPARATIVE INSIGHTS

Globally, countries like **Rwanda, Norway, and Sweden** have achieved higher female participation through a combination of legal quotas and strong social reforms. In contrast, India has relied heavily on legal quotas but has lagged in implementing supporting measures like political training, financial support, and mentorship for women leaders.

7. RECOMMENDATIONS

1. **Effective Implementation of the Women's Reservation Bill** – ensuring timely execution and monitoring.
2. **Capacity-Building Programs** – training women leaders in governance, law, and public policy.
3. **Financial Assistance and Electoral Reforms** – reducing the role of money power to make elections accessible for women.
4. **Party-Level Reforms** – mandating political parties to field a minimum percentage of women candidates.
5. **Awareness Campaigns** – changing social attitudes through education, media, and civil society initiatives.
6. **Judicial Oversight** – ensuring that reservations and constitutional guarantees are not misused for proxy leadership.

8. CONCLUSION

Women's participation in Indian politics is both a constitutional promise and a democratic necessity. While the Constitution and legislative measures like the 73rd and 74th Amendments and the Women's Reservation Bill provide formal guarantees, the actual representation of women in Parliament, State Assemblies, and local bodies remains limited. This reflects the persistent influence of social, economic, and institutional barriers that law alone cannot overcome.

Challenges such as proxy leadership, tokenism, gender-based harassment, and limited access to political resources continue to restrict women's effective agency. Judicial pronouncements have reinforced their political rights and the validity of affirmative action, but substantive empowerment requires more than legal safeguards—it needs implementation, political support, and societal acceptance.

Meaningful participation of women enriches governance and policymaking, ensuring attention to social welfare, education, and inclusive development. Closing the gap between legal rights and political realities will require sustained reforms, awareness campaigns, and capacity-building initiatives. Only then can women move from symbolic representation to genuine decision-making, strengthening India's democracy in practice.

REFERENCES

1. *The Constitution of India, 1950.*
2. *The Constitution (73rd and 74th Amendment) Acts, 1992.*
3. *The Women's Reservation Bill, 2023.*
4. *Vishaka v. State of Rajasthan, AIR 1997 SC 3011.*
5. *Rajesh Kumar Daria v. Rajasthan Public Service Commission, (2007) 8 SCC 785.*
6. *Election Commission of India Reports on Women's Representation.*
7. *UN Women Report: Women in Politics 2023.*
8. *Law Commission of India, Report on Electoral Reforms.*
9. *Chhibber, P. (2002). Why are women politically active? Comparative Politics.*
10. *Rai, S. M. (1999). Democratic Institutions, Political Representation and Women's Empowerment in India.*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

ROLE OF DIGITAL LEARNING TOOLS IN ENHANCING STUDENT ENGAGEMENT: AN EMPIRICAL STUDY OF UNDERGRADUATE EDUCATION IN INDIA

SHAH ZALAK HITESHBHAI
TAXSHILA COLLEGE – HALVAD

ABSTRACT

The integration of digital learning tools into higher education has accelerated in India, particularly following the COVID-19 pandemic. Platforms such as Learning Management Systems (LMS), MOOCs, video conferencing applications, and interactive assessment tools have become mainstream. While these tools are designed to improve flexibility, interactivity, and learner autonomy, there is a need to empirically examine whether they genuinely enhance student engagement, which is a critical predictor of academic success.

This empirical study investigates the role of digital learning tools in enhancing engagement among undergraduate students in Indian universities. A survey of 480 students across 6 universities was conducted using a structured questionnaire that measured behavioral, emotional, and cognitive engagement. Statistical analyses included descriptive statistics, correlation, multiple regression, and ANOVA using SPSS. Results indicate that digital learning tools significantly improve cognitive engagement (e.g., problem-solving, self-directed learning) and behavioral engagement (e.g., participation, attendance), while emotional engagement was influenced to a moderate extent. However, disparities in digital access, digital literacy, and faculty training remain barriers to maximizing the benefits of these tools.

The study contributes to the literature by empirically linking digital tool usage with multidimensional engagement in the Indian higher education context. Practical recommendations are offered for policymakers, institutions, and faculty to integrate digital tools more effectively into curricula.

KEYWORDS: DIGITAL LEARNING TOOLS, STUDENT ENGAGEMENT, HIGHER EDUCATION, INDIA, LMS, MOOCS

INTRODUCTION

The digital revolution has dramatically reshaped the global education landscape, offering new tools and approaches that transcend the boundaries of traditional classroom learning. In India, this transformation has been especially pronounced over the past decade, with rapid technological adoption fueled by government initiatives, private sector innovations, and the sudden disruption caused by the COVID-19 pandemic. Today, higher education institutions across the country employ digital platforms such as Learning Management Systems (LMS), Massive Open Online Courses (MOOCs), video conferencing applications like Zoom and Microsoft Teams, and interactive digital assessment tools. These technologies are designed not only to improve access but also to enhance the quality of learning through interactivity, personalization, and flexibility.

One of the most critical outcomes expected from digital learning tools is student engagement. Engagement is widely regarded as a key predictor of academic success, persistence, and long-term learning outcomes. It encompasses three interrelated dimensions: behavioral engagement, cognitive engagement, and emotional engagement. Traditional lecture-based models often struggled to sustain student engagement, especially in large classrooms. Digital tools, by contrast, offer interactive features—such as real-time quizzes, discussion boards, collaborative assignments, multimedia resources, and gamification—that can potentially transform passive learners into active participants.

In the Indian higher education context, the adoption of digital tools has been uneven but rapidly expanding. Government initiatives like SWAYAM and the National Digital Library of India (NDLI) aim to provide accessible online learning resources. Institutions are increasingly deploying LMS such as Moodle, Blackboard, and Google Classroom to organize teaching, assessments, and student interactions. Meanwhile, global platforms like Coursera, edX, and Khan Academy are also widely used by Indian students. The widespread availability of smartphones and affordable internet, driven by providers like Jio, has further accelerated adoption, making India one of the fastest-growing markets for online education.

Despite this progress, challenges remain. Rural and marginalized students often face limited access to devices, internet connectivity, and digital literacy, creating a "digital divide." Moreover, faculty members vary in their readiness to adopt technology-driven pedagogies, with many requiring training to effectively leverage digital tools. There is also a risk of superficial engagement, where students participate in digital activities without meaningful cognitive or emotional involvement. These challenges highlight the need for empirical research to determine whether digital tools are genuinely enhancing student engagement or simply replacing traditional methods without significant added value.

Globally, research has suggested that digital tools can improve engagement when effectively integrated. For instance, Hrastinski (2019) found that synchronous tools like live discussions foster real-time participation, while asynchronous tools such as discussion boards promote reflective thinking. Dixson (2015) developed the Online Student Engagement Scale, showing that interactivity and course design strongly predict online engagement. In India, however, empirical studies on engagement in higher education remain limited, with most research focusing on access and satisfaction rather than concrete outcomes such as engagement and performance.

This study seeks to address this gap by empirically investigating the role of digital learning tools in enhancing student engagement in Indian higher education. Specifically, it explores the impact of these tools on the three dimensions of engagement—behavioral, cognitive, and emotional—among undergraduate students. The study also identifies barriers to effective digital adoption, including infrastructural constraints, digital literacy gaps, and faculty readiness.

By surveying students from multiple universities, this research provides quantitative evidence on how digital tools are shaping engagement in real learning contexts. The findings are expected to inform policymakers, institutional leaders, and educators about strategies to maximize the potential of digital learning tools. In doing so, the study contributes to the broader discourse on digital transformation in education and its role in creating an inclusive, engaging, and effective higher education system in India.

LITERATURE REVIEW

Student engagement is a multidimensional construct widely studied in educational psychology. According to Fredricks, Blumenfeld, and Paris (2004), engagement includes behavioral, emotional, and cognitive components. Behavioral engagement refers to observable participation; emotional engagement concerns interest and belonging; cognitive engagement involves higher-order learning strategies. Kuh (2009) emphasized that engagement predicts student persistence and academic success.

Digital learning tools encompass Learning Management Systems (LMS), MOOCs, video conferencing platforms, interactive applications, and digital libraries. Al-Fraihat et al. (2020) stressed that system quality, service quality, and content quality determine digital learning success. Hrastinski (2019) found synchronous tools encourage participation, while asynchronous tools foster reflection. In India, the COVID-19 pandemic accelerated adoption but revealed gaps in readiness, infrastructure, and inclusivity. Research shows digital tools enhance behavioral engagement through accountability and tracking. Bernard et al. (2009) demonstrated that interactive treatments improved participation and persistence. Kumar and Bhatt (2021) found LMS usage improved attendance and assignment completion among Indian students. For cognitive engagement, Dixson (2015) noted that course design and interactivity are critical. Mishra, Gupta, and Shree (2020) reported that virtual labs improved problem-solving in engineering education. Emotional engagement is influenced by social presence (Redmond et al., 2018). Rajesh (2020) observed that collaborative platforms improved motivation among Indian students.

Challenges remain: the digital divide (Mehta & Agarwal, 2022), limited digital literacy, and uneven faculty readiness (Rao & Sutradhar, 2021). International experiences show promise: Chen et al. (2018) reported gamified tools reduced dropout rates, while Chan (2019) highlighted improved performance from blended learning models. However, in India, quantitative evidence on engagement outcomes is still scarce. This study addresses the gap by empirically analyzing the relationship between digital learning tool usage and multidimensional engagement among undergraduates.

OBJECTIVES OF THE STUDY

1. To examine the extent of digital learning tool usage among undergraduate students in India.
2. To analyze the relationship between digital tools and behavioral engagement.
3. To examine the impact of digital tools on cognitive engagement.
4. To assess the influence of digital tools on emotional engagement.
5. To identify challenges in adopting digital tools for student engagement.

HYPOTHESES

H1:Use of digital learning tools significantly improves behavioral engagement.
H2:Digital learning tools positively affect cognitive engagement.
H3:Digital learning tools enhance emotional engagement.
H4:Challenges such as infrastructure and digital literacy negatively affect engagement outcomes.

RESEARCH METHODOLOGY

This study used a descriptive-causal design with a quantitative approach. The population included undergraduate students from Indian universities. A stratified random sample of 480 students from 6 universities (3 public, 3 private) was surveyed. After data cleaning, 450 valid responses were analyzed.

A structured questionnaire measured demographics, digital tool usage, behavioral engagement, cognitive engagement, emotional engagement, and challenges. Items were rated on a 5-point Likert scale. Validity was ensured by expert review, and a pilot test with 40 students achieved Cronbach's alpha > 0.80.
Data collection was conducted between January and March 2025 using both online and offline surveys. Ethical clearance and informed consent were obtained. SPSS v26 was used for analysis: descriptive statistics, reliability analysis, Pearson correlation, multiple regression, and ANOVA.

DATA ANALYSIS AND RESULTS

Demographic Profile

Out of 480 respondents, 450 valid responses were analyzed. The sample included 53% male and 47% female students, primarily aged between 18–22 years. About 52% belonged to public universities and 48% to private universities. Regional representation included North (20%), South (25%), East (22%), and West (33%). Device access was high, with 85% reporting smartphone access, though only 62% had personal laptops.

Reliability Analysis

Cronbach's alpha values exceeded 0.80 for all constructs:

- Behavioral engagement: $\alpha = 0.83$
- Cognitive engagement: $\alpha = 0.86$
- Emotional engagement: $\alpha = 0.81$
- Challenges: $\alpha = 0.82$

This confirmed strong reliability of the scales.

Descriptive Statistics

- **Digital tool usage:** 78% reported daily use of LMS or online platforms.
- **Behavioral engagement:** 70% participated regularly in online quizzes, forums, or polls.
- **Cognitive engagement:** 65% agreed digital tools enhanced problem-solving and self-directed learning.
- **Emotional engagement:** 58% felt more motivated when interactive tools were used, though 25% felt disconnected in purely online settings.

Correlation Analysis

- Digital tool usage and behavioral engagement: $r = 0.57$, $p < 0.01$
- Digital tool usage and cognitive engagement: $r = 0.62$, $p < 0.01$
- Digital tool usage and emotional engagement: $r = 0.46$, $p < 0.01$

These results support hypotheses H1, H2, and H3.

Regression Analysis

Multiple regression was performed with engagement dimensions as dependent variables:

- **Behavioral engagement:** digital usage ($\beta = 0.44$, $p < 0.01$), infrastructure challenges ($\beta = -0.22$, $p < 0.05$).
- **Cognitive engagement:** digital usage ($\beta = 0.51$, $p < 0.01$), faculty readiness ($\beta = 0.28$, $p < 0.05$).
- **Emotional engagement:** digital usage ($\beta = 0.33$, $p < 0.01$), peer interaction ($\beta = 0.25$, $p < 0.05$).

The models explained 47%, 52%, and 39% variance respectively.

ANOVA Results

ANOVA revealed significant differences across institution types ($F = 6.84$, $p < 0.05$). Private universities reported higher behavioral and cognitive engagement due to better infrastructure, while public universities scored higher in emotional engagement linked to peer collaboration. Rural students reported significantly lower digital access ($F = 8.11$, $p < 0.01$), confirming the digital divide.

KEY CHALLENGES IDENTIFIED

- 42% cited unreliable internet.
- 36% mentioned lack of faculty training in digital pedagogy.
- 28% highlighted distractions during online classes.

DISCUSSION

Findings confirm that digital learning tools positively impact engagement, aligning with international literature (Dixson, 2015; Hrastinski, 2019). Behavioral engagement improved through online quizzes, attendance tracking, and interactive assignments. Cognitive engagement was strongly supported by access to multimedia resources and self-paced learning opportunities, echoing Mishra et al. (2020). Emotional engagement showed moderate improvement, suggesting that digital tools alone cannot replicate the social presence of face-to-face learning (Redmond et al., 2018).

The digital divide remains a pressing issue, consistent with Mehta and Agarwal (2022). Students from rural areas reported weaker engagement due to connectivity and device limitations. Faculty readiness also emerged as a significant predictor, supporting Rao and Sutradhar (2021). Institutions with trained faculty achieved higher engagement outcomes, underscoring the need for capacity-building programs.

A notable finding was the contrast between public and private universities. While private universities benefited from stronger infrastructure, public institutions showed higher emotional engagement, possibly due to greater reliance on peer collaboration. This suggests that digital engagement is not solely dependent on technology but also on institutional culture and pedagogical practices.

CONCLUSION AND IMPLICATIONS

This study concludes that digital learning tools significantly enhance student engagement in Indian higher education, particularly in behavioral and cognitive domains. Emotional engagement benefits moderately but still requires supportive peer interaction and faculty involvement. Challenges such as the digital divide, inadequate faculty training, and infrastructural gaps limit full benefits.

Theoretical Implications

The study contributes to the literature by empirically validating the multidimensional impact of digital tools on student engagement in the Indian context. It extends engagement theory to show how technology interacts with behavioral, cognitive, and emotional dimensions.

Practical Implications

- **For Policymakers:** Invest in digital infrastructure, especially in rural areas, and promote digital literacy programs.
- **For Institutions:** Provide faculty training, integrate blended learning models, and design interactive curricula.
- **For Faculty:** Use diverse digital tools (quizzes, breakout rooms, gamification) to sustain engagement across all dimensions.

LIMITATIONS AND FUTURE RESEARCH

The study used a cross-sectional design and self-reported data, which may introduce bias. Future research should adopt longitudinal designs, include qualitative methods, and explore comparative outcomes across

disciplines. Expanding the study to postgraduate and professional programs may also provide broader insights.

REFERENCES

- ***Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. Computers in Human Behavior, 102, 67–86.***
- ***Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. A., Tamim, R., Surkes, M., & Bethel, E. C. (2009). A meta-analysis of three types of interaction treatments in distance education. Review of Educational Research, 79(3), 1243–1289.***
- ***Chen, P., Lambert, A. D., & Guidry, K. R. (2018). Engaging online learners: Tools and strategies. Educational Technology Research and Development, 66(6), 1525–1542.***
- ***Dixson, M. D. (2015). Measuring student engagement in the online course: The Online Student Engagement Scale (OSE). Online Learning, 19(4), 143–157.***
- ***Hrastinski, S. (2019). What do we mean by blended learning? TechTrends, 63(5), 564–569.***
- ***Kumar, A., & Bhatt, R. (2021). Impact of Learning Management Systems on student performance: An Indian perspective. Journal of Education and Practice, 12(6), 45–54.***
- ***Mehta, A., & Agarwal, S. (2022). Bridging the digital divide in India: Challenges and opportunities. International Journal of Educational Development, 92, 102620.***
- ***Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown. International Journal of Educational Research Open, 1, 100012.***
- ***Rajesh, M. (2020). Effectiveness of online learning platforms in fostering student motivation. Asian Journal of Distance Education, 15(2), 45–60.***
- ***Rao, S., & Sutradhar, M. (2021). Faculty readiness for inclusive education in Indian universities. Journal of Inclusive Education, 25(2), 112–129.***
- ***Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). An online engagement framework for higher education. Online Learning, 22(1), 183–204.***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

RESILIENCE AND IDENTITY: FEMINIST PERSPECTIVES ON FEMALE PROTAGONISTS IN SUDHA MURTHY'S WORKS

NIYATI S. VADHER
RESEARCH SCHOLAR

ABSTRACT

The negotiation of resilience and identity is central to feminist literary discourse, particularly in contexts where women confront systemic gendered inequalities. Sudha Murthy's works occupy a distinctive place in Indian literature by portraying female protagonists who navigate familial, cultural, and social challenges with extraordinary resilience. This paper investigates the representation of resilience and identity in selected novels of Murthy, focusing on how her protagonists confront adversities, resist patriarchal limitations, and redefine their sense of self. By analyzing texts such as Mahashweta (1996), Gently Falls the Bakula (2008), House of Cards (2013), and Three Thousand Stitches (2017), the study demonstrates how Murthy's female characters embody diverse feminist trajectories—ranging from silence and suffering to self-assertion and transformation. The paper applies feminist theoretical frameworks, including radical feminism, postcolonial feminism, and the concept of "everyday feminism," to explore how women's resilience is deeply intertwined with their search for identity. Findings suggest that Murthy's fiction emphasizes empowerment not as rebellion but as the reconstruction of dignity, self-respect, and ethical integrity. The paper positions Murthy's narratives as vital contributions to feminist literature in India, where identity formation is inseparable from cultural contexts and resilience becomes the foundation of women's agency.

KEYWORDS: SUDHA MURTHY, RESILIENCE, IDENTITY, FEMINISM, INDIAN WOMEN WRITERS, GENDER STUDIES

INTRODUCTION

Identity formation has been one of the most critical concerns in feminist theory and literature. Women's identities, historically, have been shaped by patriarchal expectations—centered on domesticity, obedience, and silence. Feminist criticism challenges these restrictive constructs, asserting that women are not passive objects of culture but active agents capable of redefining their lives. Within this discourse, **resilience** becomes a key concept: the capacity of women to endure hardships, adapt to changing circumstances, and ultimately transform their social realities. In Indian literature, the negotiation of resilience and identity is particularly significant, as women are often expected to conform to roles defined by family, caste, and tradition. Indian women novelists, from Kamala Markandaya and Anita Desai to Shashi Deshpande and Arundhati Roy, have explored these tensions. Sudha Murthy, though often recognized for her philanthropy and accessible prose, has contributed richly to this conversation through narratives that depict women navigating adversity with quiet strength.

SUDHA MURTHY AS A FEMINIST VOICE

Sudha Murthy's works resonate with both popular audiences and critical readers because of their simplicity and moral clarity. Yet, beneath this accessible style, she raises profound feminist questions

about gender, autonomy, and selfhood. Her novels often present ordinary women confronting extraordinary challenges—illness, neglect, ambition, stigma, or exploitation—and reconstituting their sense of self through resilience.

- In Mahashweta, Anupama reclaims her identity after being abandoned due to her illness.
- In Gently Falls the Bakula, Shrimati discovers her intellectual identity after years of invisibility in marriage.
- In House of Cards, Mridula asserts her ethical selfhood in the face of her husband's corruption.
- In Three Thousand Stitches, marginalized women such as sex workers reconstruct their identities through collective resilience.

These stories suggest that for Murthy, resilience is not merely survival—it is a feminist strategy of self-assertion and identity formation.

FEMINISM, RESILIENCE, AND IDENTITY

The concept of resilience has increasingly entered feminist discussions, especially in postcolonial and cultural contexts where women's struggles cannot be reduced to a binary of victimhood and empowerment. Resilience emphasizes adaptation and agency within constraints. In Murthy's works, women's resilience is often enacted through education, professional competence, dignity, or ethical conviction. Identity, on the other hand, is not fixed but dynamic, shaped by social pressures and personal choices. Murthy portrays identity as a process of becoming, often catalyzed by suffering and resistance.

RATIONALE OF THE STUDY

Despite Murthy's literary popularity, there is limited academic work exploring resilience and identity as central feminist concerns in her fiction. Most critical analyses either emphasize her philanthropic persona or focus on single texts. This study aims to fill the gap by offering a systematic feminist reading of her female protagonists with emphasis on resilience and identity. Such an approach not only enriches Murthy scholarship but also contributes to broader debates in Indian feminist literature.

OBJECTIVES OF THE STUDY

The specific objectives of this paper are:

1. To examine how Sudha Murthy's female protagonists embody resilience in the face of patriarchal and social constraints.
2. To analyze the processes of identity formation in her novels through feminist theoretical frameworks.
3. To explore the intersection of resilience and identity as mutually reinforcing dimensions of women's empowerment.
4. To situate Murthy's narratives within the larger discourse of Indian feminist writing.

SCOPE AND LIMITATIONS

This study is limited to four selected works of Sudha Murthy: Mahashweta, Gently Falls the Bakula, House of Cards, and Three Thousand Stitches. These novels/collections have been chosen because of their explicit engagement with resilience and identity. The scope excludes Murthy's children's books and some shorter narratives, though they also contain feminist elements. The limitation of this study lies in its exclusive textual analysis: empirical studies on reader reception are not included.

REVIEW OF LITERATURE

1. Global Perspectives on Feminism and Identity

Feminist literary studies have consistently interrogated how identity is constructed and contested in literature. Simone de Beauvoir's seminal work The Second Sex (1949) argued that women are historically defined as "the Other," with identity imposed by patriarchal structures. This critique foregrounded the notion that women's identity must be reclaimed through self-determination. Later, Judith Butler's Gender Trouble (1990) emphasized that identity is performative, produced through repeated acts rather than innate essence.

Resilience has also become a critical concept within feminist scholarship. As Walkerdine et al. (2001) suggest, resilience is not merely about enduring hardship but about the strategies individuals use to negotiate and reconstitute their identities in oppressive contexts. This makes resilience a productive lens for feminist criticism, where identity formation is often tied to resisting gendered constraints.

2. Feminism in the Indian Literary Context

Indian women writers have historically depicted the struggles of women in negotiating tradition and modernity. Early writers such as Kamala Markandaya explored the challenges of rural women, while Anita Desai emphasized psychological introspection and alienation. Shashi Deshpande highlighted the silencing of women's voices within marriage and family. These authors consistently portrayed resilience as a central theme—whether through survival in poverty, intellectual defiance, or gradual self-assertion.

In the contemporary era, writers like Arundhati Roy (The God of Small Things) and Jhumpa Lahiri (The Namesake) continue this tradition, though their focus often includes diasporic identity and globalization. Feminism in Indian literature, therefore, is not only about liberation from patriarchy but also about reconstituting identity within complex socio-cultural frameworks.

3. Scholarly Work on Sudha Murthy

Despite her popularity, Sudha Murthy's works have not been widely analyzed in academic feminist criticism compared to her contemporaries. Existing scholarship emphasizes her simplicity, moral clarity, and focus on social issues. However, in recent years, researchers have begun to examine her portrayal of women's resilience and identity.

- Studies on Mahashweta highlight Anupama's transformation from a dependent wife to an independent woman, positioning resilience as central to her redefined identity.
- Research on Gently Falls the Bakula often interprets Shrimati's story as a critique of the silencing of women's intellectual potential.
- House of Cards has been analyzed in terms of ethics, corruption, and the strain on women professionals negotiating marriage and career.
- Three Thousand Stitches is praised for expanding feminist discourse to marginalized voices such as sex workers, showing resilience as collective rather than individual.

Despite these contributions, few studies have systematically connected resilience and identity across Murthy's oeuvre. This paper addresses that gap by exploring how resilience functions as both a condition for survival and a catalyst for the reconstitution of identity in Murthy's protagonists.

4. Identified Gaps in Literature

From the review above, three gaps become clear:

1. **Fragmentation of Scholarship**: Most existing studies focus on single novels rather than analyzing Murthy's works collectively through a unifying feminist lens.
2. **Limited Theoretical Engagement**: Many discussions are descriptive rather than grounded in feminist theory, leaving conceptual connections underdeveloped.
3. **Neglect of Resilience and Identity as Linked Themes**: While resilience and identity are mentioned, they have not been systematically theorized as interdependent concepts in Murthy's works.

This paper seeks to bridge these gaps by bringing feminist theoretical frameworks into dialogue with Murthy's narratives, emphasizing how resilience and identity reinforce each other.

THEORETICAL FRAMEWORK

The analysis in this paper employs three complementary feminist frameworks: **radical feminism, postcolonial feminism, and everyday feminism.** These perspectives allow for a nuanced understanding of resilience and identity in Murthy's novels.

1. Radical Feminism

Radical feminism emphasizes that patriarchy is not a superficial issue but a deeply entrenched system of control that defines women's identities in relation to men. Kate Millett, in Sexual Politics (1970), argued that patriarchal ideology structures not only politics but also cultural texts. In Murthy's works, radical feminist insights are relevant when analyzing how women's intellectual, emotional, and professional lives are constrained by patriarchal norms. For example, Shrimati in Gently Falls the Bakula loses her sense of identity as her husband's ambitions consume her life. Radical feminism helps uncover how identity is silenced under patriarchal dominance, and resilience emerges as resistance to such silencing.

2. Postcolonial Feminism

Postcolonial feminism critiques Western feminist paradigms for overlooking the specificities of women in formerly colonized societies. Scholars like Chandra Talpade Mohanty argue that gender must be analyzed in relation to class, caste, and culture. Murthy's works, particularly Three Thousand Stitches, demonstrate how women's resilience is shaped by intersectional oppression. Sex workers and marginalized women in her narratives resist not only patriarchy but also caste prejudice, poverty, and cultural stigma. Postcolonial feminism allows us to see resilience not merely as personal strength but as a socio-cultural negotiation that shapes collective identity.

3. Everyday Feminism

Everyday feminism emphasizes that resistance does not always take the form of radical rebellion. Instead, women enact feminism in small, everyday acts—through education, self-respect, or ethical choices. Murthy's protagonists often embody this framework: Anupama (Mahashweta) chooses education and career over despair, Vinuta (Dollar Bahu) asserts dignity in silence, and Mridula (House of Cards) reclaims her ethical identity amidst corruption. These acts demonstrate how resilience is lived daily, not only in grand gestures.

4. Integrated Framework

Together, these frameworks provide a layered lens:

- Radical feminism reveals the structural constraints on women's identities.
- Postcolonial feminism situates resilience within cultural and social intersections.
- Everyday feminism captures the micro-level strategies women use to reconstruct identity.

By integrating these perspectives, this study offers a holistic approach to analyzing resilience and identity in Sudha Murthy's works.

RESEARCH METHODOLOGY

Research Design

This study employs a **qualitative and interpretive design**, drawing upon feminist literary criticism. The method is not numerical but analytical: the texts are read closely for themes, symbols, and character development that illuminate resilience and identity. The interpretive approach allows for nuanced insights into how Murthy constructs women's experiences within specific socio-cultural contexts.

Selection of Texts

Four works by Sudha Murthy were chosen: Mahashweta (1996), Gently Falls the Bakula (2008), House of Cards (2013), and Three Thousand Stitches (2017). These texts were selected because:

1. They explicitly portray women negotiating resilience and identity.
2. They represent diverse contexts—from illness and marriage to career dilemmas and social marginalization.
3. They cover both fictional and autobiographical modes, enriching the analysis.

Sources of Data

- **Primary Sources**: The four selected works of Sudha Murthy.
- **Secondary Sources**: Peer-reviewed journal articles, critical essays, books on feminist theory, and studies on Indian women's writing.

Analytical Framework

The analysis uses three overlapping feminist frameworks: radical feminism, postcolonial feminism, and everyday feminism. This combination highlights structural oppression, cultural contexts, and micro-level acts of resistance.

Limitations

This study focuses exclusively on textual analysis; it does not include fieldwork or interviews. Furthermore, the choice of four works means that not all of Murthy's writings are covered, which narrows the generalizability of the findings. However, the chosen works are representative of her feminist themes and provide sufficient scope for a focused analysis.

ANALYSIS AND DISCUSSION

1. Mahashweta: Resilience as Self-Renewal

Mahashweta centers on Anupama, whose life is upended when she is diagnosed with leukoderma. Her husband and in-laws abandon her, and she faces harsh social ostracism. Yet, instead of succumbing to despair, Anupama reconstructs her identity by pursuing education, teaching, and financial independence. Her resilience is expressed in the shift from dependency to autonomy. Initially, her identity is tied to her beauty and marital status. Once these are stripped away, she discovers inner strength, redefines herself as a professional, and refuses to live as a victim. Feminist analysis here shows the convergence of **liberal feminism** (education and independence) and **everyday feminism** (quiet self-assertion). Anupama exemplifies how resilience is not simply endurance but an act of self-renewal.

2. Gently Falls the Bakula: The Erasure and Recovery of Intellectual Identity

In Gently Falls the Bakula, Shrimati's marriage to Shrikant symbolizes the erasure of women's intellectual aspirations within patriarchal marriage structures. Despite her academic brilliance, Shrimati sacrifices her ambitions to support her husband's career. Over time, her identity dissolves into invisibility, much like the neglected Bakula flower that becomes the central metaphor of the novel.

Radical feminist readings highlight how Shrimati's life is subsumed by patriarchal expectations that valorize male ambition while silencing female voices. However, her eventual realization and decision to reclaim her intellectual identity embody resilience. It is not a violent rebellion but a gradual awakening that restores her sense of self. Her resilience lies in reclaiming her suppressed identity—a process of becoming that reflects **feminist notions of self-realization**.

3. House of Cards: Negotiating Identity in Marriage and Career

House of Cards narrates the struggles of Mridula, a doctor whose professional and personal identity is tested when her husband Somasekhar succumbs to corruption and ambition. Torn between loyalty to her

marriage and her commitment to ethical values, Mridula embodies resilience through her refusal to compromise her principles.

This novel highlights the **conflict between ethics and patriarchy**. Mridula's identity is not just professional but deeply moral. Her resilience lies in prioritizing self-respect over social status or material gain. Through Mridula, Murthy critiques both corruption in society and patriarchal demands that women sacrifice their integrity for family loyalty. Her identity as a woman professional is thus inseparable from her ethical choices, underscoring how resilience is both personal and ideological.

4. Three Thousand Stitches: Collective Resilience and Marginalized Identities

Unlike Murthy's other novels, Three Thousand Stitches is a semi-autobiographical collection of real-life stories, one of which details her work with sex workers. The narrative portrays these women not as passive victims but as active agents of resilience. Through education, community support, and determination, they reconstruct their stigmatized identities.

From a **postcolonial feminist** perspective, these stories are significant because they foreground caste, poverty, and stigma alongside gender. Identity formation here is collective: resilience is achieved not just individually but through solidarity and shared struggles. This broadens the scope of feminist discourse by emphasizing marginalized women's agency, often overlooked in mainstream narratives.

FINDINGS AND CONCLUSION

Key Findings

1. **Resilience as Feminist Strategy**: Murthy's protagonists demonstrate that resilience is not passive endurance but an active feminist strategy that reconstructs identity.
2. **Multiplicity of Identities**: Identity in Murthy's works is fluid—emotional, intellectual, professional, and collective—emerging differently across contexts.
3. **Intersections of Culture and Gender**: Murthy situates women's struggles within Indian cultural frameworks, showing how identity formation cannot be separated from caste, class, and tradition.
4. **Empowerment Beyond Rebellion**: Murthy redefines empowerment not as dramatic rebellion but as ethical, intellectual, or professional resilience enacted in daily life.
5. **Inclusivity of Marginalized Voices**: By including narratives of sex workers and stigmatized women, Murthy expands feminist discourse beyond middle-class concerns.

CONCLUSION

Sudha Murthy's female protagonists exemplify how resilience and identity are deeply intertwined in the feminist imagination. Her works challenge simplistic notions of empowerment by showing that women often redefine themselves through quiet strength, ethical conviction, and collective solidarity. In doing so, Murthy positions identity not as something given but as something continually negotiated through resilience.

Her fiction thus enriches Indian feminist literature by affirming that women's identities are forged not only in rebellion but also in endurance, adaptation, and ethical choices. For feminist literary studies, Murthy's narratives provide a vital reminder that the everyday resilience of ordinary women can be as transformative as the grand acts of revolution.

REFERENCES

- *Beauvoir, S. de. (1949). The second sex. Vintage.*
- *Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge.*
- *Desai, A. (1980). Clear light of day. Harper & Row.*
- *Lahiri, J. (2003). The namesake. Houghton Mifflin.*
- *Markandaya, K. (1954). Nectar in a sieve. Putnam.*
- *Millett, K. (1970). Sexual politics. Doubleday.*
- *Murthy, S. (1996). Mahashweta. Penguin Books.*
- *Murthy, S. (2008). Gently falls the Bakula. Penguin Books.*
- *Murthy, S. (2013). House of cards. Penguin Books.*
- *Murthy, S. (2017). Three thousand stitches: Ordinary people, extraordinary lives. Penguin Books.*
- *Roy, A. (1997). The God of small things. IndiaInk.*
- *Walkerdine, V., Lucey, H., & Melody, J. (2001). Growing up girl: Psychosocial explorations of gender and class. Palgrave.*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

EFFECTIVENESS OF COOPERATIVE LEARNING STRATEGIES IN IMPROVING CRITICAL THINKING SKILLS

SANDIP K. RATHOD
RESEARCH SCHOLAR, SAURASHTRA UNIVERSITY – RAJKOT
DR. ALPESHBHAI SINOJIYA
RESEARCH GUIDE, SAURASHTRA UNIVERSITY – RAJKOT

ABSTRACT

Cooperative learning strategies have been increasingly adopted in schools and colleges to promote collaboration, peer interaction, and higher-order thinking skills. Critical thinking, which involves the ability to analyze, evaluate, and synthesize information, is considered a crucial 21st-century skill. This study investigates the effectiveness of cooperative learning strategies in improving critical thinking skills among students. Using a descriptive and analytical research design, the study evaluates how cooperative learning techniques such as jigsaw, think-pair-share, group discussions, and peer teaching influence learners' ability to think critically. Findings are expected to demonstrate the role of cooperative learning in enhancing academic performance, problem-solving, and creativity, thereby contributing to student-centered pedagogies in education.

KEYWORDS: COOPERATIVE LEARNING, CRITICAL THINKING, STUDENT-CENTERED PEDAGOGY, PEER TEACHING, COLLABORATIVE LEARNING, HIGHER-ORDER THINKING

INTRODUCTION

The global shift from teacher-centered to learner-centered education has emphasized the need for pedagogical approaches that actively engage students in the learning process. Cooperative learning is one such strategy where students work together in small groups to achieve shared learning goals, with each member responsible for both their own learning and that of their peers. Unlike competitive or individualistic learning, cooperative learning emphasizes collaboration, accountability, and social interaction.

Critical thinking is a vital component of modern education, enabling learners to question assumptions, evaluate evidence, and make reasoned decisions. According to Facione (1990), critical thinking involves skills such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. Developing these skills requires interactive and reflective learning environments, which cooperative learning strategies naturally provide.

Research suggests that cooperative learning enhances student achievement, social skills, and motivation (Johnson & Johnson, 2009). Moreover, the collaborative nature of cooperative learning provides opportunities for peer teaching, exchange of diverse perspectives, and collective problem-solving, all of which contribute to strengthening critical thinking abilities.

In the Indian context, where classrooms are often large and teacher-centered, cooperative learning strategies can create more inclusive and interactive learning experiences. The National Education Policy (NEP 2020) highlights the importance of collaborative and experiential learning, reinforcing the relevance of cooperative methods in developing higher-order skills.

This study seeks to examine the effectiveness of cooperative learning strategies in improving critical thinking skills among students. It addresses the following research questions:

1. How do cooperative learning strategies influence the development of critical thinking skills?
2. Which cooperative learning techniques are most effective in fostering higher-order thinking?
3. How do students and teachers perceive the role of cooperative learning in enhancing critical thinking?
4. What challenges are faced in implementing cooperative learning strategies in classrooms?

By exploring these questions, the study contributes to the growing body of research on student-centered pedagogies and provides practical insights for educators and policymakers.

REVIEW OF LITERATURE

Research consistently highlights the positive relationship between cooperative learning strategies and the development of critical thinking skills. Cooperative learning not only enhances academic outcomes but also fosters teamwork, communication, and problem-solving abilities.

THEORETICAL FOUNDATIONS OF COOPERATIVE LEARNING

Johnson and Johnson (1999) describe cooperative learning as structured group work where learners depend on one another to achieve shared goals. Slavin (1995) emphasizes that cooperative learning involves positive interdependence, individual accountability, face-to-face interaction, and group processing. These elements collectively encourage deeper engagement and reflection.

COOPERATIVE LEARNING AND CRITICAL THINKING

Research by Gokhale (1995) demonstrated that students engaged in cooperative learning exhibited greater critical thinking abilities than those in individual learning environments. Similarly, Abrami et al. (2015) found that group-based activities, particularly discussions and debates, significantly enhanced analytical and evaluative skills.

EFFECTIVENESS OF SPECIFIC STRATEGIES

Several cooperative strategies have been studied in educational contexts. The **jigsaw method** promotes accountability by making each member responsible for mastering and teaching a portion of content. Think-pair-share encourages reflective dialogue and peer feedback, while group discussions provide platforms for examining diverse perspectives (Millis & Cottell, 1998). These strategies have been shown to improve both conceptual understanding and critical thinking.

STUDENT AND TEACHER PERCEPTIONS

Studies suggest that students perceive cooperative learning as more engaging and motivating compared to traditional lectures (Gillies, 2006). Teachers also acknowledge its effectiveness in building communication and leadership skills, though they often cite time management and classroom control as challenges.

CHALLENGES IN IMPLEMENTATION

While effective, cooperative learning faces hurdles such as unequal participation, dominance by stronger students, and resistance from learners accustomed to teacher-led instruction. Baloche and Brody (2017) stress the importance of teacher training, structured activities, and clear assessment methods to overcome these barriers.

Overall, literature confirms that cooperative learning strategies are highly effective in promoting critical thinking, but their success depends on careful planning, teacher facilitation, and equitable group participation.

RESEARCH METHODOLOGY

Research Design

This study employs a descriptive and analytical research design to evaluate the impact of cooperative learning strategies on critical thinking skills. A mixed-method approach was adopted, combining quantitative assessment with qualitative insights.

Objectives of the Study

1. To measure the effectiveness of cooperative learning strategies in developing critical thinking skills.
2. To compare critical thinking levels of students engaged in cooperative learning versus traditional instruction.
3. To identify student and teacher perceptions regarding cooperative learning.
4. To explore challenges faced in implementing cooperative learning strategies.

Population and Sample

The population consisted of students from class 11 and 12 in selected schools of Gujarat. A sample of **240 students** and **15 teachers** was selected through stratified random sampling to represent both science and commerce streams.

Data Collection Tools

1. **Critical Thinking Assessment Test (CTAT):** A standardized tool measuring analysis, evaluation, and inference.
2. **Questionnaire:** A structured Likert-scale survey administered to students regarding perceptions of cooperative learning.
3. **Teacher Interviews:** Semi-structured interviews to capture teacher perspectives and challenges.
4. **Observation Checklist:** Used during cooperative learning sessions to evaluate group dynamics and participation.

Data Collection Procedure

Over a period of one academic term, selected lessons were conducted using cooperative learning strategies (jigsaw, think-pair-share, and group projects). Control groups received traditional teacher-centered instruction.

Data Analysis Methods

- Quantitative data were analyzed using t-tests, ANOVA, and correlation analysis.
- Qualitative data from teacher interviews were analyzed through thematic coding.

Data Analysis & Interpretation

1. Demographic Profile of Respondents

Among 240 students, 51% were male and 49% female. About 60% belonged to the science stream and 40% to commerce. Teachers interviewed had an average of 10 years of classroom experience.

2. Critical Thinking Test Results

Students in cooperative learning groups scored significantly higher on CTAT (Mean = 78%) compared to those in traditional instruction (Mean = 66%). A t-test confirmed this difference as statistically significant ($p < 0.01$).

3. Effectiveness of Cooperative Strategies

- Jigsaw method participants demonstrated the highest improvement in comprehension and analysis.
- Think-pair-share was particularly effective in enhancing reflective thinking.
- Group projects promoted creativity and synthesis skills.

4. Student Perceptions

82% of students reported that cooperative learning helped them understand concepts better, while 75% agreed it improved their critical thinking. However, 28% felt that unequal participation was a drawback.

5. Teacher Perceptions

Teachers appreciated the improvement in student engagement and communication skills but cited classroom management and time constraints as challenges.

6. Observations of Group Dynamics

Classroom observations revealed active peer-to-peer interaction, diverse viewpoints being discussed, and stronger collaborative problem-solving compared to traditional lessons.

FINDINGS & DISCUSSION

The study examined the effectiveness of cooperative learning strategies in improving critical thinking skills among senior secondary school students. Based on statistical analysis and qualitative findings, several significant insights were drawn.

1. Improved Critical Thinking Skills

The results clearly showed that students exposed to cooperative learning strategies performed better on critical thinking assessments compared to those taught through traditional methods. The significant difference in test scores ($p < 0.01$) highlights the effectiveness of structured group-based learning in fostering higher-order cognitive skills. This finding is consistent with Gokhale (1995) and Abrami et al. (2015), who reported that cooperative learning enhances analytical and evaluative thinking.

2. Effectiveness of Specific Strategies

Among the strategies employed, the jigsaw method yielded the greatest improvement in comprehension and analytical skills, as it required accountability and knowledge-sharing. Think-pair-share was effective in promoting reflective thinking and articulation of ideas. Group projects stimulated creativity and synthesis, enabling students to apply theoretical knowledge in practical contexts. These findings echo those of Millis and Cottell (1998).

3. Positive Student Perceptions

The majority of students (82%) reported that cooperative learning helped them better understand concepts and develop critical thinking skills. Students appreciated opportunities for peer interaction, exchange of ideas, and collaborative problem-solving. However, some concerns were raised regarding unequal participation, with stronger students often dominating discussions.

4. Teacher Perspectives

Teachers recognized the pedagogical benefits of cooperative learning, particularly in enhancing student engagement, teamwork, and communication. However, they identified challenges such as time constraints, classroom management, and the need for additional training to effectively implement cooperative strategies. These concerns are consistent with Baloche and Brody (2017).

5. Classroom Observations

Observational data confirmed that cooperative learning environments encouraged active participation, sharing of diverse viewpoints, and improved collaborative problem-solving. In contrast, traditional classrooms were characterized by passive note-taking and limited critical engagement.

CONCLUSION & SUGGESTIONS

The study concludes that cooperative learning strategies are highly effective in enhancing critical thinking skills among secondary school students. Structured group activities such as jigsaw, think-pair-share, and group projects not only improve comprehension and analysis but also foster collaboration, communication, and creativity.

KEY SUGGESTIONS

1. Schools should integrate cooperative learning strategies into curricula across subjects, with structured guidelines for teachers.
2. Teachers should be trained in designing, facilitating, and assessing cooperative activities to ensure equitable participation.
3. Assessment methods should reward both individual accountability and group outcomes to minimize issues of unequal participation.
4. Cooperative learning should be combined with reflective practices such as self-assessment and peer feedback to maximize its impact on critical thinking.
5. Policymakers and institutions should support cooperative learning by providing adequate time, resources, and professional development opportunities for teachers.

By implementing these recommendations, cooperative learning can become a powerful tool for developing critical thinking and preparing students for the demands of higher education and future careers.

REFERENCES

- ***Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, A., & Persson, T. (2015). Strategies for teaching students to think critically: A meta-analysis. Review of Educational Research, 85(2), 275–314. https://doi.org/10.3102/0034654314558493***
- ***Baloche, L., & Brody, C. M. (2017). Cooperative learning: Exploring challenges, crafting innovations. Journal of Education for Teaching, 43(3), 274–283. https://doi.org/10.1080/02607476.2017.1319513***
- ***Facione, P. A. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. The Delphi Report. American Philosophical Association.***
- ***Gillies, R. M. (2006). Teachers' and students' verbal behaviours during cooperative learning. British Journal of Educational Psychology, 76(2), 271–287. https://doi.org/10.1348/000709905X52337***
- ***Gokhale, A. A. (1995). Collaborative learning enhances critical thinking. Journal of Technology Education, 7(1), 22–30. https://doi.org/10.21061/jte.v7i1.a.2***

- *Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. Theory into Practice, 38(2), 67–73. https://doi.org/10.1080/00405849909543834*
- *Millis, B. J., & Cottell, P. G. (1998). Cooperative learning for higher education faculty. Oryx Press.*
- *Slavin, R. E. (1995). Cooperative learning: Theory, research, and practice (2nd ed.). Allyn & Bacon.*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

EFFECT OF EMOTIONAL INTELLIGENCE ON LEADERSHIP QUALITIES OF STUDENT LEADERS

DR. RAKESH M. CHANIYARA
ASSISTANT PROFESSOR, PARANGAT B.ED. COLLEGE - HALVAD

ABSTRACT

Emotional Intelligence (EI) has emerged as a critical determinant of effective leadership. It encompasses the ability to recognize, understand, and regulate one's emotions as well as those of others. Among student leaders, EI is particularly important as they are required to manage peer relationships, resolve conflicts, and motivate their teams. This study investigates the effect of emotional intelligence on the leadership qualities of student leaders in higher education. Using a descriptive and analytical research design, the study explores the relationship between EI dimensions—self-awareness, self-regulation, motivation, empathy, and social skills—and leadership qualities such as communication, decision-making, conflict management, and team-building. Findings are expected to demonstrate that higher EI contributes to stronger leadership qualities, thereby offering insights for leadership training and student development programs.

KEYWORDS: EMOTIONAL INTELLIGENCE, LEADERSHIP, STUDENT LEADERS, HIGHER EDUCATION, SELF-AWARENESS, TEAM-BUILDING

INTRODUCTION

Leadership in student organizations, clubs, and academic groups plays an essential role in developing future leaders for society. Effective leadership is not merely dependent on intellectual abilities but also on emotional and interpersonal skills. Emotional Intelligence (EI), as defined by Goleman (1995), is the ability to monitor one's own and others' emotions, discriminate among them, and use this information to guide thinking and actions.

EI has been widely recognized as a key factor in leadership effectiveness. Leaders with high EI can build trust, manage conflicts, and inspire team members. According to Mayer, Salovey, and Caruso (2000), EI enhances decision-making and interpersonal communication, which are crucial in leadership contexts. In the context of student leadership, EI is vital for managing diverse teams, fostering inclusivity, and balancing academic responsibilities with leadership roles.

Previous research has linked EI with transformational leadership, team performance, and organizational success. Boyatzis and McKee (2005) found that emotionally intelligent leaders are more adaptable and resilient in challenging situations. In student leadership, EI is equally significant, as student leaders often face peer-related conflicts, coordination issues, and pressure to deliver results within academic timelines. The National Education Policy (NEP 2020) emphasizes the importance of holistic student development, including leadership training and emotional well-being. Developing EI among student leaders aligns with these goals and prepares students for future professional and societal leadership roles.

This study seeks to examine the relationship between EI and leadership qualities of student leaders. It addresses the following research questions:

1. How does emotional intelligence influence leadership qualities among student leaders?
2. Which dimensions of EI most significantly contribute to effective leadership?
3. What are the perceptions of students regarding the role of EI in leadership development?
4. How can institutions foster EI to strengthen student leadership?

By addressing these questions, the study contributes to understanding the role of EI in leadership and provides recommendations for leadership training programs in higher education.

REVIEW OF LITERATURE

Emotional Intelligence (EI) has been widely studied as a predictor of leadership effectiveness in organizational and educational contexts. Research suggests that emotionally intelligent leaders are more effective in motivating followers, resolving conflicts, and creating positive team environments.

THEORETICAL FOUNDATIONS OF EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) introduced the concept of EI as the ability to perceive, understand, and regulate emotions in oneself and others. Goleman (1995) expanded the model, identifying five dimensions of EI: self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions form the foundation for leadership development.

EI AND LEADERSHIP EFFECTIVENESS

Numerous studies establish a strong link between EI and leadership. George (2000) emphasized that leaders with high EI can foster positive moods in teams, leading to improved collaboration and performance. Boyatzis and McKee (2005) highlighted that EI enables leaders to remain resilient and adaptable, essential qualities in leadership roles.

STUDENT LEADERSHIP AND EI

Studies focusing on student leaders suggest similar patterns. Vries et al. (2010) found that students with higher EI demonstrated better leadership qualities, including communication, empathy, and team management. Castro et al. (2012) reported that EI enhances peer relationships and reduces conflict, making it particularly valuable in academic settings.

DIMENSIONS OF EI IN STUDENT LEADERSHIP

- **Self-awareness:** Helps leaders recognize strengths and weaknesses.
- **Self-regulation:** Enables leaders to manage stress and control impulses.
- **Motivation:** Drives persistence and inspires team members.
- **Empathy:** Strengthens peer relationships and inclusivity.
- **Social skills:** Facilitate communication and conflict resolution.

CHALLENGES IN DEVELOPING EI

Despite its benefits, EI development faces challenges such as limited awareness, lack of structured training, and cultural differences in emotional expression (Mayer et al., 2008). In Indian higher education, EI is often overlooked in leadership development programs, emphasizing the need for institutional focus. The literature thus establishes that EI significantly contributes to leadership effectiveness, but systematic training and institutional support are required to foster it among student leaders.

RESEARCH METHODOLOGY

Research Design

This study adopts a descriptive and analytical research design with a mixed-method approach to explore the relationship between EI and leadership qualities of student leaders.

Objectives of the Study

1. To examine the relationship between EI and leadership qualities among student leaders.
2. To identify the most influential dimensions of EI in leadership.
3. To analyze student perceptions of EI in leadership development.
4. To provide suggestions for fostering EI in higher education institutions.

Population and Sample

The study population consists of student leaders from universities and colleges in Gujarat, including representatives from student councils, clubs, and academic associations. A total of **200 student leaders** were selected using purposive sampling.

Data Collection Tools

1. **Emotional Intelligence Scale (EIS):** Standardized tool measuring EI across five dimensions.
2. **Leadership Qualities Questionnaire (LQQ):** Structured tool measuring communication, decision-making, conflict resolution, and team-building.
3. **Interviews:** Semi-structured interviews with 20 student leaders to capture detailed insights.

Data Collection Procedure

Data were collected through surveys and interviews conducted over three months. Questionnaires were administered both online and offline.

Data Analysis Methods

- Quantitative data analyzed using Pearson's correlation and regression analysis.
- Qualitative data from interviews thematically analyzed for recurring patterns.

Data Analysis & Interpretation

1. Demographic Profile of Respondents

Among the 200 student leaders, 55% were male and 45% female. They represented diverse streams, including commerce (40%), science (35%), and arts (25%).

2. Emotional Intelligence Scores

The average EI score was 72% (on a standardized scale), with highest scores in empathy (76%) and social skills (74%), and lowest in self-regulation (65%).

3. Leadership Qualities Scores

Leadership scores averaged 70%, with highest scores in communication (75%) and team-building (73%), and lower scores in conflict resolution (64%).

4. Correlation Between EI and Leadership Qualities

Pearson's correlation revealed a strong positive relationship between EI and leadership qualities ($r = 0.61$, $p < 0.01$). Regression analysis showed that EI dimensions accounted for 38% of the variance in leadership qualities.

5. Influence of EI Dimensions

- Empathy and social skills had the strongest influence on leadership effectiveness.
- Self-awareness and motivation moderately influenced leadership.
- Self-regulation showed the weakest, though still positive, relationship with leadership.

6. Student Perceptions (Interview Findings)

Qualitative interviews revealed that students perceived empathy and communication as the most valuable qualities in leadership. Many felt that leadership training programs should focus more on emotional skills rather than only academic or organizational tasks.

FINDINGS & DISCUSSION

The study explored the relationship between Emotional Intelligence (EI) and leadership qualities among student leaders in higher education. The findings confirm that EI significantly contributes to leadership effectiveness.

1. Strong Relationship Between EI and Leadership

The study found a strong positive correlation ($r = 0.61$, $p < 0.01$) between EI and leadership qualities. This suggests that student leaders with higher EI are more effective in communication, decision-making, conflict management, and team-building. The result aligns with George (2000) and Boyatzis & McKee (2005), who emphasized EI as a core predictor of leadership success.

2. Key EI Dimensions Influencing Leadership

Empathy and social skills emerged as the most influential EI dimensions, strongly impacting conflict resolution, inclusivity, and teamwork. Self-awareness and motivation also played significant roles in decision-making and persistence. Self-regulation showed the weakest link, indicating that many student leaders struggle with stress and impulse control. These findings resonate with Goleman's (1995) model of EI.

3. Student Perceptions of EI in Leadership

Qualitative interviews revealed that student leaders valued empathy and communication most in their leadership roles. They recognized that EI helped them manage peer relationships, resolve conflicts, and inspire teams. However, many also acknowledged gaps in training and called for structured programs to develop EI.

4. Challenges Identified

The study highlighted that while EI contributes significantly to leadership, challenges remain. Limited institutional focus on EI, lack of formal leadership training, and cultural barriers in expressing emotions were identified as major obstacles. These challenges align with Mayer et al. (2008), who noted that EI development is often overlooked in academic settings.

CONCLUSION & SUGGESTIONS

The study concludes that Emotional Intelligence plays a critical role in shaping leadership qualities among student leaders. High EI enhances communication, empathy, conflict management, and team-building, which are essential for effective student leadership. However, gaps in self-regulation and institutional support indicate a need for targeted interventions.

KEY SUGGESTIONS

1. Higher education institutions should integrate EI training into student leadership development programs.
2. Workshops on stress management, empathy, and communication should be organized for student leaders.
3. Mentorship programs should be developed where senior leaders guide juniors in applying EI skills.
4. Leadership assessments should include EI components alongside academic and organizational performance.

5. Policies under NEP 2020 should emphasize holistic development by embedding EI training in curricula.

REFERENCES

- ***Boyatzis, R., & McKee, A. (2005). Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion. Harvard Business Press.***
- ***Castro, V., Vries, R. E., & Lopez, F. (2012). The role of emotional intelligence in student leadership. Journal of Student Development, 53(3), 350–364.***
- ***George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. Human Relations, 53(8), 1027–1055. https://doi.org/10.1177/0018726700538001***
- ***Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.***
- ***Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (pp. 396–420). Cambridge University Press.***
- ***Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. Annual Review of Psychology, 59, 507–536. https://doi.org/10.1146/annurev.psych.59.103006.093646***
- ***Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG***
- ***Vries, R. E., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership = Communication? The relations of leaders' communication styles with leadership styles, knowledge sharing, and leadership outcomes. Journal of Business and Psychology, 25(3), 367–380. https://doi.org/10.1007/s10869-009-9140-2***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

A STUDY ON UNDERGRADUATE STUDENTS' PERCEPTION AND SATISFACTION TOWARDS PAYMENT BANK SERVICES IN KACHCHH

PARMAR JANCY R.
RESEARCH SCHOLAR, KRANTIGURU SHYAMJI KRISHNA VERMA KACHCHH UNIVERSITY
DR. KAMAL H. KHARECHA
RESEARCH GUIDE, KRANTIGURU SHYAMJI KRISHNA VERMA KACHCHH UNIVERSITY

ABSTRACT
In today's world, digital banking is becoming an essential part of everyday life, and payment banks play a key role in bringing financial services closer to people. This study explores how aware undergraduate students in the Kachchh district are about the services offered by payment banks and how satisfied they feel using these services. Data were collected through a structured questionnaire, focusing on students' knowledge, opinions, and experiences. The responses were analyzed to measure awareness, perception, and satisfaction, and the reliability of these measures was found to be high. The results show that students who are more aware of payment bank services and have a positive perception of them tend to be more satisfied overall. These findings highlight the importance of creating awareness and maintaining good service quality to keep users happy. The study also provides practical suggestions for payment banks and policymakers on how to better serve young customers and encourage wider adoption of digital banking in the region.

KEYWORD: PAYMENT BANK, USERS OF PAYMENT BANK, AWARENESS AND SATISFACTION, KACHCHH DISTRICT, UNDER GRADUATE STUDENTS.

INTRODUCTION
In recent years, digital banking has transformed the way people manage their money, making financial services more accessible, convenient, and efficient. Among these innovations, payment banks have emerged as a significant tool for promoting financial inclusion, especially in areas where traditional banking facilities are limited. These banks offer services such as savings accounts, money transfers, and bill payments, often with lower fees and easier access than conventional banks. Despite their growing presence, awareness and usage of payment bank services can vary widely, particularly among young adults and students. Undergraduate students, being tech-savvy and frequent users of digital platforms, are an important group to study, as their experiences and satisfaction can provide valuable insights into the effectiveness of these services. This study aims to understand how aware students in the Kachchh district are about payment bank services, how they perceive these services, and how these factors influence their overall satisfaction. By exploring these aspects, the study seeks to provide practical recommendations for improving service delivery and encouraging greater adoption of payment banking among the youth.

LITERATURE REVIEW
Shrey et al. (2018)has studied on Role of Payment Banks in India: Opportunities and Challenges with special reference to Mumbai. The study focused on latest initiative of RBI which is payment bank's Opportunities and Challenges. This study is based on primary data collected from Questionnaire to 100

responded of Mumbai. Researcher concluded that by taking proper promotion tools the service of payment reach to the rural household and small business owner and this can contribute in the growth of Economy.

Kaur et al. (2022) has studies on factores influencing to users of payment bank in Punjab. The study focused on factors which are effected to use of payment bank. This study is based on primary data collected from Questionnaire to 393 responded of Panjab. Researcher concluded that payment bank is a virtual bank where no physical contact of officers it's a major challenges of usage of payment bank.

Bansal (2023) History did impact of customer awareness level to the payment bank. Researcher aims to examine awareness and acceptability of payment bank in rural area. nothing the study is based on primary data selected through questionnaire from 391 users of payment bank. The questions are 5 point likert scale type and for data analyze used SPSS software. Study Concluded that people are not so aware about payments banks, Lower adoption of digital payment services specially by low income group, payment bank should conduct awareness program in Indian context but also there was an positive effect of payment bank acceptability.

OBJECTIVES

- This study aims to explore how aware undergraduate students in the Kachchh district are about payment bank services.
- It also seeks to understand their perceptions and overall satisfaction with these services.

METHODOLOGY

This paper analyses users awareness and satisfaction of payment bank in Kachchh district. The study make use of primary data, collected through structured questionnaire from under graduate students of selected colleges in Kachchh district by convenience sampling method. The questionnaire included questions of demographics, awareness of payment banks, financial attitude and preferences towards payment banks, and challenges face by users of payment bank by Likert scale question. The sample size was 52, where 24 responded have account in payment bank and they use its services. Data analysis by Cronbach's alpha test, mean, standard deviation, correlation and regression, percentage and t-test. Data analysis in three parts, 1.Awareness 2.Perception 3.Satisfaaction

RELIABILITY AND DESCRIPTIVE

Cronbach's alpha for Awareness items = 0.911
Cronbach's alpha for Perception items = 0.951
Cronbach's alpha for Satisfaction items = 0.953

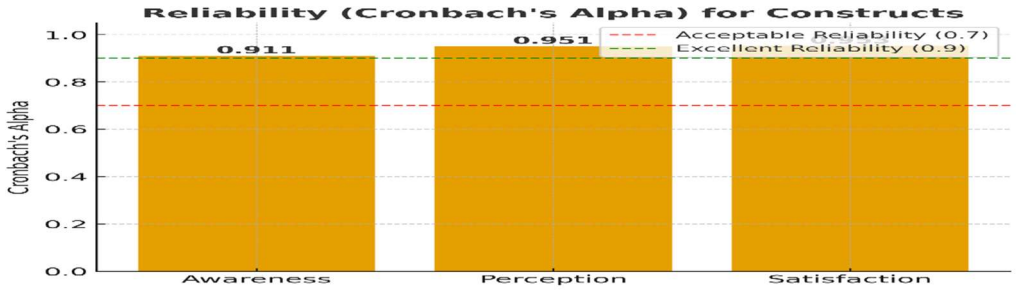


Figure 1: Cronbach's Alpha value

According to Nunnally (1978), a Cronbach's alpha value above 0.70 indicates acceptable reliability, while values above 0.90 suggest excellent reliability. In this study, all three constructs demonstrated very high internal consistency, indicating that the items within each construct reliably measure the same underlying dimension. It also includes benchmark lines at 0.70 (acceptable) and 0.90 (excellent) to highlight the excellent reliability range.

The descriptive analysis of the constructs shows that respondents reported a moderate level of awareness with a mean score of 2.913. Perception was slightly higher, with an average score of 3.245. Satisfaction levels were comparatively higher, with a mean of 3.817; however, it should be noted that satisfaction responses were available for only 24 respondents, while awareness and perception were measured across the full sample.



Figure 2: Mean scores by construct (1-5 scale)

CORRELATION AND REGRESSION

Correlation between Awareness and Perception = 0.747
Correlation between Awareness and Satisfaction = 0.659
Correlation between Perception and Satisfaction = 0.687

A multiple regression analysis was carried out to examine the influence of awareness and perception on satisfaction. The model was found to be statistically significant, explaining 53.1% of the variance in satisfaction ($R^2 = 0.531$). The regression equation derived from the analysis is: Satisfaction = 0.920 + 0.361(Awareness) + 0.420(Perception). Both predictors had positive effects on satisfaction, indicating that higher levels of awareness and perception are associated with higher levels of satisfaction. Among the two, perception ($\beta = 0.420$) emerged as a slightly stronger predictor compared to awareness ($\beta = 0.361$). These results suggest that improving students' perception of payment bank services contributes more strongly to their satisfaction than simply raising their awareness. Both predictors show positive relationships with satisfaction in the sample.

GROUP COMPARISONS

An independent-samples t-test comparing satisfaction between male and female respondents returned $t = 0.374$, $p = 0.712$, indicating no significant difference in satisfaction by gender in this sample. Both males and females in sample reported very similar levels of satisfaction. Gender does not appear to influence satisfaction in this case.



Figure 3: Comparison of satisfaction by gender

DISTRIBUTION

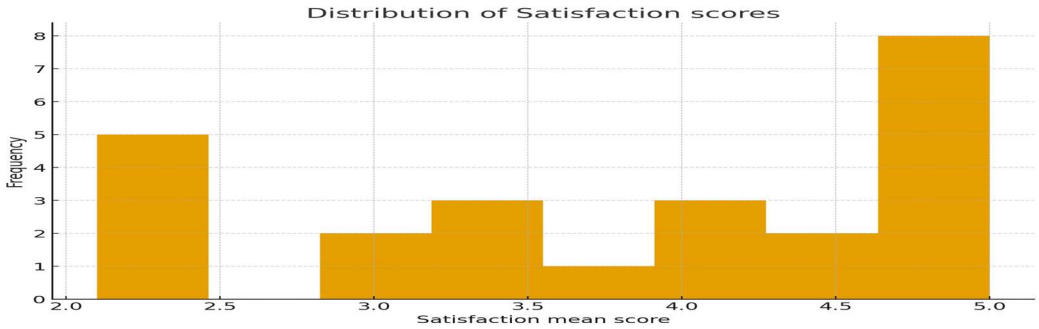


Figure 4: Histogram of satisfaction mean scores.

Constract	Count	Mean	Std
Awareness	52	2.913	1.300
Perception	52	3.245	1.279
Satisfaction	24	3.817	1.055

The descriptive statistics presented in the appendix indicate that awareness had a mean score of 2.913 (SD = 1.300) based on responses from 52 participants, suggesting a moderate level of awareness among the respondents. Perception was slightly higher, with a mean score of 3.245 (SD = 1.279) from the same 52 participants, reflecting a somewhat more favorable perception of the services. Satisfaction recorded the highest mean score of 3.817 (SD = 1.055); however, this measure was based on only 24 responses, which should be taken into account when interpreting the results.

CONCLUSION

The study shows that undergraduate students in Kachchh district have only a moderate level of awareness and perception about payment bank services, yet those who use them report fairly high levels of satisfaction. This means that while many students may not fully understand or engage with the services, those who do generally feel positive about their experiences. The analysis also makes it clear that both awareness and perception play an important role in shaping satisfaction, together accounting for more than half of the variation in how satisfied students feel. At the same time, the study faced some limitations, particularly the smaller number of responses for satisfaction, reliance on self-reported data, and the fact that the sample may not reflect the entire student population. These findings suggest that if payment banks invest in improving awareness and building stronger perceptions among young users, they could

significantly enhance satisfaction. Future research with a larger and more diverse group of students would help paint a clearer picture of how these services are being received.

BIBLOGRAPHY

- ***Press releases of the RBI at rbi.org.in***
- ***www.google.com***
- ***www.chatgpt.com***
- ***Shrey, B., Tanmayee, B., Mohak, C., Animesh, D., & Geetha, I. (2018). Role of payment banks in India: opportunities and challenges. Int. J. Adv. Manag. Econ.***
- ***Kaur, J., Syan, A. S., Kaur, S., & Sharma, R. R. (2022). Understanding the factors influencing actual usage of payments banks: an empirical investigation using the extended information systems success model. FIIB Business Review, 23197145221099095.***
- ***Baskaran, S. (2023). Rural consumers' satisfaction towards payment banks in Tamil Nadu. International Journal of Social Science and Humanities Research, 7(5), 225–232***
- ***Rani, S., & Verma, P. (2021). A study on customer satisfaction using India Post Payment Bank. International Journal of Creative Research Thoughts, 9(7), 1214–1222.***
- ***Bansal, N. (2023). The impact of customer's awareness level on the sustainability of payment banks in India. International Journal of Public Sector Performance Management, 11(4), 435450***

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

સૌરાષ્ટ્ર યુનિવર્સિટીના આંતરવિશ્વ વિદ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી રમતના ખેલાડીઓની શારીરિક યોગ્યતાનો તુલનાત્મક અભ્યાસ

રાઠોડ વિપુલ બાબુભાઈ
રિસર્ચ સ્કૉલર, સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ
ડૉ. મયુરધ્વજસિંહ સિ. જાડેજા
ગ્લોરિયસ કોલેજ, સૌરાષ્ટ્ર યુનિવર્સિટી, રાજકોટ

સાંરાશ:

આ સંશોધન અભ્યાસનો હેતુ સૌરાષ્ટ્ર યુનિવર્સિટીના આંતરવિશ્વ વિધ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી રમતના ખેલાડી ભાઈઓના પગના વિસ્ફોટક બળની તુલના કરવાનો હતો આ સંશોધન અભ્યાસ માટે ફૂટબોલ રમતના ૨૦ અને હોકીના ૨૦ એમ કુલ ૪0 ખેલાડી ભાઈઓને વિષયપાત્રો તરીકે પસંદ કરી પગના વિસ્ફોટક બળના માપન માટે ખડી લાંબીકૂદને માપનના ધોરણ તરીકે પસંદ કરી મળેલ આકડાકીય માહિતી T કસોટી લાગુ પાડી ૦.૦૫ કક્ષાએ સાર્થકતા તપાસતા બંને રમત જૂથોના પગના વિસ્ફોટક બળમાં સાર્થક તફાવત જોવા મળ્યો ન હતો આથી બંને રમત જૂથોના પગના વિસ્ફોટક બળમાં સમાનતા જોવા મળી હતી .

પ્રસ્તાવના

માનવીનું જ્યારે મનુષ્ય તરીકેનું અસ્તિત્વ સ્થપાયું ત્યારથી જ માનવને પોતાના જીવન જીવવા માટે તે ફરતો થયો. મનુષ્ય જાતને જીવન જીવવા માટે હવા, પાણી અને ખોરાકની જરૂરિયાત ઉભી થઈ આ ત્રણ વસ્તુઓના સહવાસ વિના માનવી પોતાનું જીવન જીવી શકતો નથી. તેથી તેને કંઈને કંઈ પ્રવૃત્તિ યા કામની જરૂર પડી તેથી મનુષ્ય કામ કરતો થયો પહેલાના જમાનામાં મનુષ્યો પોતાના રોજીંદા કામ અને મહેનતકસ કાર્યો દ્વારા પોતાની શારીરિક તંદુરસ્તી જાળવી શકતા હતા

વિજ્ઞાનના આ આધુનિક અને ટેકનિકલ યુગમાં રમત અને શારીરિક શિક્ષણના વિષયોના વિકાસમાં સતત પ્રગતિ થતી રહે છે. જેને કારણે આ બંને ક્ષેત્રમાં આને રમત વિજ્ઞાન (Sports Science)ના નામથી ઓળખાય છે. રમતોમાં જુદાં જુદાં વિષયોના અભ્યાસક્રમ બનાવવા માટે રમત વિજ્ઞાનનું મોટું યોગદાન છે. રમત વિજ્ઞાનના વિષયમાં બીજા કેટલાય વિષયો સમાહિત છે. જેનું અધ્યયન રમત વિજ્ઞાન દ્વારા થાય છે, જેવા કે, રમત મનોવિજ્ઞાન, રમત સમાજશાસ્ત્ર, રમત ઈતિહાસ, રમતજૈવ યાંત્રિક વિજ્ઞાન, રમત ક્રિયા વિજ્ઞાન, રમત તાલીમ, સ્વાસ્થ્ય શિક્ષણ .આ વિષયોમાં રમત કૌશલ્ય તાલિમ, વ્યક્તિગત તથા સામુહિક, રમત તાલીમ, રમતોનો વિકાસ, ખેલાડી પર લાગતાં આંતરિક તેમજ બાહ્યબળો, ભૌતિક વિજ્ઞાનના નિયમો, શરીર સંબંધી તથા રમત ઔષધિ વિજ્ઞાન કાર્ય, વ્યુરચના, ટેકનિક, ટેકટીસ, ખેલાડીના સ્વાસ્થ્ય સંબંધી બાબતો તથા રમત દરમ્યાન ખેલાડીના શરીરની અંદર થતા જૈવરાસાયણિક ફેરફાર, ખેલાડીને સંબંધી સામાન્ય અને વિશિષ્ટ તથ્યોની જાણ રાખી શકાય છે.

"શારીરિક યોગ્યતા એ વ્યક્તિનું સૌથી મોટું ધન છે. તે ખરીદી શકાતું નથી, પરંતુ રોજિંદી કસરતોથી મેળવી શકાય છે."

અભ્યાસના હેતુઓ

ફૂટબોલ અને હોકી રમતના ખેલાડીઓના **પગના વિસ્ફોટક બળ** માપવાનો હેતુ.

વિષયપાત્રોની પસંદગી

આ સંશોધન અભ્યાસમાં સૌરાષ્ટ્ર યુનિવર્સિટીમાંથી આંતર વિશ્વવિદ્યાલય કક્ષાએ પસંદ થયેલ ૨૦ ફૂટબોલ અને ૨૦ હોકી રમતના ખેલાડીઓને યાદૃચ્છિક નમુના પદ્ધતિ દ્વારા વિષયપાત્ર તરીકે પસંદ કરવામાં આવશે.

માપનના ધોરણો

ક્રમ	ચલયમાન	કસોટી	માપન
૧	પગના વિસ્ફોટક બળ	ખડી લાંબીકૂદ	સે.મી.

આંકડાકીય પ્રક્રિયા

સૌરાષ્ટ્ર યુનિવર્સિટીની આંતર વિશ્વવિદ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી રમતના ખેલાડીઓની શારીરિક યોગ્યતાની તુલના કરવા માટે 't' ટેસ્ટ લાગુ પાડી મધ્યકો વચ્ચેના તફાવતોને 0.05 કક્ષાએ સાર્થકતા ચકાસવામાં આવશે.

સારણી - 1

આંતર વિશ્વવિદ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી જૂથના પગના વિસ્ફોટક બળની કસોટી દેખાવનો મધ્યક, મધ્યક તફાવત, પ્રમાણિત વિચલન અને 't' પ્રમાણ

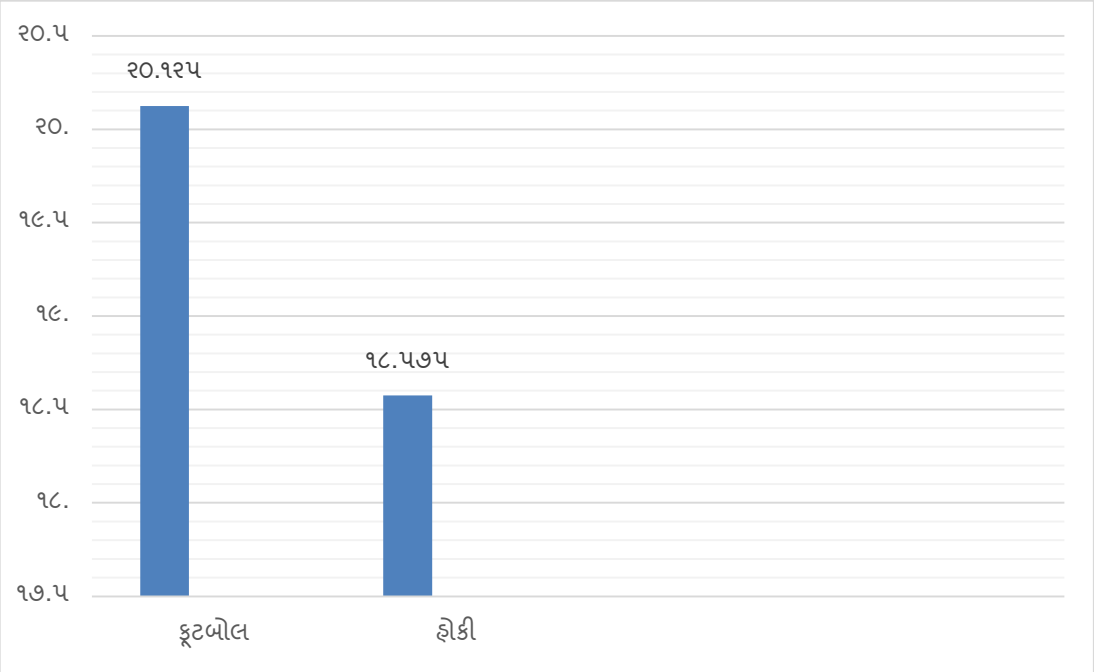
ક્રમ	જૂથ	વિષયપાત્રોની સંખ્યા	મધ્યક	મધ્યક તફાવત	પ્રમાણિત વિચલન	't' રેશિયો
૧	ફૂટબોલ	૨૦	૨૦.૧૨૫	૧.૫૫	૧.૮૪૨	૧.૬૬
૨	હોકી	૨૦	૧૮.૫૭૫		૧.૫૯૯	

સાર્થકતાનું ધોરણ 0.05 કક્ષાએ 't' 0.05 (૩૮) = ૨.૭૫

સારણી – 1 પરથી માલુમ પડે છે કે **પગના વિસ્ફોટક બળ** કસોટીમાં ફૂટબોલ જૂથનો મધ્યક ૨૦.૧૨૫ જોવા મળ્યો હતો. જ્યારે હોકી જૂથનો મધ્યક ૧૮.૫૭૫ જોવા મળ્યો હતો. બંને જૂથ વચ્ચેનો મધ્યક તફાવત ૧.૫૫ જોવા મળેલ હતો. અને ફૂટબોલ જૂથનું પ્રમાણિત વિચલન ૧.૮૪૨ અને હોકી જૂથ પ્રમાણિત વિચલન ૧.૫૯૯ જ્યારે 't' રેશિયો ૧.૬૬ જોવા મળ્યો હતો. જે 0.05 કક્ષાએ (૩૮) = ૨.૭૫ એ ચકાસતા બંને જૂથો વચ્ચે સાર્થક તફાવત માલુમ પડતો ન હતો.

આલેખ-1

આંતર વિશ્વવિદ્યાલય કક્ષાએ પસંદ થયેલ ફૂટબોલ અને હોકી જૂથના વિષયપાત્રોએ પગના વિસ્ફોટક બળ કસોટીમાં કરેલ દેખાવનો મધ્યક દર્શાવતો આલેખ



સારાંશ

ફૂટબોલ અને હોકી રમતના ખેલાડીઓના **પગના વિસ્ફોટક** બળમાં સાર્થક તફાવત જોવા મળશે નહિં.

સંદર્ભ સૂચી

1. *આર. કે. શર્મા,વ્યાયામ ક્રિયા વિજ્ઞાન અને રમત ચિકિત્સાશાસ્ત્ર,(ગ્વાલિયરઃ દિપક પબ્લિશર્સ), પા. નં. 1.*
2. *એ. કે. ઉપ્પલ,ફિઝિકલ ફિટનેશ હાઉ ટુ ડેવલપ,(દિલ્હીઃ ફ્રેન્ડ પબ્લિકેશન ઈન્ડિયા, 1992), પા. નં. 12.*
3. *પ્રકાશ જે. વર્મા,એ ટેક્ષબુક ઓન સ્પોર્ટસ સ્ટેટેસ્ટીક્સ,(ગ્વાલિયરઃ વિનસ પબ્લિકેશન, 2000), પા. નં. 212-213.*

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

Gen - Z ના Lesbian અને Gay પ્રત્યેના મનોવલણો અંગેનો અભ્યાસ

DR. MAHETABBANU JAVIDHUSEN HUSAINI

સારાંશ

પ્રસ્તુત અભ્યાસનો હેતુ Gen-Z પેઢીના યુવાનોના Lesbian અને Gay પ્રત્યેના મનોવલણો ને સમજવાનો છે. પ્રસ્તુત અભ્યાસમાં સર્વે પદ્ધતિ દ્વારા ૧૨0 પ્રતિભાવદાતાઓ પાસેથી માહિતી એકત્રિત કરવામાં આવી. જેમાં લિકર્ટ તુલનો ઉપયોગ કરવામાં આવ્યો હતો. પરિણામો દર્શાવે છે કે મોટાભાગના Gen-Z પ્રતિભાવદાતાઓ LGBTQ+ સમુદાય પ્રત્યે સ્વીકાર, સમાન અધિકાર અને મિત્રતાભર્યું વલણ ધરાવે છે, છતાં કેટલાક પરંપરાગત વિચારો પણ જોવા મળે છે. આ અભ્યાસ પરથી એવું તારણ આવે છે કે Gen-Z પેઢીનો દૃષ્ટિકોણ Lesbian અને Gay પ્રત્યે સામાન્ય રીતે સ્વીકારક, સમાનતા-આધારિત અને આધુનિક વિચારો તરફ વળેલો છે. તેમ છતાં, સામાજિક પરંપરા અને સંસ્કારના પ્રભાવ હેઠળ કેટલાક લોકોમાં હજી પણ અંશતઃ નકારાત્મક અથવા અનિશ્ચિત મનોવલણ જોવા મળે છે. શિક્ષણ, જાગૃતિ કાર્યક્રમો અને મીડિયા મારફતે જો વધુ સમાનતા અને માનવાધિકાર અંગે સમજણ ફેલાવવામાં આવે તો આવનારા સમયમાં સંપૂર્ણ સ્વીકાર અને સમાનતા-આધારિત સમાજ નિર્માણ થવાની શક્યતા વધારે છે.

(1) સંશોધનના ચાવીરૂપ શબ્દો : Gen-Z, Lesbian, Gay અને મનોવલણ

(2) પ્રસ્તાવના :

સમકાલીન સમાજમાં જાતીયતાની સમજણ અને સ્વીકારમાં નોંધપાત્ર પરિવર્તન જોવા મળી રહ્યો છે. ખાસ કરીને Gen-Z તરીકે ઓળખાતી નવી પેઢી – જેનો જન્મ આશરે 1995 થી 2010 ની વચ્ચે થયો છે – તે લિંગ અને જાતીયતાની પરંપરાગત વ્યાખ્યાઓથી આગળ જઈને વધુ ખુલ્લી માનસિકતા અને સ્વીકૃતિ તરફ ઝુકી રહી છે. આ સંદર્ભમાં Lesbian અને Gay વ્યક્તિઓ પ્રત્યે Gen-Z ના મનોવલણ (attitudes) જાણવા અતિ જરૂરી છે, કારણ કે આજની પેઢી ભાવિ સમાજના મૂલ્યો અને નીતિઓના નિર્માણમાં મહત્ત્વનો ફાળો આપશે. સંસ્કૃતિ, મીડિયા, શિક્ષણ અને સોશિયલ મીડીયાના પ્રભાવને કારણે Gen-Z ની વિચારસરણી પિતા-દાદા જેવી અગાઉની પેઢીઓ કરતા અલગ હોવાની શક્યતા વધારે છે.

પ્રસ્તુત અભ્યાસનો મુખ્ય હેતુ એ છે કે Gen-Z ના યુવાનો Lesbian અને Gay સમુદાય વિશે શું વિચારે છે, કેટલા હદે તેઓને સ્વીકારે છે, અને ક્યાંક સાંસ્કૃતિક અથવા ધાર્મિક તત્વો તેમના મતોને કેવી અસર કરે છે તે સમજવા અંગેનો છે.

(3) સંશોધનના મુખ્ય શબ્દોની સમજૂતી :

(1) Gen – Z :

- **વ્યાખ્યા :**

Gen-Z (જેમને **Generation Z**, **Zoomers** તરીકે પણ ઓળખવામાં આવે છે) એ વ્યક્તિઓની એવી પેઢી છે કે જેઓનો જન્મ આશરે **1995 થી 2010** ની વચ્ચે થયો છે. આ પેઢી આજના સમયમાં **યુવાનાવસ્થા** અથવા **કિશોરાવસ્થામાં** છે અને સમાજમાં ક્રમશઃ તેમની ભૂમિકા વધતી જાય છે – વિદ્યાર્થી, વ્યાવસાયિક, સર્જક અને રાજકીય સહભાગી તરીકે.

- **Gen-Z ના સ્વરૂપો :**

(i) ટેકનોલોજી સાથે જન્મેલી પેઢી :

Gen-Z એ પહેલી પેઢી છે જેમણે જન્મથી જ સ્માર્ટફોન, ઈન્ટરનેટ, અને સોશિયલ મિડિયા જેવી ટેકનોલોજી સાથે જીવન જીવું શરુ કર્યું છે. તેઓ જાણે **"Digital Natives"** છે

(ii) વિચારસરણી અને મૂલ્યો :

Gen-Z ઘણીવાર **સામાજિક ન્યાય (social justice)**, **માનવ અધિકારો**, **પર્યાવરણ સંરક્ષણ**, અને **લિંગ સમાનતા** જેવા મુદ્દાઓ પર વધુ સજાગ અને સંવેદનશીલ જોવા મળે છે. તેઓ જાતીયતા (sexuality), જાતિ ઓળખ (gender identity), અને માનસિક આરોગ્ય જેવા વિષયો પર ઓપન-માઈન્ડેડ હોય છે. આ પેઢી માટે **વ્યક્તિગત ઓળખ અને સ્વતંત્રતા** ખૂબ અગત્યની છે.

(iii) સામાજિક અને સાંસ્કૃતિક ભેદભાવ પ્રત્યે મનોવલણ :

Gen-Z સામાન્ય રીતે વધુ **સહિષ્ણુ**, **વિશ્લેષણાત્મક**, અને **સ્વીકારશીલ** હોય છે. તેઓએ વૈવિધ્યતાવાદ (diversity) અને સમાવેશિત્ત્વ (inclusivity) જેવા મૂલ્યોને સ્વીકાર્યા છે. તે કારણે લેસ્બિયન, ગે, ટ્રાન્સજેન્ડર, બાયસેક્શ્યુઅલ જેવા જાતીય સમુદાયના લોકો પ્રત્યે Gen-Zમાં વધુ સહાનુભૂતિ અને સ્વીકાર જોવા મળે છે.

(iv) શિક્ષણ અને મીડિયા :

Gen-Z ના યુવાનો શૈક્ષણિક રીતે વધુ માહિતીપ્રદ અને જાણકાર છે. Netflix, YouTube, TikTok અને Instagram જેવા પ્લેટફોર્મથી તેઓ વૈશ્વિક સ્તરે અલગ-અલગ જીવનશૈલી અને ઓળખોથી પરિચિત થાય છે.

- **Gen-Z ના મુખ્ય લક્ષણો (Summary Table):**

વિશેષતા	વર્ણન
જન્મ વર્ષ	1995 – 2010 (લગભગ)
ટેકનોલોજી	Digital natives; always online
મૂલ્યો	સમાનતા, સ્વતંત્રતા, માનવ અધિકાર, પર્યાવરણ
જાતીયતા	વધારે સ્વીકારશીલ અને ખુલ્લા મગજવાળા
સામાજિક ચિંતાઓ	લિંગ સમાનતા, જાતીયતા, માનસિક આરોગ્ય
મીડિયા	TikTok, Instagram, YouTube વગેરે વડે વધુ વૈશ્વિક રીતે જોડાયેલા

(2) Lesbian (લેસ્બિયન) :

- **વ્યાખ્યા :**

"Lesbian" એ એ મહિલાને (સ્વયમને સ્ત્રી તરીકે ઓળખતી વ્યક્તિને) કહી શકાય છે જેને **જાતીય અને/અથવા રોમાંચક આકર્ષણ** બીજી **મહિલાઓ પ્રતિ હોય છે**. આ શબ્દ માત્ર જાતીય વલણ (sexual orientation) સુધી સીમિત નથી, પણ તેમાં વ્યક્તિની **પહેચાન (identity)** અને **જીવનશૈલી** પણ સમાવિષ્ટ છે.

- **શબ્દનો ઉદ્ભવ (Etymology) :**

"Lesbian" શબ્દનું મૂળ **ગ્રીક ટાપુ લેસબોસ (Lesbos)** થી આવ્યું છે, જ્યાં સુપ્રસિદ્ધ કવિત્રી **સાયફો (Sappho)** રહેતી હતી, જેણે પોતાની રચનાઓમાં મહિલાઓ વચ્ચેના પ્રેમની અભિવ્યક્તિ કરી હતી. આથી, "Lesbian" શબ્દનો ઉપયોગ 19મી સદીથી ખાસ કરીને એવી સ્ત્રીઓ માટે થવા લાગ્યો જે સ્ત્રીઓથી પ્રેમ કે જાતીય આકર્ષણ રાખે.

- **જાતીય ઓળખ (Sexual Orientation) :**

Lesbian વ્યક્તિઓની જાતીય ઓળખ એ છે કે: તેઓ **સ્ત્રીઓ પ્રત્યે જાતીય અને રોમાંચક આકર્ષણ અનુભવે છે**. Lesbian સ્ત્રીઓએ હંમેશા પોતાને Lesbian તરીકે ઓળખવું આવશ્યક નથી માનતું; તેઓ “gay woman,” “queer,” અથવા બીજી ઓળખ પણ પસંદ કરી શકે છે.

- **લિંગ ઓળખ અને જાતીયતા વચ્ચેનો તફાવત :**

લિંગ ઓળખ (Gender Identity): વ્યક્તિ પોતાને સ્ત્રી, પુરૂષ, ટ્રાન્સજેન્ડર, નોન-બાઈનરી વગેરે તરીકે ઓળખે છે.

જાતીય વલણ (Sexual Orientation): વ્યક્તિ કોની તરફ આકર્ષાય છે – પુરૂષો, સ્ત્રીઓ, બંને કે કોઈ નહીં. Lesbian તરીકે ઓળખતી વ્યક્તિ સામાન્ય રીતે **સ્ત્રી લિંગ ઓળખ ધરાવતી હોય છે અને અન્ય સ્ત્રીઓ તરફ આકર્ષિત હોય છે.**

- **સમાજમાં સ્થાન અને અવરોધો :**

ઈતિહાસમાં Lesbian લોકોનો અનુભવ : લાંબા સમય સુધી Lesbian સ્ત્રીઓને અવગણના, દુર્વ્યવહાર અને દમનનો સામનો કરવો પડ્યો છે. ઘણા દેશોમાં Lesbian સંબંધો ગેરકાયદેસર હતા અથવા તેમનાં અસ્તિત્વને નકારી કાઢવામાં આવ્યું હતું.

આધુનિક સમયમાં પરિવર્તન : હાલના સમયમાં ઘણા દેશોમાં Lesbian લોકો માટે કાયદાકીય સુરક્ષા અને સમાન અધિકારો ઉપલબ્ધ થયા છે. તેમ છતાં, ઘણા સ્તરે સામાજિક પુષ્ટિ અને સ્વીકાર હજુ પણ ચિંતાજનક છે, ખાસ કરીને પરંપરાગત, પિતૃસત્તાતમક અથવા ધાર્મિક રીતે કડક સમાજોમાં.

- **Lesbian સંબંધો અને પરિવારો :**

Lesbian સ્ત્રીઓ લાંબા ગાળાના સંબંધમાં રહી શકે છે, લગ્ન પણ કરે છે અને કેટલીક પોતાના બાળકોને ઉછેરે છે – દત્તક કે આધુનિક પ્રજનન ટેક્નિકથી. તેઓ પણ પ્રેમ, સંબંધ, વિમર્શ અને જીવનશૈલીના તમામ પાસાઓનો અનુભવ કરે છે જેમ સામાન્ય વિપરીત લિંગી (heterosexual) દંપતિ કરે છે.

(3) Gay (ગે) :

- **વ્યાખ્યા :**

"Gay" શબ્દ સામાન્ય રીતે **પુરુષ-પુરુષ પ્રત્યે આકર્ષણ ધરાવનાર વ્યક્તિ** માટે વપરાય છે. એટલે કે, જે પુરુષને પુરુષ પ્રત્યે રોમેન્ટિક કે શારીરિક આકર્ષણ થાય તેને "Gay" કહેવામાં આવે છે. જોકે આજે "Gay" શબ્દનો ઉપયોગ કેટલાક વખત **સ્ત્રી-સ્ત્રી આકર્ષણ (lesbian)** અને **LGBTQ+ સમુદાયના બધા સભ્યો** માટે પણ સામાન્ય શબ્દરૂપે થતો જોવા મળે છે.

- **ઓળખ (Identity) :**

Gay વ્યક્તિઓ પોતાની ઓળખને **ખુલ્લેઆમ સ્વીકારતા (coming out)** હોય છે, અથવા કેટલીકવાર સામાજિક દબાણને કારણે પોતાની ઓળખ છુપાવીને જીવતા હોય છે. "Gay" હોવું કોઈ પસંદગી નથી, પરંતુ **પ્રાકૃતિક માનસિક-શારીરિક વલણ** છે.

- **સમાજ અને સંસ્કૃત :**

કેટલાક દેશોમાં Gay લગ્નને કાનૂની માન્યતા છે (જેમ કે અમેરિકા, યુરોપના ઘણા દેશો). ભારત જેવા દેશોમાં 2018માં **સુપ્રીમ કોર્ટ** દ્વારા સમલૈંગિક સંબંધોને ગુનાહિત શ્રેણીમાંથી દૂર કરવામાં આવ્યા. તેમ છતાં, ઘણાં સમાજોમાં હજુ પણ Gay લોકો પ્રત્યે **પૂર્વગ્રહ (prejudice)**, **ભેદભાવ (discrimination)** અને **હાસ્ય-ઠટ્ઠો** જોવા મળે છે.

- **Gay જીવનશૈલી અને સંઘર્ષ :**

વ્યક્તિગત જીવન: પોતાની ઓળખ સ્વીકારવી ક્યારેક સરળ નથી, કારણ કે પરિવાર, મિત્ર વર્તુળ અને સમાજમાંથી વિરોધનો સામનો કરવો પડે છે.

માનસિક સ્વાસ્થ્ય: ભેદભાવને કારણે Gay લોકોમાં **stress, anxiety, depression** વધુ જોવા મળે છે.

સકારાત્મક પાસું: LGBTQ+ સમુદાયના સમર્થન ગ્રૂપો, મિત્રતાપૂર્ણ સમાજ અને કાનૂની રક્ષણથી Gay લોકો ખુશાલ અને સ્વસ્થ જીવન જીવી શકે છે.

(4) મનોવલણ :

- **વ્યાખ્યા :**

મનોવલણ એ વ્યક્તિના વિચારો, ભાવનાઓ અને વર્તનને દિશા આપતું માનસિક માળખું છે. સરળ ભાષામાં કહીએ તો કોઈ વ્યક્તિ, વસ્તુ, ઘટના અથવા વિચાર પ્રત્યે "સકારાત્મક કે નકારાત્મક દૃષ્ટિકોણ" રાખવાની માનસિક સ્થિતિને **મનોવલણ** કહેવામાં આવે છે.

1. મનોવલણ અનુભવ દ્વારા બનેલી માનસિક તથા નર્વસ તત્પરતા છે, જે વ્યક્તિના પ્રતિસાદને દિશા આપે છે.

- ગોર્ડન ઓલપોર્ટ (Gordon Allport, 1935)

2. મનોવલણ એ માનવીના ઝોક, લાગણીઓ, પૂર્વગ્રહો, વિચારો અને માન્યતાઓનો કુલ સરવાળો છે.

- થર્સ્ટોન (L. L. Thurstone, 1931)

3. મનોવલણ એ વ્યક્તિની દુનિયાના કોઈ પાસાં પ્રત્યેની પ્રેરણા, ભાવનાઓ, ગ્રહણશક્તિ અને સંજ્ઞાન પ્રક્રિયાઓનું સુવ્યવસ્થિત માળખું છે.

- ક્રેચ, ક્રચફીલ્ડ અને બેલેચી (Krech, Crutchfield & Ballachey, 1962)

4. મનોવલણ એ ભાવનાઓથી ભરપૂર વિચાર છે, જે વ્યક્તિને ચોક્કસ પરિસ્થિતિઓમાં ચોક્કસ રીતે વર્તન કરવા માટે તૈયાર કરે છે.

- ટ્રાયાન્ડિસ (Triandis, 1971)

5. મનોવલણ એ પર્યાવરણની કોઈ વસ્તુ પ્રત્યે અનુકૂળ કે પ્રતિકૂળ રીતે વર્તવાની વૃત્તિ છે.

- બોગાર્ડસ (Bogardus, 1931)

ઉદાહરણ:

- કોઈને સંગીત પ્રત્યે ગમતું હોય તો તેનું સંગીત પ્રત્યેનું મનોવલણ **સકારાત્મક** છે.
- જો કોઈને ધુમ્રપાન પ્રત્યે નાપસંદગી હોય તો તેનું ધુમ્રપાન પ્રત્યેનું મનોવલણ
- **નકારાત્મક** છે.
- **મનોવલણના ઘટકો (Components of Attitude) :**

મનોવલણ સામાન્ય રીતે ત્રણ ભાગોથી બનેલું હોય છે (ABC Model):

1. **સંજ્ઞાનાત્મક ઘટક (Cognitive Component)**
   - કોઈ વસ્તુ કે વિષય વિશેની માન્યતાઓ, વિચારો કે જ્ઞાન.
   - ઉદાહરણ: "વ્યાયામ સ્વાસ્થ્ય માટે સારું છે."
2. **ભાવનાત્મક ઘટક (Affective Component)**
   - તે વિષય પ્રત્યેની લાગણી કે ભાવના.
   - ઉદાહરણ: "મને વ્યાયામ કરવાથી આનંદ મળે છે."
3. **વ્યવહારાત્મક ઘટક (Behavioral Component)**
   - તે વિષય પ્રત્યે દેખાવા લાગતા વર્તન કે ક્રિયા.
   - ઉદાહરણ: "હું દરરોજ વ્યાયામ કરું છું."

- **મનોવલણની વિશેષતાઓ :**
- **અધિગમ્ય (Learned):** જન્મથી નથી મળતું, અનુભવ અને શીખવાની પ્રક્રિયા દ્વારા બને છે.
- **સ્થિર (Relatively Stable):** તાત્કાલિક બદલાતા નથી, પરંતુ લાંબા સમય સુધી રહે છે.
- **દિશાદર્શક (Directive):** વ્યક્તિના વર્તનને દિશા આપે છે.
- **સામાજિક પ્રભાવિત (Socially Influenced):** સમાજ, પરિવાર, સંસ્કૃતિથી મનોવલણ પર અસર થાય છે.

- **મનોવલણ કેવી રીતે બને છે? (Formation of Attitude) :**

1. **અનુભવથી (Direct Experience)** – જાતે અનુભવ કરવાથી.
2. **સામાજિકીકરણથી (Socialization)** – માતા-પિતા, મિત્રો, શિક્ષકો, સમાજ દ્વારા.
3. **પ્રચાર માધ્યમો (Media Influence)** – ટીવી, ફિલ્મ, સમાચાર, સોશિયલ મીડિયા.

4. **શિક્ષણ (Education)** – જ્ઞાન અને સમજણ મનોવલણને ઘડે છે.

- **મનોવલણના પ્રકાર (Types of Attitude) :**

1 સકારાત્મક મનોવલણ (Positive Attitude): આશાવાદી, પ્રોત્સાહક દૃષ્ટિકોણ.

2 નકારાત્મક મનોવલણ (Negative Attitude): નિરાશાવાદી, ટીકાત્મક દૃષ્ટિકોણ.

3 તટસ્થ મનોવલણ (Neutral Attitude): ન સકારાત્મક, ન નકારાત્મક.

4 સરળ અને જટિલ મનોવલણ: ક્યારેક સીધું હોય છે, તો ક્યારેક વિરોધાભાસી (ambivalent).

(4) સમસ્યા શીર્ષક :

"Gen - Z ના Lesbian અને Gay પ્રત્યેના મનોવલણો અંગેનો અભ્યાસ"

"An Exploratory Study on Gen-Z's Attitudes toward Lesbians and Gays"

(5) સંશોધનના હેતુઓ :

પ્રસ્તુત સંશોધનનો હેતુ Gen-z ના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા અંગેનો છે.

(1) Gen-z માં આવતા પુરુષોના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા.

(2) Gen-z માં આવતા સ્ત્રીઓના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા.

(6) સંશોધનની શૂન્ય ઉત્કલ્પનાઓ :

HO:1 Gen-z માં આવતા પુરુષોના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં.

HO:2 Gen-z માં આવતા સ્ત્રીઓના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં.

(7) સંશોધનના ચલો :

ક્રમ	ચલનો પ્રકાર	ચલ
૧	સ્વતંત્ર ચલ	Gen - Z ના સ્ત્રી અને પુરુષો
૨	પરતંત્ર ચલ	Lesbian અને Gay પ્રત્યેના મનોવલણો

(8) સંશોધન નિદર્શ :

ક્રમ	Gen-Z માં આવતા પુરુષોઓ	Gen-Z માં આવતી સ્ત્રીઓ
1	60	60
કુલ	120	

(9) સંશોધનના ઉપકરણો :

પ્રસ્તુત સંશોધનમાં Gen-z ના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા લિકર્ટ સ્કેલ આધારિત સ્વરચિત પ્રશ્નાવલીનો ઉપયોગ કરવામાં આવ્યો હતો.

(10) માહિતી એકત્રીકરણ :

પ્રસ્તુત સંશોધનમાં Gen-z ના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા લિકર્ટ સ્કેલ ધરાવતી પ્રશ્નાવલીને ગૂગલ ફોર્મ દ્વારા ભરાવી માહિતી એકત્રીકરણ કરવામાં આવી હતી.

(11) માહિતીનું પૃથ્થકરણ :

પ્રસ્તુત સંશોધનમાં Gen-z ના Lesbian અને Gay પ્રત્યેના મનોવલણો તપાસવા લિકર્ટ સ્કેલ ધરાવતી પ્રશ્નાવલીનો ઉપયોગ કરવામાં આવ્યો હતો. જેમાં ઉતરદાતાઓના જવાબોનું આ રીતે વર્ગીકરણ કરવામાં આવ્યું હતું. આ તુલામાં ૫ બિંદુ આપેલ હતા, જેમાં ૧,૨,૩,૪,૫, જેમાં ૧- સંપૂર્ણ અસહમત , ૨- અસહમત , ૩- તટસ્થ, ૪- સહમત, ૫- સંપૂર્ણ સહમત. જેમાં ઉતરદાતાઓ પાસેથી મળેલા જવાબોને ત્રણ પરિણામોમાં વિભાજિત કરવામાં આવ્યા હતા. હકારાત્મક, તટસ્થ, અને નકારાત્મક.

(12) સંશોધનની ઉત્કલ્પનાઓના આધારે તારણો :

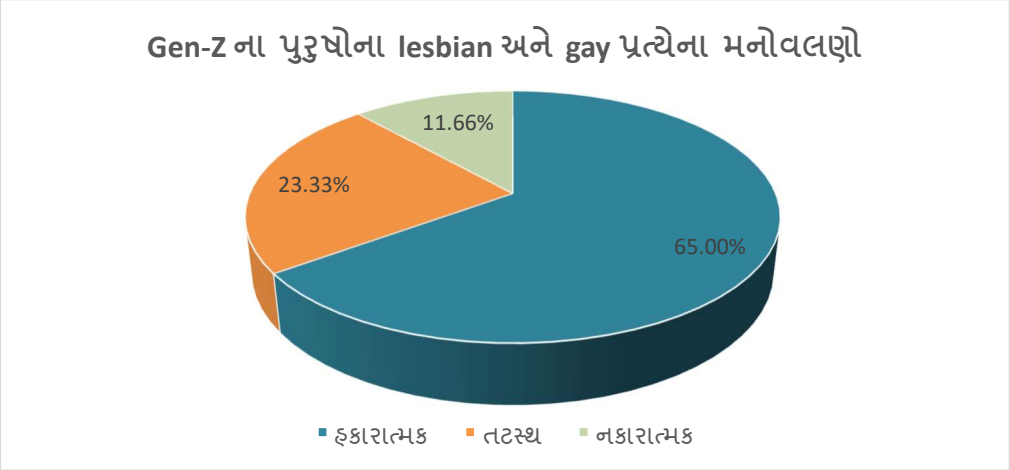
HO1 : Gen-z માં આવતા પુરુષોના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં.

કોષ્ટક નો. 1

Gen-Z ના પુરુષોના lesbian અને gay પ્રત્યેના મનોવલણો		
મનોવલણના પાસાં	નિદર્શ (60)	ટકાવારી
હકારાત્મક	39	65.00%
તટસ્થ	14	23.33%
નકારાત્મક	7	11.66%

ઉપરોક્ત ટેબલ નો. 1 દર્શાવે છે કે **Gen-Z ના પુરુષોના lesbian અને gay પ્રત્યેના મનોવલણો માં 39 Gen-z પુરુષો Lesbian અને Gay પ્રત્યે હકારાત્મક મનોવલણ ધરાવે છે. જ્યારે 14 Gen-z પુરુષો તટસ્થ અને 07 Gen-z પુરુષો નકારાત્મક મનોવલણ ધરાવે છે. આથી કહી શકાય ઉત્કલ્પના HO1 :** Gen-z માં આવતા પુરુષોના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં. નું અહી અસ્વીકાર થાય છે.

આલેખ નો.1



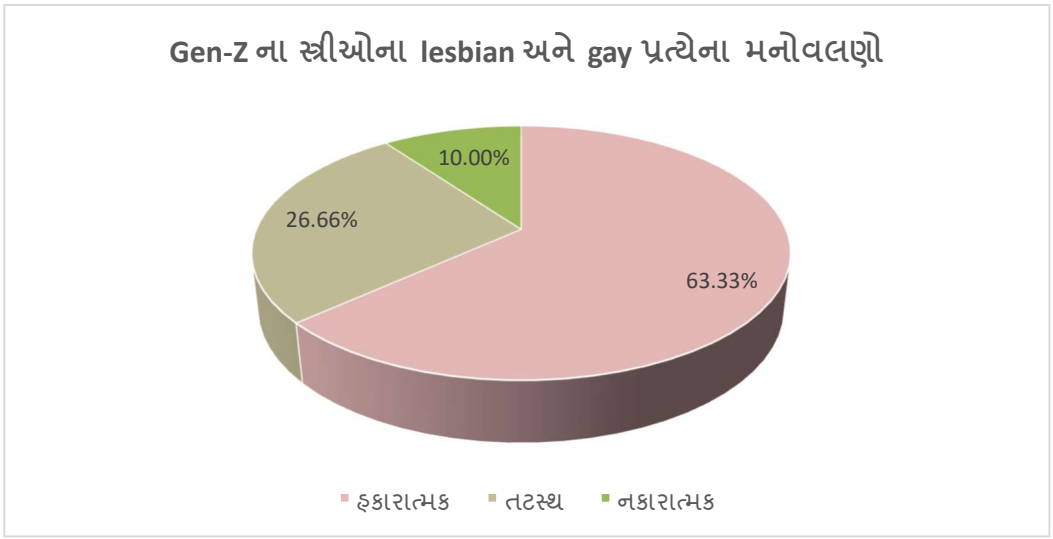
HO2 : Gen-z માં આવતી સ્ત્રીઓના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં.

કોષ્ટક નો. 2

Gen-Z માં આવતી સ્ત્રીઓના lesbian અને gay પ્રત્યેના મનોવલણો		
મનોવલણના પાસાં	નિદર્શ (60)	ટકાવારી
હકારાત્મક	38	63.33%
તટસ્થ	16	26.66%
નકારાત્મક	6	10.00%

ઉપરોક્ત ટેબલ નો. 2 દર્શાવે છે કે **Gen-Z માં આવતી સ્ત્રીઓના lesbian અને gay પ્રત્યેના મનોવલણો માં 38 Gen-z સ્ત્રીઓ Lesbian અને Gay પ્રત્યે હકારાત્મક મનોવલણ ધરાવે છે. જ્યારે 16 Gen-z તટસ્થ અને 06 Gen-z સ્ત્રીઓ નકારાત્મક મનોવલણ ધરાવે છે. આથી કહી શકાય ઉત્કલ્પના HO2 :** Gen-z માં આવતી સ્ત્રીઓના Lesbian અને Gay પ્રત્યેના મનોવલણો જોવા મળશે નહીં. નું અહી અસ્વીકાર થાય છે.

આલેખ નો. 2



(13) સંશોધનના તારણો :

1. મોટા ભાગના Gen-Z વિદ્યાર્થીઓએ Lesbian અને Gay સમુદાય પ્રત્યે સહાનુભૂતિપૂર્ણ અને સ્વીકારાત્મક મનોવલણ દર્શાવ્યું.
2. છોકરીઓની સરખામણીએ છોકરાઓમાં લૈંગિક અલ્પસંખ્યકો પ્રત્યે વધુ સ્વીકારભાવ જોવા મળ્યો.
3. કેટલાક પ્રતિભાવકારોએ જણાવ્યું કે સમાજમાં હજુ પણ પૂર્વગ્રહો અને ભૂલભ્રમો અસ્તિત્વમાં છે, જે શિક્ષણ અને મીડિયા દ્વારા ધીમે ધીમે ઘટી રહ્યા છે.

4. સોશિયલ મીડિયા અને શિક્ષણ દ્વારા Gen-Zને LGBTQIA+ વિષે વધુ માહિતી મળતી હોવાથી તેમની માનસિકતા વધુ ખુલ્લી થઈ છે.

5. ધાર્મિક, કુટુંબીય અને સાંસ્કૃતિક પરંપરાઓના પ્રભાવથી કેટલાક યુવાઓમાં હજુ પણ મિશ્ર મનોવલણ (Neutral અથવા Conservative) જોવા મળ્યું.

(14) નિષ્કર્ષ :

આ અભ્યાસ પરથી એવું તારણ આવે છે કે Gen-Z પેઢીનો દૃષ્ટિકોણ Lesbian અને Gay પ્રત્યે સામાન્ય રીતે સ્વીકારક, સમાનતા-આધારિત અને આધુનિક વિચારો તરફ વળેલો છે. તેમ છતાં, સામાજિક પરંપરા અને સંસ્કારના પ્રભાવ હેઠળ કેટલાક લોકોમાં હજી પણ અંશતઃ નકારાત્મક અથવા અનિશ્ચિત મનોવલણ જોવા મળે છે. શિક્ષણ, જાગૃતિ કાર્યક્રમો અને મીડિયા મારફતે જો વધુ સમાનતા અને માનવાધિકાર અંગે સમજણ ફેલાવવામાં આવે તો આવનારા સમયમાં સંપૂર્ણ સ્વીકાર અને સમાનતા-આધારિત સમાજ નિર્માણ થવાની શક્યતા વધારે છે.

સંદર્ભ સૂચી :

1. Herek, G. M. (2016). Sexual Orientation and Attitudes toward Lesbians and Gay Men: A Review of Research. Annual Review of Sociology, 42(1), 363–385.

2. Pew Research Center. (2020). The Global Divide on Homosexuality Persists. Retrieved from www.pewresearch.org

3. Twenge, J. M. (2017). iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood. Atria Books.

4. Savin-Williams, R. C. (2019). LGBTQ Youth and Their Attitudes toward Sexual Diversity. Journal of Adolescent Research, 34(5), 547–569.

5. Bhattacharya, S. (2022). Changing Attitudes of Indian Youth towards LGBTQIA+ Community. Indian Journal of Social Studies, 8(3), 121–130.

6. Choudhary, R. & Singh, A. (2021). Perceptions of Gen Z on Gender and Sexual Diversity in India. International Journal of Humanities and Social Science Research, 9(4), 45–53.

7. Government of India. (2018). Supreme Court Verdict on Section 377 of IPC. Retrieved from www.indiacourts.gov.in

8. American Psychological Association (APA). (2021). Guidelines for Psychological Practice with Sexual Minority Persons. APA Press.

9. Mishra, K. (2023). Attitudes of College Students toward LGBTQ+ Community: A Sociological Study. Journal of Gender Studies, 11(2), 87–102.

10. UNESCO (2021). Out in the Open: Education Sector Responses to Violence Based on Sexual Orientation and Gender Identity/Expression.

VIEW OF SPACE - ISSN : 2320 - 7620
Peer Reviewed & Refereed | International Multidisciplinary journal of applied research

આધુનિક ઓળખ અને મિમીની ભાષા: ડિજિટલ યુગમાં સંસ્કૃતિ અને માનવતા વિજ્ઞાનનું અભ્યાસ

KISHAN SURESHBHAI VADODRIYA
PH.D. SCHOLAR (SAURASHTRA UNIVERSITY, RAJKOT)

સારાંશ (Abstract)

આ સંશોધન પત્રમાં ડિજિટલ યુગમાં ઓળખ અને સંસ્કૃતિના જોડાણનું વિશ્લેષણ કરવામાં આવે છે, ખાસ કરીને Instagram, Netflix, અને Meme Culture જેવા પ્લેટફોર્મ્સના માધ્યમથી. પ્રયોગાત્મક રીતે, એ પ્રશ્ન ઉઠાવવામાં આવે છે કે કેવા રીતે આ ડિજિટલ માધ્યમો દ્વારા, નવી ઓળખ અને માનવતા ના મંત્રો બનાવાય છે. આ પત્રમાં **ફેમિનિઝમ**, **પોસ્ટ કોલોનિયલ થિયરી**, અને **ડિજિટલ મિમી સંસ્કૃતિ**ના સંયોજનથી આ વિશ્લેષણ કરવામાં આવ્યું છે.

પરિચય (Introduction)

ડિજિટલ યુગમાં સ્ક્રીન પર વ્યક્ત થતા ઝલકને "અટકાવવું" હવે આપણે આ ચિંતનશીલ યુગમાં ટેકનોલોજી અને પરંપરાના જોડાણની સારી સમજૂતિ મેળવવી જરૂરી બની છે.

આજની ઓળખ મૌલિક રીતે **ફેસબુક**, Twitter, YouTube, અને Instagram જેવી ડિજિટલ રીતે સક્રિય પ્રક્રિયાઓ પર આધાર રાખે છે. આ પ્લેટફોર્મ્સએ પૃથ્વી પરની દરેક ભાષા, સંસ્કૃતિ અને ઓળખને ગૂંચવી દીધું છે. અમુક દૃષ્ટિએ, જો આપણે આધુનિક માનવતા વિશે વાત કરીએ, તો એ હવે **મિમીજ**, **વિરલ ચિન્હો** અને **સોશિયલ મીડિયા** દ્વારા થતી બદલાવ અને નમ્રતા પર આધારિત છે.

પ્રશ્ન:

"શું સ્ક્રીન પર દૃશ્યમાન ધરાવતી માનવતા, સાહિત્ય અને સામાજિક પરિણામોને એટલી સરળતાથી સમજી શકાય છે?"

આ પ્રશ્નનો જવાબ શોધતા, આ સંશોધન પત્ર **ડિજિટલ પ્લેટફોર્મ્સ** અને **વિશ્વની ઓળખ** વચ્ચેના સંઘર્ષને શોધે છે.

અમે જોઈ રહ્યા છીએ કે કઈ રીતે "વિશ્વગ્રસ્તતા" (Globalization) ને ડિજિટલ પંથે રૂપાંતરિત કરવા, નવી સંસ્કૃતિના પ્રણાલીઓને જનરેટ કરે છે. અને, એમાં **વિશ્વસંચાર** કેવી રીતે ખૂલ્લા, મજબૂત અને ભવિષ્યની અંદર પણ અનુકૂળ બની રહ્યું છે.

સાહિત્ય સમીક્ષા (Literature Review)

1. સ્ટુઅર્ટ હોલ:

સ્ટુઅર્ટ હોલના દ્રષ્ટિકોણથી, ઓળખ હંમેશા ડાયનેમિક અને ભૂમિકા-શક્તિ ધરાવતી છે. હોલ સૂચવે છે કે ઓળખ એ ચિંતન અને સામાજિક મૌલિકતાઓના ગઠન પર આધાર રાખે છે, જે અંગત અને સામાજિક રીતે સતત બદલાવ રહી છે (Hall, *Cultural Identity and Diaspora*, 1990).

2. એડવર્ડ સાઈદ:

"ઓરીએન્ટલિઝમ" ના એક શ્રેષ્ઠ ઉદાહરણ તરીકે, એડવર્ડ સાઈદ પોશ્ચાત્ય સાંસ્કૃતિક માધ્યમો દ્વારા પૂર્વના લોકોને માત્ર એક શ્રેણીબદ્ધ, અનાથ અને “અહમ”રૂપે રજૂ કરવાની તપાસ કરે છે. સાયકલોજિકલ રીતે, પોશ્ચાત્ય મૂલ્યોએ સ્વતંત્ર ભારતનાં છાપો ખોતા પાડ્યા. (Said, *Orientalism*, 1978).

3. ફેમિનિઝમ અને મિમી:

ફેમિનિસ્ટ સિદ્ધાંતો માં, **ડિજિટલ ફેમિનિઝમ** મહત્વપૂર્ણ બની ગઈ છે. **જેસિકા કુટસ** અને **રોબિન ડાઈયલ** જેવા વિલક્ષણ વિચારકો કહે છે કે, **"ડિજિટલ પ્લેટફોર્મ્સ જેવા Twitter અને Instagram, મહિલાઓ માટે એક નવો અવકાશ પ્રદાન કરે છે, જ્યાં તેઓ જાતીય વિરોધ અને અસમાનતાના વિરોધમાં સ્વતંત્ર રીતે પ્રસ્તુત થાય છે".** (Harvey, 2019).

4. Meme Culture:

મિમીના મૌલિક ભાવનો ઉપયોગ મજાક કરતા ટ્રીન્ડિંગ કન્ટેન્ટ તરીકે થાય છે, પરંતુ તે માત્ર મનોરંજન નથી, એ હવે **સમાજીક સ્વચ્છતા** અને **વિરોધ** સ્વીકૃત પ્રક્રિયા બની ચૂક્યો છે.

વિશ્લેષણ અને ચર્ચા (Analysis and Discussion)

1. ડિજિટલ અને ઈમેજ "તનાવ"

એક પોસ્ટ, એક ચિત્ર, અથવા મિમી માત્ર એક મનોરંજનના ભાગરૂપે શરૂ થાય છે. પરંતુ જ્યારે એ **લિંગ, જાતિ, વિશ્વવાદ, અસરકારકતા** અને **પ્રતિરોધ** જેવા મુદ્દાઓ સાથે જોડાય છે, ત્યારે તે સામાજિક પરિવર્તન અને નવા અભિગમોને પ્રેરિત કરે છે.

2. મિમી, ઓળખ અને સામાજિક વિરોધ

વિશ્વવ્યાપી મિમી સંસ્કૃતિએ યુવાનો માટે મંચ પ્રદાન કર્યો છે જ્યાં તેઓ માત્ર મજાક કરે તેવાં પ્રસંગોમાં પણ સત્તાવાર મંત્રો વિરુદ્ધ પ્રતિરોધ કરી શકે છે. **#MeToo** અને **#BlackLivesMatter** જેવા અભિયાનોએ મિમીના માધ્યમથી જગતભરના સામાજિક અને સંસ્કૃતિક વિટંબનાઓ સામે પ્રતિક્રિયા આપી.

3. ડિજિટલ પ્લેટફોર્મ્સ અને સંસ્કૃતિનું નવું ચિત્ર

ડિજિટલ યુગમાં **Netflix** અને **YouTube** પર ઉપલબ્ધ નવી શ્રેણીઓ હવે **જાતીય, સમુદાય અને સંસ્કૃતિના નવા પ્રતિકો** પ્રકાશિત કરતી છે. ઉદાહરણ તરીકે, **K-pop** જેવી મ્યુઝિક સંસ્કૃતિએ ભારતીય અને પશ્ચિમી સાંસ્કૃતિક મિશ્રણના રૂપમાં પારંપરિક પરિપ્રેક્ષ્યમાં ફેરફાર કરવો છે.

4. વિશ્વસંચાર અને ચિંતન

આજે ઈન્ટરનેટનો વિશ્વસંચાર માત્ર વિચારોને નમ્ર નથી બનાવતો, પરંતુ તે **સ્વાતંત્ર્ય, જાતિ** અને **સાંસ્કૃતિક અસમાનતા**ના મુદ્દાઓને મહત્વ આપે છે.

નિષ્કર્ષ (Conclusion)

આ સંશોધન પત્રના અભ્યાસથી સ્પષ્ટ થાય છે કે **ડિજિટલ પ્લેટફોર્મ્સ** (જેમ કે Instagram, YouTube, Meme Culture) એ હવે માત્ર મનોરંજનના ઉપકરણો નથી, પરંતુ સંસ્કૃતિ, સમાજ, અને **આધુનિક માનવતા**ના મહત્વપૂર્ણ **લેબોરેટરી** બની ગયાં છે.

તેઓ આપણા આધુનિક ઓળખ અને વિશ્વનો ખૂણાઓએ અભ્યાસ કરવાની નવી રીત પ્રદાન કરે છે.

સંદર્ભ (References)

1. *Hall, Stuart. Cultural Identity and Diaspora*
2. *Said, Edward. Orientalism*
3. *Spivak, Gayatri C. Can the Subaltern Speak*
4. *Harvey, Robin. Digital Feminism and Activism*
5. *Zuboff, Shoshana. The Age of Surveillance Capitalism*