

(ISSN 2350-1456)

EXPRESSION

An International Journal of Social Sciences

(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)

Jan 2022

Volume – 08

Issue - 01



MODERN COLLEGE OF PROFESSIONAL STUDIES GZB

Website : www.modemcollege.org, E-mail : journal.expression@gmail.com

EXPRESSION

An International Journal of Social Sciences
(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)
ISSN 2350-1456

JAN-2022

VOLUME-08

ISSUE-01

Chief Patron

Mr. Vineet Goel

Secretary,
Modern College, Mohan Nagar, Ghaziabad

Chief Editor

Dr. Nisha Singh

Principal,
Modern College, Mohan Nagar, Ghaziabad

Chief Advisor

Prof. Jitendra K Sharma

Faculty of Commerce & Management Studies Maharshi Dayanand
University GGDSD-PG Research Center, Palwal

Address

Expression-An International Journal of Social Sciences
Modern College of Professional Studies,
431, Anand Industrial Estate, Mohan Nagar, Ghaziabad,
Pin Code: 201007

Phone: 0120-4900197, 9711149573

Email: Journal.expression@gmail.com | Website: <http://journal.moderncollege.org>

EXPRESSION - An International Journal of Social Sciences

(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)

ISSN 2350-1456

Managing Editor: Dr. Dhiraj Singh

Editors: Dr. Priyanka Rani, Ms. Bhawna

ADVISORY BOARD

Prof. Mahesh Joshi,
IMIT University, Australia,

Prof. Raj Singh,
University of Riverside, USA,

Prof. Li Shengxiao,
Shaoxing University, China,

Professor Awadhesh Kumar Tiwari,
Department Of Commerce, D D U
Gorakhpur University, Gorakhpur,
915339988,
professorakt@gmail.com

Prof. (Dr.) S.S. Modi,
President, Inspira Research Association
(RA),
0829321067/ 9828571010,
psdrrssmodi@gmail.com

Dr. Pradeep Kumar,
Assistant Professor, Delhi University,
999835583,
p.k.gzb@gmail.com

Dr. Umesh Dangarwala,
Head, Dept. of Commerce and Business
Management, The M.S. University of
Baroda Vadodara, 9824019199,
umeshdangarwala@gmail.com

Prof. Jayanta Kumar Parida,
Former Head & Dean, Faculty of
Commerce & Management Studies, Utkal
University, Bhubaneswar-751004, Odisha,
9437229465, jayantakp123@gmail.com

Prof. Kulwant Singh Pathania,
Faculty of Commerce and Management
Studies Himanchal Pradesh University
Shimla 171005,
9413359205, pathania_ks@yahoo.com

Prof. Deepti Bhargava,
Principal, Shrinathji Institute of
Biotechnology, and Management,
Nanddwara, Rajasthan,
9829292624, deepti_ysb1@rediffmail.com

EDITORIAL COMMITTEE

Prof. (Dr.) Parimal H. Vyas,
Vice Chancellor [Acting] & Pro-Vice-
Chancellor, Maharaja Sayajirao University
of Baroda, 9825237942, parimalvyas17@
gmail.com

Dr. Anurag Deep,
Professor,
Indian Law Institute (New Delhi)
9654629241, anuragdeeplaw1@gmail.com

Dr. Aruna Sharma,
Associate Prof., Ginni Devi Girls (PG)
College Modinagar, Ghaziabad,
9910371171,
arunasharma_22@rediffmail.com

Dr. Anurag Agnihotri,
College of Vocational Studies
University of Delhi New Delhi,
dragnihotrievs@gmail.com

Dr. Vinod Kumar Sharma,
Associate Prof. RBS College, Agra,
9412589195 kumarvinod1959@yahoo.com

Dr. Suniti Chandiok,
Asst Prof, Department of Management,
BCIPS GGSIP University Dwarka, New
Delhi, 09868512849
suniti_K22@rediffmail.com

Dr. Rajnish Kumar Singh,
Asst Prof. & Head Department of
Education J.R. Handicapped University
Chitrakoot (UP),
9045757531, 9456818622,
singh.rajnish@yahoo.com

REFEREED BOARD

Prof. Ravi Sen,
Texas A and M University USA,

Prof. Jung Ha Kim,
University of South Korea,

Prof. (Dr.) Pratapsinh Chauhan,
Dean, Professor and Head, Vice
Chancellor, Shree Govind Gura
University, Godhara (Gujarat)
9099939409, prof.pratapsinh@
gmail.com

Prof. Keshav Sharma,
The Business School, University
of Jammu, Jammu, 9469211211,
keshavju@gmail.com, keshavju@
rediffmail.com

Prof. Arvind Kumar,
Head, Department of Commerce
University of Lucknow, 9415028817,
arvindk.lus1@gmail.com

Prof. Atul Joshi,
Department of Commerce, Kumaun
University D.S.B. Campus Nainital,
9412327702, joshidr.anul@yahoo.in

Prof. J.K. Jain,
Chairman Board of Studies Chief
Editor, Research Journal Madhya
Bharti Dr. Harisingh Gour University
(A Central University) Sagar-MP,
9425436471, dr.jinendrakumarjain@
gmail.com

Prof. G.P. Prasain,
Department of Commerce,
Manipur University, Canchipur,
Imphal-795003, Manipur,
9612158167, gpprasain@yahoo.co.in

Dr. Vandana Goswami,
Associate Prof, Faculty of Education
Banasthali University, Rajasthan,
9414642659, tovandana2020@
yahoo.com

Prof (Dr.) Furqan Qamar,
Professor, Centre for management
Studies, Jamia Millia Islamia, Jamia
Nagar, New Delhi, 26985519,
Qamar.pc@gmail.com

Guidelines for Contributors

Submission of Manuscript: Manuscript should be in English/Hindi only on one side of good quality paper, with attachment to Editor journal.expression@gmail.com. The manuscript must have neither be published nor be adequate margin on all four sides. It must be complete in all respects such as abstract, illustrations, appendices etc.

The submission must be word-processed and in English Times New Roman or in Hindi used Kirti Dev 010

Preparation of Manuscript: Manuscript should be presented in as concise a form as possible. Pages should be numbered consecutively and arranged in following order.

Title: the title should be brief nor unnecessarily long. It should reflect the content of the paper so as to derive the maximum advantage in indexing.

Abstract: The abstract, usually not exceeding 200 words, should indicate the scope and significant content of the paper, highlighting the principal findings and conclusion. It should be in such a form that abstracting can use it without modification.

Keywords: On the basis of that your paper can be traced. (At least 5)

Introduction: Long and elaborate introduction should be avoided. It should be brief and state the exact scope of periodicals can use it without modification. the study in relation to the present status of knowledge in the field.

Main Body of the Paper: It should include following points:

- I. Research Question/ Research Problem & Research Objectives.
- II. Review of the related literatures (If needed)
- III. Hypothesis of the research (If needed)
- IV. Research Design (including Methodology, Population Sample, Sampling Techniques and Tools if used in study)
- V. Findings/Conclusion

Figure: Figures should be numbered in order of mention in the text. Each figure should have a descriptive name.

Mathematical Expression: Wherever possible, mathematical expressions should be typewritten, subscripts and superscripts clearly shown. It is helpful to identify ambiguous symbols in the when they first occur. Equations must be displayed exactly as they should appear in print and numbered in parentheses placed at the right margin.

Tables: Tables should have short descriptive caption and numbered consecutively.

References: References must be prepared in proper format.

Plagiarism Policy: As per the UGC norms and standards

Chief Patron

Mr. Vineet Goel
Secretary,
Modern College, Mohan
Nagar, Ghaziabad

Chief Editor

Dr. Nisha Singh
Principal,
Modern College, Mohan
Nagar, Ghaziabad

Chief Advisor

Prof. Jitendra K Sharma
Faculty of Commerce &
Management Studies Ma-
harashi Dayanand
University GGDSD-PG
Research Center, Palwal

From The Desk of Chief Editor

Dear Readers,

I am delighted to celebrate the launch of January 2022 issue of Journal-Expression an International Journal of Social Sciences (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal) indexed in IJIFactor Indexing, Scientific Journal Impact factor (SJIFactor). It provides an important forum to address critical issues in the field, exchange new ideas and disseminate the latest developments in quality research.

I am very aware of the responsibilities that the editor's role entails, and I approach my new role with both excitement and some trepidation. It continues to gain appreciation and accolade as it provides a platform that stimulates and guides the intellectual quest of scholar. Expression is a Blind Peer Reviewed Refereed Indexed Half Yearly Journal that brings to the reader's high quality research. However, these weaknesses can be managed by an effective and active editorial office, and I believe they are outweighed by the benefits. There is strong consensus that accepted articles are often improved by peer review after referees' comments and criticisms are dealt with; this explicit appraisal process also helps to engender trust of the reader.

We would like to express our gratitude to our valued contributors for their scholarly contributions to the journal. Appreciations is due to the editorial advisory board, the panel of referees. The contributors of our team members are highly appreciated. On the behalf of Expression's Editorial team, I would like to extend a warm welcome and heartily thanks to our authors, advisors, editors and reviewers, all of whom have volunteered to contribute to the journal. Lastly I would like to thank all our submitting authors, who have toiled in the production of their work.

Dr. Nisha Singh,

Principal
Modern College of Professional Studies, Mohan Nagar,
Ghaziabad.

About Journal

Founded in 2003, Modern College of Professional Studies, Ghaziabad has already established a reputation as a medium to expand one's knowledge & enhance skills to achieve success.

The strength lies in the strong academic faculty, focus on research and collaboration with industry. The Journal of MCPS "EXPRESSION - An International Journal of Social Sciences" (A Blind Peer Reviewed Refereed Indexed Half Yearly Journal) indexed in IJIFactor Indexing, Scientific Journal Impact factor (SJIFactor), proved to be a milestone in achieving academic expertise.

The Volume-08, Issue-01 of "EXPRESSION - An International Journal of Social Sciences" covers finest peer-reviewed research in all fields of management, IT, Education, Commerce, Law and Social Science and taking contemporary issues and latest trends in the global village.

It contains diverse collection of original articles and research work of researchers, academicians and scholars.

Through this journal, we would like to share globally our experiences and learning with other education assessors or evaluators.

The basic objective is to provide opportunities for all those interested in learning more about in the field of Social Sciences.

Index

1. Academic Achievement of Visual Impaired Adolescents —Prof. Yogesh Chandra Dubey, Nihar Ranjan Mishra,	1
2. Contribution of Woman Entrepreneurs towards Development of in 21st Century —Dr. Tarang Mehrotra	8
3. Contraceptive Methods: Determinants of Use and Preference amongst Adolescent Girls (A Cross Sectional Study of Indian and UK Adolescent Girls) (A Cross Sectional Study of Indian and UK Adolescent Girls) —Dr Geetanjali Sharma	16
4. ADR in Civil Procedure Code —Dr. Deepak Miglani	32
5. An Analysis of Eco-feministic perspective in Shashi Deshpande's writing —Dr. Nirmal Sharma, Dr. Archana Mishra, Ms Jyotsna Sharma	39
6. Reflections on Indian and Australian Constitutionalism —Ms. Rashmi Singh Rana, Ms. Santosh Sharma	47
7. A study of Academic Stress Adjustment of the Prospective Teacher —Dr. Priyanka Rani	65
8. Liabilities of Internet Service Providers (Isps) and Intermediaries in India —Shilpa Sudhakar Gangurde	72
9. The Globalization: Causes for MNCs and Innovation in Technology —Dr. Vineet Garg, Mr. Rajnish Kumar Mishra Rohit	78
10. International Law: New Law or No Law for Nations —Rajni Manral	83
11. Steganography Technique to Hide Information within in Image File —Arvind Kumar Pandey, Vijendra Singh	89
12. हाथरस जिले के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं पर निराशा के प्रभाव का तुलनात्मक अध्ययन —डॉ. निशा सिंह	97
13. Impact of New Education Policy 2020 on Higher Education —Dr. Rekha Sharma	117

Academic Achievement of Visual Impaired Adolescents

Prof. Yogesh Chandra Dubey,
Vice Chancellor, Jagadguru
Rambhadracharya
Divyanga University, Chitrakoot,
Uttarpradesh-210204

Nihar Ranjan Mishra,
Research Scholar, Jagadguru
Rambhadracharya
Divyanga University, Chitrakoot,
Uttarpradesh-210204

Abstract

Education continues to present a series of confusing images with an unending debate even on basic issues of its contents and management. Being so vast and unwieldy it has since become a complex affair. Despite the high sounding discourses and daily discussion, its management in particular continues to be debated in the context of its access, equity, relevance, quality, cost recovery approach vis-à-vis social returns. For teacher's it is a matter of National responsibility and professional introspection. For students it is a life time challenge to get into the immediate and foreseeable future for an assured living. Visually impaired students are the most vulnerable sections among all the disabled. They seem to be the right in health and mind but whenever implementing all the activities in the daily life it seems to be the difficult affair. The present study academic achievement of visually impaired adolescents, studied upon residential school and inclusive school boys and girls. Null hypothesis was formulated and tested. Sample size was 80, 40 each from residential school and inclusive school. Investigation was to know the academic achievement of visually impaired adolescents. Finally this study analysed and concluded as follow: Visual impaired adolescents are the more stressed section of the school environment where there is the need of helping hand for these students. From the above discussion it has been found that, academic achievement of visually impaired boys and girls in both residential school and inclusive school found to be not significant that is boys and girls in residential schools and inclusive found to equally achieving in terms of academic achievement, however academic achievement of visually impaired boys in residential school and inclusive schools and that girls found to be significant and it is concluded that boys in residential school and inclusive schools are different and have different academic achievement, further girls in residential school and inclusive schools are different and have different academic achievement and so there is difference in residential school and inclusive school, residential school visually impaired are academically better than inclusive school because of good school environment and teaching learning culture for the visually impaired.

Key Words: Academic Achievement, Visually Impaired, Adolescents, Residential School, Inclusive Schools.

Education continues to present a series of confusing images with an unending debate even on basic issues of its contents and management. Being so vast and unwieldy it has since become a complex affair. Despite the high sounding discourses and daily discussion, its management in particular continues to be debated in the context of its access, equity, relevance, quality, cost recovery approach vis-à-vis social returns. For teacher's it is a matter of National responsibility and professional introspection. For students it is a life time challenge to get into the immediate and foreseeable future for an assured living. Education of the disabled students continues to be the difficult affairs that need to be managed by the excellent professionalism by taking care of the students background, family condition, case history, health condition and of course academic achievement.

Visually impaired students are the most vulnerable sections among all the disabled. They seem to be the right in health and mind but whenever implementing all the activities in the daily life it seems to be the difficult affair. Visually impaired persons perception towards the society is unpredictable as they cannot accept and belief in totality due to the lack of complete knowledge in lieu of the environment. Eye is the most prominent sensory organ without which knowledge cannot be complete. Most of the information come to the human mind through the eye and as visually impaired persons lacks eyesight and so information are coming to them indirectly and so not concrete. In due course of time whenever visually impaired are having education, their academic achievement is depending on lots of variable such as general environment,

school environment, IQ level, EQ level, SQ level, Physical deformities, and the Society. The present study is about the academic achievement of visually impaired adolescents in residential schools.

Academic achievement is the extent to which a student, teacher or institution has achieved their short term or long term goals. Academic achievement has long been recognized as one of the important goals of education the world over. Academic achievement is commonly measured through examinations or continuous assessment but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Further there are inconclusive results over which individual factors successfully predicts academic performance, elements such as test, environment, emotion require consideration when developing models of school achievement. Individual differences influences academic achievement. Students with higher mental ability as demonstrated by IQ, test and those who are higher in consciousness to achieve highly in academic settings. Non- cognitive factors or skills are the set of attitudes, behaviors, and strategies that promotes academic and professional success such as academic self-efficacy, self-control, motivation, expectancy, and goal setting theories, emotional intelligence and determination. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement.

Research conducted to prove into the academic achievement phenomenon, has convincingly,

demonstrated that the academic achievement is product of a number of factors operating within the individual and outside him. Broadly speaking the factors which influence academic achievement can be categorized into three types, namely, intellectual, emotional and environmental. Of these types of factors, it has now been fairly established that the emotional factors most particularly emotional intelligence and environmental factors like school environment largely determined one's academic achievement.

Review of related Literature

Effendi (1993) conducted a study on the visually disabled school going children in relation to their frustration and school achievement and concluded that frustration affects the school achievement of the visually disabled students. Viyas (1995) studied certain personality traits of blind students as compared to sighted students. One of the objectives of the study was to compare the academic achievement of blind students with those of sighted students. 360 blind students and 360 sighted students from grades VIII to X were included in the sample. The results of the study reported that sighted students were possessing higher academic achievement than blind students. Academic achievement of blind male students was higher than blind female students. Khan (1999) remarked that visually challenged were lower in mathematics but higher in literature and their recall power was found to be superior. The investigator concluded that retardation in academic status may be because of imbalanced personality of the child. Full participation and equality would be helpful in minimizing the personality disorders and low

academic status due to confinement in special environment.

Chandra (2001) examined the interests, aspirations and achievements awareness of visually impaired students at secondary school level in Andhra Pradesh. Two hundred seven students were selected through multistage random sampling from VIII, IX X classes. The data were analyzed with the help of content analysis technique. The study revealed a significant difference in opinions on some of the issues and majority of them had similar opinions on aspirations, interests and achievements. It was concluded that region, caste and income play a vital role in giving opinion on interests, aspirations and achievements but sex played a little role on responses in some aspects. Sheikh (2002) after nullifying the effect of intelligence attempted to locate the independent variables- self acceptance, security insecurity and frustration that affect the school achievement of the blind students. Data had been collected from different regions of Uttar Pradesh. 200 blind students (100 male and 100 female) were included in the sample. Multiple regression analysis was employed for finding out the determining values of independent

variables. The results showed that the lone variable that determines the achievement of the students is frustration, whereas the rest of the factors do not have any impact on their school achievement. Kolwadkar (1980) conducted a study of gifted children in relation to their personality traits, level of adjustment and academic achievement and found that socioeconomic status, father's occupation, education of parents, size of family, ordinal

position, health status were significantly related to academic achievement; adjustment was positively correlated with academic achievement in case of boys.

Objectives of the Study

The present study was planned and carried out to seek the following objectives:

1. To study the academic achievement of visually impaired adolescents
2. To study the academic achievement of visual impaired adolescents boys and girls in residential schools
3. To study the academic achievement of visual impaired adolescents boys and girls in inclusive schools
4. To study the academic achievement of visual impaired adolescents boys in residential schools and inclusive schools
5. To study the academic achievement of visual impaired adolescents girls in residential schools and inclusive schools

Hypotheses of the Study

The present study constructs the following hypotheses:

1. There is no difference in the academic achievement of visual impaired boys and girls in residential schools
2. There is no difference in the academic achievement of visual impaired boys and girls in inclusive schools

3. There is no difference in the academic achievement of visual impaired boys in residential schools and inclusive schools
4. There is no difference in the academic achievement of visual impaired girls in residential schools and inclusive schools.

Design of the Study

The present study uses descriptive survey method. The present study is about academic achievement of visual impaired adolescents. In this study the target population is the visual impaired adolescents studying in the residential school and inclusive school meant for visual impaired adolescents in the age group of 12 to 17 years in Uttar Pradesh. Sample has been drawn at random from all the residential school and inclusive school for visual impaired in Uttarpradesh. Total sample size was 80, out of which 20 boys and 20 girls from residential schools and 20 boys and girls from inclusive school. The sample size was visually impaired adolescents in the age group of 12 to 17 years passed in the year 2020. Data has been collected by the investigator through digital mode and all the data has been collected only for the research purpose. After collection of data it has been tabulated, analyzed using appropriate statistical measures and then discussed as follows.

Discussion

Visual impaired adolescents are most vulnerable sections of the society. They need support and motivations with each and every time in the perspective of career management. Academic achievement of visual impaired adolescents are discussed as follows:

TABLE NO: 1.1

**Academic Achievement of Visual impaired Adolescents
Boys and Girls in Residential Schools**

Gender	N	Mean	S.D	df	t value	Level of Significance
Visually Impaired Boys	20	414.6	60.52	38	1.45	0.05= 2.02
Visually Impaired Girls	20	387.8	55.77			0.01= 2.71

From the table no: 1.1 it has been found that the mean values of academic achievement of boys and girls visually impaired adolescents in Residential Schools are 414.6 and 387.8 and that of standard deviation are 60.52 and 55.77. The significance level was tested by using t-test and the calculated t value was 1.45 which

is less than tabulated value at 0.01 and 0.05 level of significance at the df 38 and the mean difference of 26.8 is not significant. So the null hypothesis, "There is no difference in academic achievement of visually impaired boys and girls in residential school" is accepted and it has been found that there is no difference in the academic achievement of visually impaired boys and girls in residential School.

TABLE NO: 1.2

**Academic Achievement of Visual impaired Adolescents Boys and
Girls in Inclusive Schools**

Gender	N	Mean	S.D	df	t value	Level of Significance
Residential School	20	414.6	60.52	38	2.31	0.05= 2.02
Inclusive School	20	371.5	57.33			0.01= 2.71

From the table no: 1.2 it has been found that the mean values of academic achievement of boys and girls visually impaired adolescents in Inclusive Schools are 371.5 and 346.95 and that of standard deviation are 57.33 and 50.37. The significance level was tested by using t-test and the calculated t value was 1.43 which is less than tabulated value at 0.01 and 0.05 level of significance at the df 38 and the

mean difference of 24.55 is not significant. So the null hypothesis, "there is no difference in academic achievement of visually impaired boys and girls in inclusive schools" is accepted and it has been found that there is no difference in the academic achievement of visually impaired boys and girls in inclusive School.

TABLE NO: 1.3

Academic Achievement of Visual impaired Adolescents Boys in Residential and Inclusive Schools

Gender	N	Mean	S.D	df	t value	Level of Significance
Residential School	20	414.6	60.52	38	2.31	0.05= 2.02
Inclusive School	20	371.5	57.33			0.01= 2.71

From the table no: 1.3 it has been found that the mean values of academic achievement of visually impaired adolescents boys in residential and inclusive Schools are 414.6 and 371.5 and that of standard deviation are 60.52 and 57.33. The significance level was tested by using t- test and the calculated t value was 2.31 which is higher than tabulated value at 0.01 and 0.05 level of significance at the df 38

and the mean difference of 43.1 is significant. So the null hypothesis, "There is no difference in academic achievement of visually impaired adolescents boys in residential and inclusive schools" is rejected and it has been found that there is difference in the academic achievement of visually impaired boys and girls in inclusive School.

TABLE NO: 1.4

Academic Achievement of Visual impaired Adolescents Girls in Residential and Inclusive Schools

Gender	N	Mean	S.D	df	t value	Level of Significance
Residential School	20	387.8	55.77	38	2.43	0.05= 2.02
Inclusive School	20	346.95	50.37			0.01= 2.71

From the table no: 1.4 it has been found that the mean values of academic achievement of visually impaired adolescents girls in residential and inclusive Schools are 387.8 and 346.95 and that of standard deviation are 55.77 and 50.37. The significance level was tested by using t- test and the calculated t value was 2.43 which is higher than tabulated value at 0.01 and 0.05 level of significance at the df 38 and

the mean difference of 40.85 is significant. So the null hypothesis, "there is no difference in academic achievement of visually impaired adolescents girls in residential and inclusive schools" is rejected and it has been found that there is difference in the academic achievement of visually impaired boys and girls in inclusive School.

Conclusion

Visual impaired adolescents are the more stressed section of the school environment where there is the need of helping hand for these students. From the above discussion it has been found that, academic achievement of visually impaired boys and girls in both residential school and inclusive school found to be not significant that is boys and girls in residential schools and inclusive found to equally achieving in terms of academic achievement, however academic achievement of visually impaired boys in residential school and inclusive schools and that girls found to be significant and it is concluded that boys in residential school and inclusive schools are different and have different academic achievement, further girls in residential school and inclusive schools are different and have different academic achievement and so there is difference in residential school and inclusive school, residential school visually impaired are academically better than inclusive school because of good school environment and teaching learning culture for the visually impaired.

REFERENCES

1. Aggarwal, J.C.(1996): Educational Research, New Delhi: Arya Book Depot
2. Best, John W (1983): Research in Education, New Delhi, Prentice-Hall of India Pvt.Ltd, New Delhi.
3. Government of India (2016): Rights to persons with Disability Act, New Delhi
4. Khullar, K.M.(2000): Towards a Learning Society, Publication Division, New Delhi.
5. Panda, K.C(1997): Education of Exceptional Children, New Delhi, Vikas Publishing House Pvt. Ltd.
6. Publication Division (2020): India2020, A Reference Annual: Ministry of I & B, Govt of India
7. Punani, Bhushan and Rawal, Nandini (2000): Handbook on Visual Impairment, Ahmedabad, Blind Peoples Association.

Contribution of Woman Entrepreneurs towards Development of in 21st Century

Dr. Tarang Mehrotra

Assistant Professor, Inmantec Institute of
Ghaziabad U.P India

Abstract

The transformation of social fabric in 21st century of the Indian society, in terms of increased educational status of women and varied aspirations for better living, necessitated a change in the life style of Indian women. A woman entrepreneur perceives an idea of establishing a new business enterprise & then brings together manpower, land, equipment, material & arranges necessary capital required for business. She is a person who takes risk of setting up new enterprises. She is confident, creative & innovative woman desiring economic independence individually & simultaneously creating employment opportunities for others. These women leaders are persuasive, assertive and are willing to take risks. They managed to get through and succeed in this cut throat competition with their diligence, hard work and perseverance. The role of entrepreneur in a developed economy is comprehensive & complicated & takes form of a Professional woman. She is a neo-innovator & social leader one who takes advantage of social-innovations, technology & new markets.

This paper of Women entrepreneurship has been motivated by gender inequality obstacles. In Indian society men are always considered as financial supporters for their family as well as for the nation and women are always looked upon as a care taker of the family rather than an economic support. This paper slides from the period of fifties to the 21st centuries and how the transformation has taken place for roles of women in these circumstances, the hassles faced by women entrepreneur and their status in the society are also discussed.

Keywords: Women Entrepreneurs, gender difference, neo-innovator, India, Opportunity.

INTRODUCTION

"There is no chance for the welfare of the world
unless the condition of women is improved."

—Swami Vivekananda

"You can tell the condition of a nation by
looking at the status of its women".

- Jawahar Lal Nehru

The true entrepreneur is one who is endowed with more than average capacities in the task of organizing & coordinating the various factors of production. She should be a pioneer, a captain of industry. The supply of such entrepreneurship is however quite limited. Enterprise in general consists of several grades of organizational skill & capability. More efficient entrepreneurs receive a surplus reward over & above managerial wages & this surplus constitutes true profit ascribable to his superior talent. Women entrepreneurship must be mould properly with entrepreneurial techniques and skills to meet the changes in fashion, trends, challenges global markets and also be competent enough to sustain for excellence in the entrepreneurial world 50% women constitute the total population of India. In spite all this, women are still lagging behind men in several aspects. So, it's important to celebrate Women Entrepreneurship Day (WED), a day on which the work of women entrepreneurs is observed and discussed, first recognized in 2014 by 144 nations. Women Entrepreneurs is the woman or a group of women who start and operate a business venture. A women entrepreneur has various functions. She should explore the prospects of starting such a manufacturing enterprise, obtain necessary industrial licenses, arrange initial capital, provides personal guarantees to the financial institutions, promises to meet the shortfall in the capital, & supplies technical know-how. Women Entrepreneurs are exceptionally growing in the economies of almost all the countries. The hidden talent business potentials of women have been increasing with the growing sensitivity to the role and economic status within the society. The ability, knowledge and compliance in business

are the core basis for women to come ahead in business ventures. Women entrepreneurs are engrossed in business as a result of push and pull factors that allows women to be confident and have a self-sustaining occupation and stand on their own feet.

REVIEW OF LITERATURE

The focus of literature review will be at the concept of female entrepreneurship, and related to its definitions. An vital tool considered in allowing female empowerment and liberation is Female Entrepreneurship. A literature review is a vital element of the research process. This paper is about the literature around female entrepreneurs, concentrating on female entrepreneurship in India.

Peter Drucker's 'Entrepreneur is the one who always searches for change, innovative & exploits it as an opportunity.

Vosle in 1994 quoted that "The entrepreneur is one who drives the process of economic growth and mediates the outputs and inputs of the economic system". Galbraith 'entrepreneur must accept challenge and do hard work to achieve something'.

"Schumpeter (1934) described the entrepreneur as the innovator who introduces something new into an economy" and "...W. B Gartner (1985) entrepreneur is a person who start a new business where there was none before

In [1], Goyal M & Parkash there focus is on the Indian people problems & prospects on the lower section which effect women entrepreneurship. In this paper we study the

concept of women entrepreneurs, what are the reasons women become entrepreneurs, what are the reasons behind the slow progress, recommendations for the growth of women, government schemes for the promotion & development of women entrepreneurship in India and have also done a small case study of women entrepreneurs

In [2], Sharma Y has shown a general view on women entrepreneurs in India. They have highlighted the social norms & needed awareness & layout.

In [3] Raghuvanshi, Agrawal & Ghosh deal with the obstacles to women entrepreneur through a DEMATEL approach. This paper includes how to overcome with these barriers & explore possible outcomes among them

In [4], Sarfaraz, Faghih and Majid have shown a relationship of statistical between gender equality women entrepreneur. They have used an analysis of correlation to investigate how gender-related these two activities are related.

1 Entrepreneurship at 18th Century

In the 18th century, the person was differentiated with capital from the one who needed capital. In other words, the entrepreneur was distinguished from the capital provider. One reason for this differentiation was the industrialization occurring throughout the world. 18th Century (Many of the inventions developed during this time were reactions to the changing world, as was the case with the inventions of Eli Whitney² and Thomas Edison³ (Lakwete, Angela. 2004; Albion, Michele Wherein. 2008) Edison was a capital

user (an entrepreneur), not a provider (a venture capitalist).

2 Entrepreneurship at 19th and 20th century

In the late 19th and early 20th centuries, entrepreneurs were frequently not distinguished from managers and were viewed mostly from an economic perspective. The entrepreneur organizes and manages an enterprise for gain.

- The materials consumed in the business, for and Ralph H. He, briefly stated: ". He contributes his own initiative, skill, and ingenuity in planning, organizing, and administering the enterprise. New ideas, are innovated & this is one of the most difficult tasks for the entrepreneur in the 20th century. The net residue of the annual receipts of the enterprise after all costs have been paid, he retains for himself". (Richard T. Ely and Ralph H. Hes, 1937).

3 Women Entrepreneurship in 21st Century

The 21st century seems unbiased & supportive towards women it's a beginning of equality in gender in the business world from where new rise of women entrepreneurship starts. Now they can also show their talent ideas & creativity into business there are no more obstacle for them. She is ambitious, innovative, & insightful. Female entrepreneurs are described as those who use their resources and knowledge to develop or create new business opportunities, who are actively engrossed in managing their businesses, and own at least 50 per cent of the business and

Have been in operation for longer than a year.

OBJECTIVES OF THE STUDY

- To understand the era in India
- To know the problems of women entrepreneur in India
- To know the different schemes provided by the government for women entrepreneur

Top Most Women Entrepreneurs in India

There are top most women entrepreneurs in different zone in our India. Some examples are Vandana) Namita Thapar, the CEO of Emcure Pharmaceuticals, Vineeta Singh is the co-founder of Sugar Cosmetics Ghazal Alagh is the co-founder of Mama earth, Kiran Mazumdar-Shaw is the managing director of Biocon Limited based in Bangalore Aarti Gupta: The Co-founder of Falguni Nayar: The Founder of Nykaa Menstrupedia Ashwani Asokana: Founder, Mad Street Den. Basudha Shrivastav: Express Earth Digital Services. Chitra Gurnani Daga: Co-founder, Thephilophia. Divya Gokulnath: Co-founder B.YU'S. Dr Florida Tilton: Founder of Biozone Research Technologies

Obstacles Faced By Women Entrepreneurs In India:

During the process of setting up a new project an entrepreneur has to face many problems and they are inadequate infrastructural facilities, shortage of power, high cost of production, social attitude, low need for achievement and socio-economic constraints also hold the women back from entering into business.

- The biggest turning point of a woman's life is marriage. She turned into a daughter-in-law from a daughter. The priority is also changed with this. The dream of a working woman has ripped like a fruit. Expectation from the family and personal commitment are on priority base & this is a great barrier for succeeding in business career. This will be very complicated to focus and run their enterprise successfully. Because Indian women give more attention to their family rather than to their career objectives.
- Religion culture & caste also hinder women entrepreneur. They do not grow and flourish the women. In rural areas, women face more social and political obstacle.
- Male dominated society destroys a female capability & it's difficult for them to show their talent.
- In our India about 60% of total women are illiterate. They due to lack of appropriate education, women entrepreneurs are in dark about the rapidly growing new technology, new methods of production, marketing techniques, and other governmental policy.
- Different institutions in the financial sector expand their utmost support in the form of different incentives, loans etc. Many women entrepreneurs do not aware of all these assistances provided by the institutions. Even the financial institutes are not coming forward to give financial assistance to women borrowers and for these more chances of business failure.
- Banks & other financial institutions also do not considerate women and believe that they are less credit-worthy and demoralize women borrowers on the belief that they can any time leave their business. Given such situation, women entrepreneurs are bound to count on to their own savings, if any and

loans from friends and relatives who are expectedly meager and negligible. Thus, women enterprises fail due to the shortage of finance also.

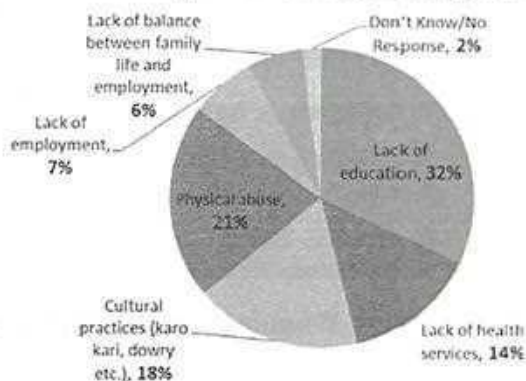
Most of the women enterprises are in trouble by the scarcity of raw material and necessary inputs. Added to this are the high prices of raw material, on the one hand, and getting raw material at the minimum of discount, on the other. The failure of many women co-operatives in 1971 engaged in basket-making is an example how the scarcity of raw material sounds the death-knell of enterprises run by women (Gupta and Srinivasan 2009).

Women entrepreneurs do not have organizational set-up to pump in a lot of money for canvassing and advertisement. Thus, they have to face a rigid competition for marketing their products with both organized sector and their male counterparts. Such competitions ultimately result in the liquidation of women enterprises.

Male chauvinism is still the order of the day in India. The Constitution of India speaks of equality between genders. But, in practice, women are looked upon as abla, i.e., weak in all respects. Women do suffer from male reservations. A women's ability and capabilities are treated accordingly. So, in nutshell, in the male-dominating Indian society, women are not treated equal to men. Thus, it serves as a barrier for women entry into business.

Women in India lead a secured life. They are less educated and economically not stable enough. Due to these factors, it reduces women's ability to bear risk involved in running an enterprise. Risk-bearing is an

essential requisite of a successful entrepreneur



METHODOLOGY

The main objective of the study is to know the 21st century women entrepreneur and to study what are the obstacles faced by women entrepreneur. The main source of data used for the study is secondary data. The information related with study has been collected from websites, journals, magazines, newspapers and various books.

GOVERNMENT OF INDIA SUPPORT FOR INNOVATION AND ENTREPRENEURSHIP IN INDIA

It's important to increase the improvement of workingwomen entrepreneurs because entrepreneurial improvement isn't always feasible without the participation of ladies. Women participation in entrepreneurship is very valuable and it's a great achievement for a country. There is a need of Government, non- Government, promotional and regulatory agencies to come back ahead and play the supportive function in selling the women entrepreneur in India. The Government of

India has launched many schemes and yojana for the development of new startups & existing women entrepreneurs. These programs are as follows:

1. Mudra Loan for Women

Mudra Loan for Women was launched for the financial support to women entrepreneur by the government.

2. Annapurna Scheme

Under this scheme, government of India offer the women loan up to Rs 50,000 for food catering business

3. Stree Shakti Yojana

The Stree Shakti yojana is providing certain concessions & packages to support entrepreneurship. Among women & it give benefit to those who have the majority of ownership in the business.

4. Dena Shakti Scheme

Under this Scheme provides loans up to ₹20 lakh for women entrepreneurs in agriculture, manufacturing, micro-credit, retail stores, or small enterprises

5. Bhartiya Mahila Bank Business Loan

The Bhartiya Mahila Bank (BMB), is a public sector banking company that offers women entrepreneur's loans up to ₹20 Crores for working capital as requirement in business expansion.

6. Mahila Udyam Nidhi Yojana

The Mahila Udyam Nidhi Scheme is offered by PNB and Small Industries Development Bank of India (SIDBI). It supports the women entrepreneurs to set up a new small-scale venture by extending loans up to ₹10 lakh which is to be repaid in 10 years. Interest will be charged upon the market rates.

7. Orient Mahila Vikas Yojana Scheme

OBC bank launched this scheme, for those women who have an ownership of 51 percent share capital individually or jointly in a proprietary concern can avail a loan through the Orient Mahila Vikas Yojana.

8. Cent Kalyani Scheme

This yojana can be availed by both existing and new entrepreneurs and self-employed women.

9. UdYogini Scheme

This scheme majorly supports and helps illiterate women living in rural and backward areas. It was implemented for women Development Corporation for their financial support

CONCLUSION

We are residing 21st century, women are participating in all the fields & more and more participation is in the field of entrepreneurship it is growing at a widespread fee. Indian are developing all the identical opportunity in all locations, identical rights of participation in political and same rights in schooling and

employment & new startups If women get support from his family & society, she will definitely do far better than males. She will give more opportunities & inspire other women for work & she should be self-dependent. In his look at it has been genuinely shows that women are superb marketers and prefer to pick out the family that allows you to keep the family and business in a balanced way. Even though we've proper successful women entrepreneurs in our country

SUGGESTIONS

The following actions are recommended to authorize the women to grab different opportunities and face challenges in their business. (i) Women awareness program must be conducted on a huge scale, (ii) Motivation programs must be conducted constantly to inspire, in women entrepreneurs, (iii) Unlimited vocational training to women community to understand them the production process and production management, (iv) Proper training programs must be organized at regular intervals to develop professional competencies in managerial, leadership, financial, production process, profit planning, marketing, maintaining books of accounts and other skills. These all will inspire women to start business, (v) Educational institution should tie up with EDP programmers (vi) Awareness must be given by government about the planned schemes to develop entrepreneurs in the state. E.g. the Prime ministers Rozgar Yojana, Community Development Programme (CDP), Scheme of Discriminatory Interest Rate, Rural village industries scheme etc., (vii) Finance facilities must be provided to small scale venture and large scale ventures, (viii)

NGOs and government organizations Time to time information must spread through NGOs and Government organizations about policies, plans and strategies on (ix) Workshops and seminars should be organized frequently for women entrepreneurs to make their relations more cordial. (x) Government should appreciate and motivate the successful women entrepreneur. This publicity will motivate other women entrepreneurs. And last but not least as much as support & encouragement she will get from their families their entry will be easy in the business and, the obstacles come down to half of it. And for the rest of half, she can overcome easily. By passion, daring and dedicated efforts women can start the business

REFERENCES

1. Sarfaraz, L., Faghih, N., & Majd, A. A. (2014). The relationship between women entrepreneurship and gender equality. *Journal of Global Entrepreneurship Research*, 4 (1), 6.
2. Raghuvanshi, J., Agrawal, R., & Ghosh, P. K. (2017). Analysis of barriers to women entrepreneurship: The DEMATEL approach. *The Journal of Entrepreneurship*, 26 (2), 220-238.
3. Sharma, Y. (2013). Women entrepreneur in India. *IOSR Journal of Business and Management*, 15 (3), 9-14
4. Goyal, M., & Parkash, J. (2011). Women entrepreneurship in India-problems and prospects. *International journal of multidisciplinary research*, 1 (5), 195-207. [5] Garcia, P. O., & Capitán, Á. O. ([5] Vossenber, S. (2013). Women Entrepreneurship Promotion in Developing Countries: What explains the gender gap in entrepreneurship and how to close it. Maastricht School of Management

- Working Paper Series, 8 (1), 1-27. [8] Mathew, V. (2010).
5. Sarmistha Nandy¹ and Shalini Kumar² Global Journal of Finance and Management. ISSN 0975-6477 Volume 6, Number 9 (2014), pp. 967-976 © Research India Publications <http://www.ripublication.com> [7] DR. R. JAYANTHI 1 MAY 2019 8880 A Study about Entrepreneurship in India and Its Promotion under 'STARTUP INDIA' Scheme IRE Journals | Volume 2 Issue 11 | ISSN: 2456-8880
6. Dr.G. Yoganandan²,G. Gopal Selvam A STUDY ON CHALLENGES OF WOMEN ENTREPRENEURS IN INDIA International Journal of Innovative Research & Studies Volume 8, Issue III, MARCH/2018 ISSN NO: 2319-9725
7. S.K. Dhamija, —Women Entrepreneurs: Opportunities, Performance, Problems Deep Publications Pvt., Ltd., New Delhi, P – 9.
8. Vanita Yadav* and JeemolUnni Women entrepreneurship: research review and future directions Yadav and Unni Journal of Global Entrepreneurship Research (2016) 6:12 DOI 10.1186/s40497-016-0055-x.

Contraceptive Methods: Determinants of Use and Preference amongst Adolescent Girls

(A Cross Sectional Study of Indian and UK Adolescent Girls)

Dr. Geetanjali Sharma

Senior Clinical Fellow (Obstetrics and Gynaecology), John Redcliffe Hospital, Oxford, United Kingdom

Introduction

Contraception is defined as the intentional prevention of conception through the use of various devices, sexual practices, chemicals, drugs, or surgical procedures. Contraception (birth control) thus prevents pregnancy by interfering with the normal process of ovulation, fertilization, or implantation. Therefore, any device or act whose purpose is to prevent a woman from becoming pregnant can be considered as a contraceptive. In any social context effective contraception allows a couple to enjoy a physical relationship without fear of an unwanted pregnancy and ensures enough freedom to have children when desired. The aim is to achieve this with maximum comfort and privacy, at the same time minimum cost and side effects. Some barrier methods, like male and female condoms, also provide twin advantage of protection from sexually transmitted diseases (STD)

Adolescence is a period of key transitions in life within a short period of time. Chief among these transitions for many girls are menarche, start of sexual activity and hormonal as well as physical changes. Most adolescents begin their sexual activity without adequate knowledge

about sexuality or contraception or protection against STIs/HIV. In India, though adolescent marriages are very common in rural areas, the couple is less likely to use contraception than adults. Most women who marry young have the first child early. For unmarried adolescents it is sometimes impossible to access contraceptives and the sexual activity often results in unintended pregnancy. Whether married or unmarried, adolescents face potentially serious physical, psychological and social consequences from unprotected sexual intercourse, ranging from early and unwanted pregnancy and childbirth, unsafe abortion to STIs including HIV/AIDS. The consequences can also be far reaching and affect their entire life chances and options, especially in the case of girls.

Reproductive behaviour of adolescents has been a concern especially during recent decades. The fertility pattern and contraceptive use among adolescents help us to understand the implications for adolescent reproductive health in a society; it also gives insight to the future reproductive health situation as this group traverses through the reproductive span. Adolescence is a period of life that marks the transition from childhood to adulthood and

has been defined as a period of 10-19 years of age (WHO:2003). Adolescence is a critical link between the two most critical phases of life, and characterized by significant physical, psychological, and social transitions. These transitions not only pose new challenges, but also present opportunities to positively influence the immediate and future health of young people. India has the largest adolescent population in the world, 253 million, and every fifth person is between 10 to 19 years (Census of India: 2011).

Necessity for Contraception

Protection against Unwanted Pregnancy

A growing number of women and men of reproductive age wish to regulate their fertility and have fewer children. Contraception allows them to put off having children until their bodies are fully able to support a pregnancy. It can also prevent pregnancy for older people who face pregnancy-related risks. Contraceptive use reduces the need for abortion by preventing unwanted pregnancies.

Between the ages of 20 and 44, a fertile, sexually-active woman is potentially capable of giving birth about 12 times, even if she breastfeeds each baby for 1 year. To avoid the need for an abortion, she has to successfully practice birth control for 16–20 of her roughly 25 child-bearing years [AGI: 1999]. Couples are faced with conflicting goals of achieving satisfying sex life and keeping a small family, failure to do so results in unwanted pregnancy and abortions. When abortion seeking is risky, late or in the hands of unsafe providers or unhygienic conditions, it can lead to both reproductive morbidity and maternal mortality.

World over, if contraception is accessible and used consistently and correctly by women wanting to avoid pregnancy, maternal deaths would decline by an estimated 25–35% (WHO: 2007, World Bank: 2007).

Specific needs of Contraception in India

In India, the family planning program was implemented in 1952 as a national population policy to control the rapid growth of population and reduce poverty. Family planning is a pillar of safe motherhood and is now seen as a human right. It is a cost-effective and efficient method of reducing maternal morbidity and mortality. Contraceptive methods have had a considerable positive impact on maternal and infant health and population growth.

Initially, a number of modern methods were focused and later shifted toward male sterilization, but female sterilization became the main focus from late 1970. The uptake of female sterilisation has gone up to 38 per cent against 36 per cent in 2015-16. The uptake of injectable contraceptives, introduced in 2017, remains abysmally low at 0.6 per cent (NFHS-5: 2021). The increase in female sterilisation shows that the onus of family planning remains with women, with men not participating in the process and “shrugging responsibility.

NFHS-5 finds that there has been a significant increase in current use of any modern contraceptive method, which stands at 56.5 per cent in 2019-21 against 47.8 per cent in 2015-16. The share of condoms is 9.5 per cent against 5.6 per cent in 2015-16. But the increased use of modern contraception also means that the total unmet need for family

planning, which has been a major issue in the past, has come down to 9.4 per cent in 2019-21 against 12.9 per cent in 2015-16. It is less than 10 per cent for all states except Jharkhand (12 per cent), Arunachal Pradesh (13 per cent) and Uttar Pradesh (13 per cent).

When abortion seeking is risky, late or in the hands of unsafe providers or unhygienic conditions, it can lead to both reproductive morbidity and maternal mortality. World over, if contraception is accessible and used consistently and correctly by women wanting to avoid pregnancy, maternal deaths would decline by an estimated 25–35% (WHO: 2007, World Bank: 2007). In India, the surveys suggest that abortions are responsible for 10–20% of all maternal deaths [Chhabra & Nuna: 1994]. Women's age has been found to be significantly associated with unsafe abortion and abortion-related death. Younger women (≤ 24 years) were at a higher risk of unsafe abortion and risk of abortion-related death was highest among teenage women (15–19 years) (Yokoe & Choudhury: 2019). There is a need for awareness regarding effective contraceptive methods, their correct and consistent use.

Need for Protection Against Sexually Transmitted Diseases

In addition to unwanted pregnancies and related complications, there is robust evidence to demonstrate that adolescents and young adults are disproportionately affected by STIs including HIV (Puri et al: 2007). The transmissibility of several STIs and HIV/AIDS is greater from infected man to uninfected woman than the reverse [Washington et al: 1991]. The vagina offers a large mucosal

surface exposed to the partner's sexual secretions and a more conducive environment for microbial growth than the penile surface in men, therefore biologically, women are more vulnerable to STIs than men. Since the infected semen stays in the vagina for a while, a man can infect the woman more effectively. Also, semen contains higher concentration of virus than the woman's sexual secretions. Thus, men are twice more effective as transmitters of STIs than women.

STIs can cause long-term health problems, particularly in women and infants. Some of the health complications that arise from STIs include pelvic inflammatory disease, infertility, tubal or ectopic pregnancy, cervical cancer, and perinatal or congenital infections in infants born to infected mothers. Therefore, family planning amongst young population is an important issue and it is imperative to understand the current situation, as it can provide the information that is prudent to design the effective programmes and services.

Vulnerability of Adolescents

Adolescents and youth, together addressed as "young people", form the future building blocks of any society. They being most energetic and dynamic, tend to get involved in high-risk behaviours making themselves susceptible to criminal offences, accidents, physical injuries, emotional trauma, and medical problems - some of them extremely serious like transmission of human immunodeficiency virus (HIV). The concept of vulnerability is applicable to all the people who are more exposed to risks than their peers like the young people. As regards the vulnerability of younger women using

the contraception, usually younger women, married or unmarried, are less likely to be using contraception than older women, even in countries where contraceptive prevalence rate (CPR) is high (Blanc AK, Tsui AO, Croft TN, et al: 2007). The barriers that adolescents face in accessing contraceptives include the unexpected and unplanned nature of sexual activity, lack of information and knowledge about conception and contraceptives and their availability, fear of medical procedures, fear of judgemental attitudes of providers, fear of opposition from partner or parents and the pressure to have children.

At macro level, laws, regulations and social policies that determine the access to contraception, affect adult and adolescent women alike in terms of the types of contraceptives that are permitted for distribution or prescription. But at the micro level, there are differences between adolescents and adult women, in fertility level, maturity, knowledge, negotiation in sexual relations and experience, coupled with social expectations affecting their behavioural patterns, as they relate to contraceptive acceptance and use. This increases their vulnerability to unprotected sex and its adverse consequences manifold. Early sexual debut for adolescent girls means that chances of exposure to infections begin even before completing the process of physiological maturation. Though the systems have begun to function, the defense mechanisms are still evolving, particularly of the cervix. The cervical mucus acts as non-specific barrier for various ascending organisms in adult women.

Adolescents do not have the benefit of this mucosal defensive mechanism till several years after menarche (Pilot & Islam: 1994, Dehne & Riedner: 2005). This increases their susceptibility to infection up to six times compared to their adult counterparts, particularly gonorrhoea, chlamydia and HIV [Ramasubban: 2000]

Contraceptive Methods

Methods of contraception include oral contraceptive pills, implants, injectables, patches, vaginal rings, Intra uterine devices, condoms, male and female sterilization, lactational amenorrhea methods, withdrawal and fertility awareness-based methods. These methods have different mechanisms of action and effectiveness in preventing unintended pregnancy (Table-1). Effectiveness of methods, according to WHO, is measured by the number of pregnancies per 100 women using the method per year. WHO has classified the methods by their effectiveness as commonly used into: Very effective (0-0.9 pregnancies per 100 women); Effective (1-9 pregnancies per 100 women); Moderately effective (10-19 pregnancies per 100 women); Less effective (20 or more pregnancies per 100 women) (WHO: Family planning/contraception methods, 2019 accessed through <https://www.who.int/news-room/fact-sheets/detail/family-planning-contraception>)

Table 1: Mechanisms of action and effectiveness of contraceptive methods

S . No.	Method	How it works	Effectiveness: pregnancies per 100 women per year with consistent and correct use	Effectiveness: pregnancies per 100 women per year as commonly used
1	Combined oral contraceptives (COCs) or "the pill"	Prevents the release of eggs from the ovaries (ovulation)	0.3	7
2	Progestogen-only pills (POPs) or "the minipill"	Thickens cervical mucous to block sperm and egg from meeting and prevents ovulation	0.3	7
3	Implants	Thickens cervical mucous to blocks sperm and egg from meeting and prevents ovulation	0.1	0.1
4	Progestogen only injectables	Thickens cervical mucous to block sperm and egg from meeting and prevents ovulation	0.2	4
5	Monthly injectables or combined injectable contraceptives (CIC)	Prevents the release of eggs from the ovaries (ovulation)	0.05	3
6	Combined contraceptive patch and combined contraceptive vaginal ring (CVR)	Prevents the release of eggs from the ovaries (ovulation)	0.3 (for patch) 0.3 (for vaginal ring)	7 (for patch) 7 (for contraceptive vaginal ring)
7	Intrauterine device (IUD): copper containing	Copper component damages sperm and prevents it from meeting the egg	0.6	0.8
	Intrauterine device (IUD) levonorgestrel	Thickens cervical mucous to block sperm and egg from meeting	0.5	0.7
8	Male condoms	Forms a barrier to prevent sperm and egg from meeting	2	13
9	Female condoms	Forms a barrier to prevent sperm and egg from meeting	5	21
10	Male sterilization (Vasectomy)	Keeps sperm out of ejaculated semen	0.1	0.15
11	Female sterilization (tubal ligation)	Eggs are blocked from meeting sperm	0.5	0.5

Contraceptive Methods: Determinants of Use and Preference amongst...

12	Lactational amenorrhea method (LAM)	Prevents the release of eggs from the ovaries (ovulation)	0.9 (in six months)	2 (in six months)
13	Standard Days Method or SDM	Prevents pregnancy by avoiding unprotected vaginal sex during most fertile days.	5	12
14	Basal Body Temperature (BBT) Method	Prevents pregnancy by avoiding unprotected vaginal sex during fertile days.		
15	Two Day Method	Prevents pregnancy by avoiding unprotected vaginal sex during most fertile days.	4	14
16	Sympto-thermal Method	Prevents pregnancy by avoiding unprotected vaginal sex during most fertile	<1	2
17	Emergency contraception pills (ulipristal acetate 30 mg or levonorgestrel 1.5 mg)	Prevents or delays the release of eggs from the ovaries. Pills taken to prevent pregnancy up to 5 days after unprotected sex	< 1 for ulipristal acetate ECPs 1 Emergency contraception pills 2 for combined estrogen and progestin ECPs	
18	Calendar method or rhythm method	The couple prevents pregnancy by avoiding unprotected vaginal sex during the 1st and last estimated fertile days, by abstaining or using a condom.	Reliable effectiveness rates are not available	15
19	Withdrawal (coitus interruptus)	Tries to keep sperm out of the woman's body, preventing fertilization	4	Withdrawal (coitus interruptus)

Source: Family Planning: A Global Handbook for Providers. 2018 World Health Organization and Johns Hopkins Bloomberg School of Public Health.
<https://apps.who.int/iris/bitstream/handle/10665/260156/9780999203705eng.pdf?sequence=1>

Contraception Use in India: Current Scenario

NFHS-4 (2017) observed that knowledge of contraceptive methods is almost universal in India, with 99 percent of currently married women and men age 15-49 knowing at least one method of contraception. Forty-two percent of currently married women and 48 percent of currently married men know

about emergency contraception. Only one in seven currently married women and one in eight currently married men know about the lactational amenorrhoea method (LAM)

Overall, the contraceptive prevalence rate (CPR) is 54 percent of currently married women age 15-49. Almost half (48%) of currently married women use a modern method. Only 15 percent of currently married

women age 15-19 use a contraceptive method and 10 percent use a modern contraceptive method. Among sexually active, unmarried women age 15-49, about one-third (34%) use a contraceptive method and almost all of them (32%) use a modern contraceptive method (NFHS-4:2017). In five years between NFHS-4 (2015-16) and NFHS-5 (2019-20), use of modern contraceptives for family planning has increased from 47.8 per cent to 56.5 per cent (NFHS-5: 2021). While 30 of 36 states/UTs have shown an increase in contraception use, experts point out that improvement in Uttar Pradesh and Bihar's numbers have been particularly encouraging, given their large populations. In Bihar, Modern Contraceptive Prevalence Rate has almost doubled: from 23.3% in NFHS-4 to 44.4% in NFHS-5.

Patterns of Use by background characteristics

NFHS-4 and NFHS-5 reveal the following characteristics:

- Contraceptive use among currently married women rises with an increasing number of living children; from 8 percent of women with no living children to 36 percent of women with one child and 68 percent of women with three children
- By employment status, 44 percent of women who are not employed use a modern contraceptive method, compared with 60 percent of women who are employed for cash.
- Modern contraceptive use increases with wealth, from 36 percent of women in the lowest wealth quintile to 53 percent of women in the highest quintile
- Almost two-thirds (65%) of Sikh women and

Buddhist/Neo-Buddhist women use modern contraception, compared with 38 percent of Muslim women

- Half of the women who undergo sterilization have the operation by the age of 25.7 years, almost the same as in NFHS-3.
- Use of contraceptive methods is the lowest in Manipur, Bihar, and Meghalaya (24% each) and the highest in Punjab (76%). Among the states, a relatively low proportion of currently married women use contraceptive methods in all of the smaller states in the northeast region except for Sikkim and Tripura, as well as Goa. Among the union territories, the use of contraceptive methods is the lowest in Lakshadweep (30%) and the highest in Chandigarh (74%)

As regards the source of contraception use, NFHS-4 reveals that almost seven in 10 (69%) modern method contraceptive users obtained their method from the public health sector. The rest of the users of modern methods obtained their method from the private health sector including NGO or trust hospitals/clinics (24%) and other sources (6%), including shops, their husband, friends, and relatives. A lower proportion of urban users (58%) than rural users (76%) obtained their method from the public health sector. The public health sector is the major source of female and male sterilization and IUDs/PPIUDs, whereas the private health sector is the major source of pills, injectables, and condoms/Nirodhs.

As regards the Exposure to Family Planning Messages, NFHS-4 revealed that (a) About three-fourths (72 per cent) of women heard or saw a family planning message in the past few months (59% on television, 53% on a wall painting or hoarding, and only 18% on

radio), (b) Older women, women in rural areas, women with little or no schooling, Muslim women, scheduled tribe women, and women in the two lowest wealth quintiles have less exposure to family planning messages, (c) Exposure to family planning messages is slightly higher for men (76 per cent) than women (72 per cent). About three-fifths of men age 15-49 heard or saw a family planning message in the past few months on television (61%) or a wall painting or hoarding (59%). Men living in rural areas, having little or no schooling, Muslim and Christian men, men from scheduled tribes, and men in the two lowest wealth quintiles have more exposure to family planning, (d) Three in eight men believe that contraception is women's business and that man should not have to worry about it, and (e) Twenty percent of men believe that a woman who uses contraception may become promiscuous. About three-fifths (61%) of men reported that if a male condom is used correctly, it protects against pregnancy most of the time. An additional one-fourth of men said that a condom sometime protects against pregnancy if it is used correctly

Methodology used in the Cross-Section Study

This cross-sectional study aims to present a comparative analysis about the attributes like knowledge, attitudes, and practices as determinants of contraception amongst adolescent college students in urban India vis-à-vis behaviour as reflected by adolescent girls who visited hospital for other reasons but interviewed about their awareness and usage of contraceptive methods for planning their families in their reproductive life.

In India, the study was carried out at an undergraduate college situated in National Capital region of NCT, Delhi. The necessary permission from authority was obtained and students were informed about the purpose of the study and were assured that their responses would be treated confidentially and will be used only for research purposes. Respondents were also informed that their participation was entirely voluntary and that they were free to decline to answer any question. A predesigned, pre-tested, self-administered multiple response questionnaire was provided to the students. Questionnaire included question regarding sociodemographic characteristics including age, sex, education and occupation of parents, their knowledge, attitudes and practices about contraception and high-risk behaviour. In United Kingdom, awareness and usage of contraceptive methods identified by interviewing adolescents, using the same questionnaire, who visited the John Redcliffe Hospital, Oxford. The data collected was analysed with the help appropriate statistical techniques and methods.

Results and Discussion

The study observed the following trends according to the information furnished by the respondents in the pre-tested questionnaire provided to them in advance:

- About 98% of the Indian adolescent students had knowledge about family planning and 86% of them had heard about contraceptives and about sixty percent of them knew about the source of availability of contraceptives.
- As much as 80% of the respondents revealed that they had gained information about

contraception from the media – print and electronic – and very few that is around 20% came to know about the contraceptives from health personnel and remaining heard about them through friends and family members. This gives a clear indication that (a) personnel involved in health practices are not trained about the need and necessity of the propagation of contraceptive methods among the adolescents during their training programmes in family planning, and (b) discussing about contraception methods with the adolescents is still considered a taboo due to social constraints thereby creating an environment of hesitation to talk about them in Indian families particularly amongst lower-middle and those belonging to rural areas.

- Majority of the respondents, about 95% of those interviewed, knew about male condoms but only around 50% had knowledge about contraceptive pills. The knowledge and awareness about long-acting and permanent methods went down to further as low as on average 19 per cent.
- Around 41% were aware of emergency contraception and majority (over 90%) knew about hormonal pills. However out of those respondents who were aware of these methods knew very little about the correct use and benefits/risks of EC.
- Approximately 78 percent of the respondent students thought that contraceptive use was beneficial in planning their families, however, about 13 percent thought it otherwise but without assigning any reason for their belief. Thus, most of the respondents were willing to use some contraceptive method in the future, but only about 1/5th of them was confident and aware about the sources of different methods.
- As regards their knowledge and awareness about the most common methods of contraception, most of the respondents were

(past users 70 per cent and current users 48 per cent), were aware and confident about the male condoms followed by combined OC (17 percent). Around 27 percent of students had used emergency contraception during their reproductive age and contain their unplanned pregnancies. Those who responded have clearly revealed that male condoms are easily available over the counter, actively involved the male partner in contraception and confident about their protection from STDs.

- Almost all the respondents have highlighted the fact that the most common reasons for not using contraceptives were lack of availability/ lack of knowledge or that it would generally interfere with sexual pleasure. As regards the side effects of the various contraception methods, around 45 per cent respondent girls replied confirming that OCs could lead to obesity and 20 per cent of them were had the misnomer that using pills might even affect future fertility.

If we consider these findings in the perspectives of the outcomes of past surveys especially NFHS as well as past studies, it is observed that these findings were quite similar to these outcomes and results. Similar studies conducted in the past reveal almost similar observations:

- A study conducted on college students in Sikkim in 2009 revealed that most of them knew about condoms (85 per cent) and contraceptive pills (40 per cent) but knowledge about permanent methods and Cu-T was poor (average 12 per cent) (Renjhen and Gynecol: 2010)
- A study among women attending an urban health centre in Punjab from January 2011 to December 2011 with a sample size of 260 revealed that contraceptive prevalence was 53.84%. It measured the contraceptive

prevalence of permanent methods such as Tubectomy and Vasectomy which accounted for 4.23% and 1% respectively. Similarly, the prevalence of reversible methods of contraception was 41.6% for condoms, 28.4% for OCPs and 8.0% for IUDs. Among different religions, Hindus and Sikhs have shown almost same level of acceptance of family planning with 54.96% and 56.52% respectively (Balgir RS, et al: 2013). The study showed that the existing difference in socio-economic status acts as a major factor for determining acceptance of family planning services among the low socio-economic groups. Vasectomy method was also prevalent among the male population.

- Another glaring picture was divulged from a study conducted in a maternity home in Bangalore regarding family planning practices among women before adopting sterilization method. This cross-sectional study that was carried out among 399 tubectomy acceptors between November 2004 to November 2005 revealed that majority 295 (73.9%) of the study subjects had not practiced any method of contraception before they underwent sterilization (Srividya & Kumar: 2013).
- A Knowledge, Attitude and Practice (KAP) study carried out in All India Institute of Medical Sciences (AIIMS), out patient's department, Raipur regarding emergency contraceptive (EC) pills revealed that 56% of women had heard of EC pills but only 19.3% had ever used it. There was high level of misinformation and poor knowledge about the EC pills. This is so owing to limited and unreliable information disseminated by the electronic media which is the main source of information (Singh et al: 2014).
- In another KAP study conducted among 200 married women in obstetrics & gynaecology outpatient department (OPD), North Eastern

Indira Gandhi Regional Institute of Health & Medical Sciences, Shillong, Meghalaya revealed that 174 (87%) women had knowledge about contraceptive methods (Pegu et al: 2014). The main source of knowledge was health workers followed by media and social networks that accounted for 58.6%, 24.1% and 15.5% respectively. Despite a high level of knowledge majority of male (55.5%) and female (51.5%) showed negative attitude toward the acceptance of contraceptive methods. It was further observed that 76 (38%) of women were using any of the contraceptive methods; such as condom (38.2%) followed by oral contraceptive pills (27.6%), intra uterine contraceptive device (15.8%), etc

The responses given by the adolescents in United Kingdom, who visited hospital for other reasons but interviewed with the same questionnaire about the level of knowledge and awareness about the contraceptive practices, indicated the following trends:

- The cent percent participants were aware of different types of contraception and majority of them (more than 85 per cent) knew about the correct usage and confident about their availability. The most common methods used (past and current) included OCs (81 per cent) followed by male condoms.
- Thus, in the UK, the contraceptive pill and condom remain the two most commonly used methods of contraception by the women in their reproductive age. Office of National Statistics survey data (2008/2009) also confirmed these trends indicating that among women aged 16–29 years who were at risk of pregnancy, 78 per cent were using the contraceptive pill and/or the condom (46 per cent and 47 per cent, respectively, 15 per cent used both). (Office for National Statistics: 2008-09).

- Long-acting reversible methods of contraception (LARC) (i.e., the progestogen-only implant, injectable and intrauterine methods) are used by a minority of women (about 31 per cent) but there is a trend towards increasing use. Use of the progestogen-only injectable and implant was found to be greater in young women compared with older women (Office for National Statistics: 2008-09). Using the data from the Office of National Statistics, Lader and Hopkins (2007-08) observed that whilst 86 per cent of individuals aged 16-19 years had heard of emergency hormonal contraception, only 35 per cent had heard of the emergency intrauterine device (IUD).

A comparison in responses by Indian and English women further confirms the fact that the nature of rich & poor gap in contraceptive use is large because of their differences in standard of living, exposure to various contraceptive methods through health personnel, transfer of knowledge through friends and family members in the absence of any social constraints hampering such transfer of knowledge. The gap in the use of modern spacing methods which is more than four times higher amongst the UK's women might also be on account of minimal gap in the demand and supply of various methods, knowledge and awareness of their availability, confidence in their correct use and availability of family and health services support in case of an emergency without much questioning of the patients and placing under social embarrassments.

Conclusion and Observations for Policy/Family Planning Programme Analysis

The study quite clearly reveals that young women's choice of contraception may be

influenced by a number of factors: effectiveness, discreetness, safety, side effect profile, invasiveness, knowledge of the method, ease of use or how difficult it is to forget. The study broadly observed that the presence of mere knowledge about different forms of contraception does not necessarily translate into the correct attitude and practices. The presence of various myths around the use of different contraceptives amongst adolescents highlights the importance of providing the factual and evidence-based information to the young population to help them make an informed choice.

Future Intentions Regarding Contraceptive Use

Future intentions regarding contraceptive use were considered necessary for implementation of family planning programmes to identify potential groups of users and to provide the types of contraception that are likely to be in demand. Currently married women who were not using any contraceptive method at the time of the survey (including those who were pregnant at that time) were asked about their intentions to use a method in the future. If they intended to use a method, they were asked about their preferred method. Following observations were revealed by the responses of the adolescent girls:

- Among women who intend to use contraception, only one-third intend to use a method within the next 12 to 24 months but subject to the living children they will be having at that point of time and compulsion of employment, social structure of the family and the resistance of partner etc.

- The overall proportion of women who intend to use contraception at some time in the future does not differ greatly by residence, but the timing of intended future use is somewhat different for women in rural and urban areas. Twenty percent of women in rural areas intend to use contraception in the next 12 months compared with 24 percent in urban areas. Among women with one or more children, the proportion intending to use contraception after 12 months is higher in rural areas than in urban areas at each number of living children. One-third of rural as well as urban women who are currently non-users have no intention of using contraception any time in the future.
- Among the 52 percent of younger women who give reasons not related to fertility, 19 percent mention health concerns or concerns about side effects, 24 percent give other method-related reasons, and another 13 percent mention lack of knowledge. This suggests that improved information and improved quality of services could enhance the acceptance of the government's family welfare programme. Nevertheless, among younger women who are not using contraception, the desire to have as many children as possible remains the major reason for not intending to use contraception in the future.

It was also observed during discussions with Indian respondents that (a) there appears some type of stigma against terminal methods of contraception among women irrespective of their education, place of residence, and household standard of living although appears to decrease with the increase in the household standard of living and women's education. The stigma against terminal methods of contraception was seen to be most prevalent amongst Muslim women but it is also apparent among women of other religions belonging to households with low to very low standard of

living, (b) The contraceptive prevalence among women with one surviving child and belonging to households with average or below average standard of living is less than 25 percent. About one-third of this prevalence is accounted by the use of relatively inefficient traditional methods of contraception.

Unmet Need for Contraception

One of the most important challenges in bettering the adolescent reproductive health situation lies in meeting their unmet need for contraception. NFHS-4 observed that during 2015-16, unmet need for family planning among currently married women ranges from a low of 3 percent among women age 45-49 to a high of 22 percent among women age 15-24. Moreover, it pointed out that unmet need for family planning generally increases with increasing years of schooling, from 11 percent among currently married women with no schooling to 17 percent among those who have completed 12 or more years of schooling with widespread variations amongst socio-economic classes and geographical areas. The future situation of adolescent reproductive health seems to be bleak unless focused attempts are initiated to cater their needs. A study carried out in five states of the country has however revealed that there is substantial demand for contraception among young married women to postpone their first pregnancy but only a small proportion of these women use any contraception (Jejeebhoy, Santhya, and Xavier: 2014). It appears that young married women who are in the process of their family building do not have either the resolve to go for contraception to postpone the pregnancy or their resolve is road-blocked

by supply side factors. It is however not clear how much of the unmet need of contraception among young married women is due to the lack of resolve to practice contraception and how much of the unmet need is due to supply side factors.

Counselling

Adolescence is a critical period in an individual's life when at the threshold of adulthood, they experiment with new behaviours, and struggle with issues of independence, and peer group pressure. The first step towards counselling adolescents is to develop a rapport with them and also speak in a language they understand. A supportive and non-judgemental environment, where confidentiality is ensured, is essential but is easier said than done. Health-care providers need special training in sexuality counselling skills so that they can deal with the needs, concerns and problems of adolescents. They also need to overcome their own barriers about sexual behaviour, morality, etc. The special needs adolescents may have included bodily changes, information regarding 'Normal and abnormal' feelings and actions.

Counselling should cover responsible sexual behaviour and needs to be directed at both males and females. Male adolescents should be encouraged to share the responsibility for contraception and STI/HIV prevention with their female partners. While adolescents may choose to use any contraceptive method available to them, some may be more appropriate for a variety of social and behavioural reasons. Many of the needs and concerns of adolescents that affect their choice of a contraceptive method are similar to those

of adults seeking contraception. For example, using a method that does not require a daily regimen, such as oral contraceptive pills do, may be a more appropriate choice for an individual.

In helping an adolescent make a choice of which method to use, health-care providers must provide them with information about the methods, and help them consider their merits and demerits. In this way, they could guide their adolescent clients to make well-informed and voluntary choices of the method that is most suitable to their needs and circumstances (taking eligibility, practicality and legality into consideration). The information provided should address the following issues:

- Effectiveness of the method
- Information on protection against STIs/HIV
- Common side-effects of the method
- Potential health risks and benefits of the method
- Information on return to fertility after discontinuing use of the method
- Where the method can be obtained and how much it costs.

After a method is chosen, it is also important to discuss correct use of the method and follow-up information, such as signs and symptoms that would necessitate a return to the clinic. It is important to remember that even if married, adolescents may have other special information needs. They may be particularly concerned about their return to fertility after discontinuing use of a method. Most women would be under considerable pressure to have children, and

thus may want to keep their contraceptive use private from their spouse or in-laws.

Unmarried adolescents will be less likely to seek contraceptive services at health facilities because of the need for secrecy and fears that the staff may be hostile or judgemental. In addition, there is a need of contraceptive services for young generation that allow them to make informed choices about their bodies, protect their health and avoid unintended pregnancies, unsafe abortions and maternal death. These services must include non-judgmental contraceptive counselling, provision of the full spectrum of contraceptive options, and full information about correct method use, potential side effects and management of side effects. This requires commitment, high motivation, self-control and negotiation skills. For the unmarried, condoms alone or in combination with another method - are the best recommendation and are easily available. Adolescents who have been subjected to sexual coercion and abuse will require special care and support. Emergency contraception is part of a package of services that should be made available in such circumstances.

Health-care providers need to be sensitive to these issues. They must also be well aware of how to access the health and social services that these adolescents may need. Therefore, there is a need for training the health care professionals, especially in primary care for providing these services and carrying out sensitive counselling about safe sexual practices and contraception in adolescents. As the media and peers appear to be the main sources of information, it seems reasonable

to regularly organise formal and informal sessions by trained professionals at high school and college level to address the issue of safe sexual practices and contraception.

This study also reveals that adolescents in UK feel more confident and empowered about their contraceptive choices and their availability. The UK government has laid down the guidelines for health care professionals known as Fraser guidelines (FSRH: 2019) that outline the framework in which advice can be given to younger adolescents (under 16 years of age) about contraception and sexual health without parental consent. The introduction of these guidelines in 1980s lead to broader implications and established that a parent's authority and power to make decisions for their child is not absolute and their rights reduce as the child reaches the necessary maturity required to have a sufficient understanding and intelligence around the specific matter requiring a decision. However, the medical personnel need to be adequately trained to identify the individuals to be competent and mature enough to make such decisions about their health and understand the implications of their actions. Having said that, they also should be able to recognise and escalate to proper authorities/parents if there are safeguarding concerns as this subgroup of population can be extremely vulnerable.

Hence, it is crucial to develop services and train professionals sensitive to the needs and problems related to adolescent sexual health because failure to provide adolescent population with appropriate and timely information and help represents a missed opportunity for reducing the incidence of

unwanted pregnancy and STIs and their long-term consequences.

REFERENCES

1. Balgir RS, et al. Contraceptive practices adopted by women attending an urban health center in Punjab, India. *Int J Res Dev Health*. 2013;1(3):115-19.
2. Chhabra R, Nuna C. Abortion in India: an overview. New Delhi: Veerendra printers, Ford Foundation; 1994
3. Chaurasia, Aalok Ranjan, *Contraceptive Use in India: A Data Mining Approach*, Hindawi Publishing Corporation, International Journal of Population Research Volume 2014, <http://dx.doi.org/10.1155/2014/821436>
4. Cowan FM, Mindel A. Sexually transmitted diseases in children; adolescents. *Genitourin Med*. 1993;69(2):141-7. 9.
5. Dehne KL, Riedner G. Sexually transmitted infections among adolescents: the need for adequate health services. Geneva: World Health Organization; 2005.
6. FSRH (2019b) Contraceptive choices for young people (March 2010, amended May 2019). Faculty of Sexual and Reproductive Healthcare
7. Government of India, Ministry of Home Affairs, Office of the Registrar General and Census Commissioner, India. 2013. <https://www.loc.gov/item/lcwaN0017959/>.
8. Government of India, Ministry of Health and Family Welfare, India's 'Vision FP 2020'.
9. Government of India, Ministry of Health and Family Welfare, National Population Policy 2000.
10. International Institute for Population Sciences (IIPS) and Macro International. 2007. National Family Health Survey (NFHS-3), 2005-06, India: Key Findings. Mumbai: IIPS.
11. International Institute for Population Sciences (IIPS) and ICF. 2017. National Family Health Survey (NFHS-4), 2015-16: India. Mumbai: IIPS.
12. International Institute for Population Sciences (IIPS) and ICF. 2021. National Family Health Survey (NFHS-5), 2019-20: India. Mumbai: IIPS.
13. Jejeebhoy S. J., K. G. Santhya, and A. J. F. Xavier, "Demand for contraception to delay first pregnancy among young married women in India," *Studies in Family Planning*, vol. 45, no. 2, pp. 183-201, 2014.
14. Jissa Vinoda Thulaseedharan, Achutha Menon Center for Health Science Studies (AMCHSS), Contraceptive use and preferences of young married women in Kerala, India, *Open Access Journal of Contraception*, 2019, p. 1-10.
15. Lader D, Hopkins G. Contraception and Sexual Health 2007/2008. A Report on Research Using the National Statistics Omnibus Survey Produced on Behalf of the NHS Information Centre for Health and Social Care. London, UK: Office of National Statistics, 2008.
16. Lule E, Singh S, Chowdhury SA. Fertility regulation behaviour and their costs: contraception and unintended pregnancies in Africa and Eastern Europe and Central Asia. Washington: World Bank; 2007.
17. Office for National Statistics. Contraception and Sexual Health 2008/2009. 2009. http://www.statistics.gov.uk/downloads/theme_health/contra2008-9.pdf

18. Pegu B, Gaur BPS, Sharma N, Singh AS. Knowledge, attitude and practices of contraception among married women. *Int J Reprod Contracept Obstet Gynaecol*. 2014;3(2):385–88. doi:10.5455/2320-1770.ijrcog20140620.
19. Pilot P and Islam MQ. Sexually transmitted diseases in the 1990s: global epidemiology and challenges for control. *Sex Transm Dis*. 1994; 21(supp 2): S7–S13
20. Puri, S et al. Awareness of emergency contraception among female college students in Chandigarh, India. *Indian Journal of Medical Sciences Trust*. Jul-2007
21. Ramasubban R. Women's vulnerability: recent evidence on sexually transmitted infections. In: Ramasubban R, Jejeebhoy SJ, editors. *Women's Reproductive Health in India*. Jaipur: Rawat Publications; 2000. p. 280–330
22. Renjhen P. *J Turk Ger Gynecol Assoc*. 2010; 11(2): 78–81.
23. Roy S. Introduction of contraceptives in National Family Planning Programme: Injectable and Implants. *Health and Population- Perspectives and Issues*. 1983;6(1):3–22
24. Say R, Mansour D. Contraceptive choice for young people. *J Fam Plann Reprod Health Care* 2009; 35: 81–85.
25. Singh V, Thakur P, Nayak PK, Agrawal S. Knowledge attitude and practice (KAP) of emergency contraceptive pills among women of reproductive age group attending AIIMS OPD Raipur (C.G.) *Int J Adv Med*. 2014;1:105–12
26. Srividya V, Kumar J. Family planning practices prior to the acceptance of family planning: A study among women attending a maternity home in Bangalore. *Journal of clinical and diagnostic research*. 2013;7(8):1640–43
27. The Alan Guttmacher Institute (AGI). *Sharing responsibility: women, society and abortion worldwide*. New York: AGI; 1999.
28. Washington AE, Cates W, Wasserheit J. Preventing pelvic inflammatory disease. *JAMA*. 1991;266(4):2574–80.
29. WHO, UNICEF, UNFPA and The World Bank, 2007, *Maternal Mortality Estimates : 2005*.
30. World Health Organization. *Towards adulthood: exploring the sexual and reproductive health of adolescents in South Asia*. In: WHO, eds. *WHO Book*. New Delhi: World Health Organization; 2003: 1-242.
31. Yokoe R, Rowe R, Choudhury SS, et al. Unsafe abortion and abortion-related death among 1.8 million women in India, *BMJ Global Health* 2019;4:e001491.

ADR in Civil Procedure Code

Dr. Deepak Miglani

Assistant Professor , School of Law, Sushant
University Gurugram

Abstract

ADR system provide quick and accessible justice at a low cost by encouraging the disputant to solve matter outside the court. It offers alternative options for amicably resolving disputes. Of course , it is not intended to replace litigation. The Civil Procedure Code Amendment Act 1999 introduced Section 80 and Rules 1A to IC to Order X in Civil Procedure Code. After inserting these provisions, where it appears that the element of settlement exists the court is under obligation to call upon the parties at their option to chose any methods like arbitration, conciliation, Lok Adalat or mediation. In this paper we will discuss these provision in detail. We will also discuss the role of court in using these methods.

Key Words:- Alternative Dispute Resolution, CPC, Arbitration, Mediation, Conciliation, Lok Adalat and Negotiation etc.

Introduction

Delay in the administration of justice occurs at every stage of the trial. It increases the burden of the court. Due to this, the court does not function properly. Administration of justice has become a mockery. Courts are taking a long time to dispose of the case. Alternate Dispute resolution provides the mechanism of resolving the dispute outside the court with the help of third parties. ADR System is less formal in comparison with the judicial process. It tends to attain efficient settlement of economical cost. ADR makes a good scope for direction participation of disputants. It provides a straight and direct communication between the disputants. A higher degree of flexibility and informality makes the ADR system popular and effective. ADR methods is

used to resolve dispute like property, monetary, family, commercial, injunction matters and industrial etc.

Family Suits

Family is an important initial unit of society. The happiness of a society depends on its happiness. The social and moral values of a person are determined by the family itself, but today most of the cases pending in the courts are family disputes. It is necessary for the interest of society, if there is a family dispute, it should be resolved based on reconciliation. For this purpose, the High Court has set up mediation centers in each district in which disputes of mind are settled by talking and helping with both the parties. The only means for resolving family disputes is by compromise

and in this direction, the mediation centers located in the district court are playing their important role.

CPC^{1A} provides for mandatory settlement procedures in all matrimonial proceedings specially. The provisions of Order 32-A applies to all proceeding relating to matrimonial relief, declaration of the legitimacy of any person, guardianship, custody of minor, maintenance, adoption and succession etc.

The Court shall make an endeavor in the first instance to assist the parties in arriving at a settlement in respect of the subject-matter of the suit². When the feels the possibility of settlement in family disputes then the court may adjourn the proceedings to make the effective attempt of settlement. The Court is open to take assistance of welfare expert in arriving at settlement. The court will prefer the woman as welfare expert. The expert can be related to the parties and it also includes a person professionally engaged in promoting the welfare of the family³.

Section 89 and Consumer Forum

There is no reason of excluding its applicability on consumer forum. Section 89 is applicable to consumer forum. It can be duly invoked by the consumer forum. Even though strictly speaking the said provision is applicable only to civil courts, there is reason to exclude its applicability to Consumer Fora having regard to the object of the said provision and the object of the consumer protection law. Section 89 helps the parties to settle the dispute outside the court. Consumer forum is not like a court but

it is a authority where you can file application against deficient services or defective product⁴.

Examination of Parties by the court at First hearing (Order X) Rule 1 1A, 1B and 1C

The Court shall ascertain from each party or his pleader whether he admits or denies such allegations of fact at the first hearing of the suit. The Court shall record such admissions and denials⁵. After recording the admission and denials, the Court shall direct the parties to the suit to opt either mode of the settlement outside the Court as specified in sub-section (1) of Section 89. On the option of the parties, the Court shall fix the date of appearance before such forum or authority as may be opted by the parties⁶. Where a suit is referred, the parties shall appear before such forum or authority for conciliation of the suit⁷. When the presiding officer of conciliation forum or authority is satisfied that it would not be proper in the interest of justice to proceed with the matter further, then, it shall refer the matter again to the Court and direct the parties to appear before the Court on the day fixed by it⁸.

Section 89 of C.P.C .and Arbitration

Where a dispute has been referred for arbitration or conciliation, the provisions of the Arbitration and Conciliation Act, 1996 shall apply as if the proceedings for arbitration or conciliation were referred for settlement under the provisions of 1996 Act. Section 8 of the Arbitration and Conciliation Act 1996 deals with the power of the judicial authority to refer parties to arbitration where there is arbitration agreement.

Section 89 C.P.C. cannot be used to interpret section 8 of the Arbitration and Conciliation Act because section comes in operation when there is an arbitration agreement⁹.

A civil court exercising power under Section 89 of the Code cannot refer a suit to arbitration unless all the parties to the suit agree for such reference. When the court refers a matter to arbitration and conciliation, the court has to record the reason that the reference is by mutual consent. If the court refers the matter to any other ADR process, the court should briefly state the reasons have regard to the nature of the dispute¹⁰.

If a matter is referred for arbitration and conciliation, the provisions of the Arbitration and Conciliation Act 1996 shall apply. Thus, there is non-intervention by judiciary except to grant of interim relief. The rules of Code of Civil Procedure and Evidence Act are not applicable. A conciliator cannot disclose the information received by him from either party. If parties or agents make any statement in arbitration or conciliation proceedings, that statement is not admissible in evidence on the failure of proceedings.

After the admission and denial but before the framing of issues the court shall give instructions to the parties to the suit to choose either mode of the settlement outside the court mention in section 89 of CPC. When parties opt for any mode, then the court shall fix the date of appearance before the forum. Where there was no clause with regard to appointment of arbitrator in the agreement between parties to a dispute, it was held by the Uttarakhand High

Court that resort can be taken to alternative dispute resolution mechanism as contemplated by Section 89 of the Code. Consequently the matter was referred to a retired Judge for deciding the dispute¹¹.

Appointment of Court as an Arbitrator

The Government can not compel the court to arbitrate the matter between the parties. Section 89 of CPC does not compel the court to start arbitration in every case but it allow the court to make a reference either to arbitration or conciliation when there is possibility of settlement¹². Every is body is equal before the eyes of law. The court has to decide the dispute impartially. Government cannot direct the court in its function.

Lok Adalat

The basic feature of Lok Adalat are procedural flexibility and speedy trial of the disputes. The Parties to the dispute can directly interact with the judge through their counsel which is not possible in regular courts of law.

A matter can be referred to Lok Adalat either with the consent of the parties (ii) on an application of one of the parties (iii) where the court is satisfied that the matter is an appropriate one to be taken cognisance of by the Lok Adalat¹³. However no case shall be referred to Lok Adalat on an application of one of the parties, by the Court, without giving a reasonable opportunity of being heard to the parties.

The Legal Services Authorities Act, 1987 deals with the procedure of Lok Adalat¹⁴. Upon

agreement between parties and application of one of the parties, Court refers the matter to a Lok Adalat if satisfied that the matter is fit for such reference. Lok Adalats do not follow the procedure laid down in the Code of Civil Procedure or Evidence Act. It cannot negate the principles of natural justice and may adopt any fair procedure. Decisions of Lok Adalat are like a decree of the civil court. Civil which has the jurisdiction can execute the decisions of Lok Adalat. The award made by the Lok Adalat is final and binding on the parties and it has the status of a civil court and it is not non-appealable, which does not cause delay in the settlement of disputes finally.

Every award of the Lok Adalat shall be deemed to be a decree of Civil Court and court fees paid shall be refunded in the manner provided under the Court Fees Act 1870. Every award made by a Lok Adalat shall be final and binding on all the parties to the dispute, and no appeal shall lie to any court against the award¹⁵. The award cannot be challenged in appeal before the court. Judicial review cannot be invoked in such awards, especially on grounds amounting to a challenge to the factual findings or appraisal of evidence¹⁶. It can be challenged on very limited grounds¹⁷.

Mediation

In the mediation pending court case is sent to the lawyer appointed as a mediator for the mediation. It does not cost anything. Trained mediators sit with both parties at the mediation center and settle the dispute with mutual understanding and thus the dispute is settled. The decision is made by the parties only. The court or mediator does not impose

any decision on its behalf. If the case is not resolved by mediation, then the case is sent back to the court and the court hears the case. The disputants can save their time and money by bypassing their petty disputes and settling their cases before the mediator. Mediation is the technique to solve the dispute outside the court. It is decided by the parties themselves whether they want to settle their disputes with the mediator or not.

The mediator makes disputants aware of the process of the mediation. He meets with all the parties to get information about their dispute. He creates a better environment for settlement of the dispute among all parties. He also talks separately from each side when needed. While talking separately, each party puts all their issues before the mediator, they are kept confidential. After the settlement of the dispute, the mediator confirms the agreement with all the parties and explains the terms of the agreement. This agreement is recorded in writing, which is signed by all.

Parties must not litigate but mediate. If a dispute comes before the court, then the court tries to find out the possibilities of settlement. That matter may be referred to as a professional mediator. The mediator shall neither record reasons for the failure of arriving at a compromise nor communication the reasons for failure to the court¹⁸. If the mediation process is successful and the parties reach a compromise, then the court gives notice to the parties and shall effect a compromise by passing a decree following the terms of the compromise¹⁹. There is no question of debarring the court which refers the matter to mediation from hearing the matter again

when settlement does not arrive. Judges only see this question whether there could chance of settlement or not, only on this basis, the judge cannot be disqualified from hearing the matter again²⁰.

The court refer the matter to mediation for amicable settlement for disputes. The pendency of the mediation shall not interdict the trial of the case²¹. Mediators should know what kind of report they should send to the courts. If the mediation process succeeds in a dispute then the mediator should send the signed copy of the agreement by both parties to the court. But the mediator should not mention what transpired in reaching an agreement during the mediation process²².

Element of Compromise is the Discretion of the Parties

When a defendant appears in a suit and offers to compromise in a case, then an element of compromise exists but if the plaintiff rejects the offer of compromise in that situation the element of compromise can no longer be said to exist. In such a situation, the court makes no further effort to make the parties reach an amicable settlement of their dispute. It can not be said that the court has failed to exercise its discretion under section 89. In a situation of this kind, the court which is in seisin of the matter is the best judge of the matter and even if the revisional court happens to think that the trial court should have pursued the offer of compromise, notwithstanding the resistance offered, the revisional court will be slow to interfere, for, it is a rite that if two equally reasonable views are possible, the revisional

court will be slow to substitute its views in place of the views of the trial court²³.

No Court can compel any unwilling party to submit to arbitration and get the dispute settled. It is only when all the parties agree to get their dispute settled and express their intention in this regard before the court, that the Civil Court can formulate the terms of settlement and refer the dispute to arbitration²⁴.

A division bench of the Kerala High Court in a suit for partition of properties within in family, held that for settlement of dispute outside court, it is open to court to identify and segregate issues which can be settled in Alternative Dispute Resolution Mechanisms and which are to be adjudicated by the Court. Those segregated issues can be referred for settlement in one of the ADR mechanisms. Even if there is no agreement among defendants on all the issues referred for ADR by settlement, some of the defendants may satisfy the plaintiff and thus enter into a compromise²⁵.

Conclusion

ADR is an option within the judicial system which can be used to reduce work load of courts. It is regarded as dispute clearing tool.

Law is enacted for common man not for lawyers. Moreover it is written in very complicated language. People do not understand the law and indulge themselves in unnecessary litigation due to legal ignorance. Litigants treat the small problem due to legal ignorance. Main object of law is to give justice to people. The provision relating to ADR Methods has

been inserted in CPC. Courts are trying to use ADR methods at first instance but lots of things have to be done regarding this. Parties believe more on the advice of a lawyer. Litigant parties along with their advocate participate in mediation and Lok Adalat. Litigant tries to compromise but advocate try to stop of litigant till the realization of their fees. This tendency of lawyer many times creates hurdle in the success of ADR techniques. Provision should be made regarding stopping the presence of a lawyer in ADR methods. Government should allot more budgets for promoting ADR techniques to resolve their disputes. There is urgent need for separate body in our country to regulate and promote ADR methods. Now it is high to take a policy decision and determine criteria and qualifications for acting as negotiator, mediators, counsellors, arbitrators and conciliators etc.

REFERENCES

1. Alternative Dispute Resolution is hereinafter known as ADR.
1A Code of Civil Procedure 1908 is hereinafter know as CPC.
2. The Code of Civil Procedure 1908 (5 of 1908), Order 32-A Rule 3 levies a duty on the Court to make an effort of settlement by way of providing assistance where it is possible to do so.
3. *Id. at* Rule 4 provides that in discharge of conciliatory duty Court may take assistance of welfare expert who is engaged in promoting the welfare of the family.
4. *Bijoy Sinha Roy (Dead) by Legal Representative v Biswanath and Others* (2018) 13 SCC 224.
5. The Code of Civil Procedure 1908 (5 of 1908), Order 10 Rule 1.
6. *Id. at* Rule 1 A.
7. *Id. at* Rule 1 B.
8. *Id. at* Rule 1 C.
9. *Sukanya Holdings Pvt. Ltd. v. Jayesh H. Pandya*, AIR 2003 SC 2252.
10. *Afcons Infrastructure Ltd. v Cherian Varkey Construction Co (p) Ltd.* 2007 (1) Ker LJ 196. (2010) 8 SCC 24.
11. *Ramola Construction Co. v. Executive Officer, Nagar Panchayat, Muni-ki-Reti*, 2007(1) UC 345.
12. *K. Venkulu v State of A.P.*, AIR 2004 AP 85.
13. The Legal Services Authorities Act, 1987 (Act 39 of 1987), s. 20.
14. The Legal Services Authorities Act, 1987 is amended by Act 37 of 2002 which comes into effect from 1 June 2002, consequent to which sections 22 A-22E have been inserted. The inserted sections deal with pre-litigation conciliation and settlement.
15. *Supra* note 13, s. 21.
16. *P.T. Thomas v. Thomas Job*, (2005) 6 SCC 478.
17. *Bhargavi Constructions v. KothakapuMuthyam Reddy*, (2018) 13 SCC 480.
18. *Moti Ram v. Ashok Kumar*, (2011) 1 SCC 4660.
19. The Code of Civil Procedure 1908, Section 89(2)(d).
20. *Salem Advocate Bar Association v. Union of India* AIR 2005 SC 3353.

2. Soumitra Kumar Nahar v. Parul Nahar 2020 SC Online SC 207.
2. Moti Ram v. Ashok Kumar, (2011) 1 SCC 4660.
2. Supra note 20.
24. BOC India Ltd. Insant Sales Pvt. Ltd AIR 2007 Cal 275.
25. Ararammal Parkum, AB Ammal v Panangadan Vachali Saubhadra 2008(3) Ker LT 233

An Analysis of Eco-feministic perspective in Shashi Deshpande's writing

Dr. Nirmal Sharma

Assistant Professor in English SRMIST NCR
Campus, Modinagar

Ms Jyotsna Sharma

Research Scholar

Dr. Archana Mishra

Associate Professor Ginni Devi Modi Girls
PG College Modinagar

Abstract

Ecofeminism is gradually gaining ground as a critical tool for the analysis of the literary texts. Women writers' concern of Ecofeminism is that the use of nature to symbolize women or vice-versa and patriarchal paradigms. This paper is an analysis of the critical framework of Ecofeminism as applied to the literary writing of Shashi Deshpande. It seems to possess pre-dominant the consciousness of all thinking individuals. It is a truth universally acknowledged that ladies, who are physically and mentally equipped to perform on her with men, haven't only been denied existence as complete citizenry, but also denied of the chance to offer expression to their feelings, their thoughts and their anguish.

Keywords: Ecofeminism, women writers, consciousness, existence, expression.

Introduction:

Eco feminism, also called ecological feminism may be a branch of feminism that examines the connections between women and nature. Consistent with Oxford Advanced Learner's Dictionary, Ecofeminism is defined as a philosophical and political orientation and movement which mixes ecological concerns with feminist ones, regarding both as resulting from male domination of society. According to Webster's New World Encyclopaedia, "Ecofeminism may be a movement or theory that applies feminist principles and concepts to ecological issues". It is one among the sorts of feminism which has emanated

through the amalgamation of feminism and environmentalism. The term ecofeminism was coined by the Francoise d' Eaubonne in 1974. She used it "to call upon women to steer an ecological revolution to save lots of the planet" (Merchant 184). "Ecofeminism may be a movement that sees a connection between the exploitation and degradation of the wildlife and therefore the subordination and oppression of girls. It emerged within the mid-1970s alongside second-wave feminism and the green movement. Ecofeminism brings together elements of the feminist and green movements, while at an equivalent time offering a challenge to both. It takes from the green movement a

priority about the impact of human activities on the non-human world and from feminism the views of humanity as gendered in ways in which subordinate, exploit and oppress women. "Ecofeminism stresses on the way the character and ladies are treated by the patriarchal society. They studies foster how women and nature are wrongfully exploited by the lopsided rules of the society. The followers of Ecofeminism propagate to treat earth as sacred and to respect and save the world. Eco-feminists oppose the hierarchical data structure that grants power to men and allows for the exploitation of girls and nature. Eco-feminists consider the predicament of nature and ladies together and thus attempt to bring back for solutions to both. This manner of thinking developed into a branch of ecofeminism referred to as radical ecofeminism. The theorists who believe this contend that both woman and nature are negatively commoditised and therefore the patriarchal society is liable for this. Cultural eco-feminists, on the opposite hand, encourage an association between women and environment. They contend that ladies have a more intimate relationship with nature due to their gender roles (e.g., family nurturer and provider of food) and their biology (e.g., menstruation, pregnancy, and lactation). As a result, cultural eco-feminists believe that such associations allow women to be more sensitive to the sanctity and degradation of the environment. They suggest that this sensitivity need to be prized by society insofar because it establishes a more direct connection to the wildlife with which humans must coexist. Cultural ecofeminism also has roots in nature-based religions and goddess and religion as how of redeeming both the spirituality

of nature and women's instrument therein spirituality. The concept of connecting women with nature dates back to the times of ancient classical mythology. Nature is feminized because it is seen as possessing the same qualities as women at the time when most of the romantic writing was produced. Women were seen as being domestic, pious, moral, pure, gentle, kind, graceful, and beautiful; this was according to the nature of separate spheres: men and women were fundamentally different in terms of their characteristics as men were seen as hard-working, industrial, rational, strong, assertive, independent and proud; none of which is easily connected with nature. Therefore, nature was seen as the embodiment of all the characteristics that women possess and there are frequent references to this in literature.

Different Aspect of feminism:

Ecofeminism is one of the types of Feminism. Gender-based commitments and movements such as feminism have reached a new approach through the combination of feminism and environmentalism called Ecofeminism. Ecofeminism or ecological feminism combines eco-anarchism or bioregional democracy with a strong deal of feminism. It emerges in the 1970s. This movement leads many feminist researchers to review roles and relationships between women and nature in various fields, including literature. Eco-feminists are mentioned all women who compile feminist and ecological concerns in both formal and informal movements and don't necessarily identify themselves explicitly (Mellor, Feminism & Ecology 4).

"Ecofeminism is also a bio centric environmental movement, which concerns with cultural and social aspects. This movement believes that a relationship exists between the oppression of women and the degradation of nature." Consequently, it is better understood this, as a movement working against the interconnected oppressions of gender, race, class, and nature. Feminism had little concern for nature. It almost paid little or no attention to women, animals, or ecology. Whereas, ecofeminism emphasizes the importance of interrelationships between humans, non-human others (eg: animals), and the earth. Eco-feminists argue that a strong parallel exists between the male domination and subordination or oppression of women in families and society and the degradation of nature by similarly masculine attitudes and methods. As Catherine Roach observes, "Women are perceived to merge with nature, to be part of the nonhuman, surround and only semi-human. Similarly, nature is perceived as female, as a virgin resource to be exploited or raped, as sharing in woman's semi-human quality..."

Eco-feminists, or ecological feminists, are those feminists who analyse the interconnections between the status of women and the status of non-human nature. At the heart of this analysis are four central claims: (1) the oppression of women and the oppression of nature are interconnected; (2) these connections must be uncovered in order to know both the oppression of girls and therefore the oppression of nature; (3) feminist analysis must include ecological insights; and (4) a feminist perspective must be a neighbourhood of any proposed ecological solutions (Warren, 4). A closer look at each of these claims will illuminate the concerns of

ecofeminism.

The Oppression of Women and the Oppression of Nature Interconnected

One way to talk about the connections between women and nature is to describe the parallel ways they have been treated in Western patriarchal society. First, the traditional role of both women and nature has been instrumental (Plumwood, 120). Women's role has been to serve the needs and desires of men. Traditionally, women were not considered to have a life except in relation to a man, whether father, brother, husband, or son. Likewise, nonhuman nature has provided the resources to meet human needs for food, shelter, and recreation. Nature had no purpose except to provide for human wants. In both cases the instrumental role led to instrumental value. Women were valued to the extent that they fulfilled their role. Nature was valued in relation to human interests either in the present or the future. Women and nature had little or no meaning independent of men. A second parallel in the treatment of women and nature lies in the way the dominant thought has attempted "to impose sharp separation on a natural continuum" in order to maximize difference (Plumwood, 120). In other words, men are identified as strong and rational while women are seen as weak and emotional. In this division of traits those men who are sensitive and those women who are intellectually or athletically inclined are marginalized. They are overlooked in the typical (stereotypical) description of men as opposed to women. The same holds true for distinctions between what is human and what is not. The human being is conscious, the nonhuman plant or animal is

not; the human is able to plan for the future, to understand a present predicament, the nonhuman simply reacts to a situation out of instinct. These distinctions are drawn sharply in order to protect the privilege and place of those thought to be more important.

Ecofeminism, then, involves a thorough going analysis of the dualisms that structure patriarchal culture. In particular eco-feminists analyse the link between the oppression of women and of nature by focusing on the hierarchies established by mind/body, nature/culture, male/female, and human/nonhuman dualisms. The goal is to reconceptualise these relationships in non-hierarchical, non-patriarchal ways. In this way, eco-feminists envision a new way of seeing the world and strive toward a new way of living in the world as co-members of the ecological community. "In childhood a woman should be under her father's control, in youth under her husband's and when her husband is dead, under her sons, she should not have independence..." (The laws of Manu 5.148)

Traditionally Indian women have been treated as marginalized figures. They were represented as a spineless, wooden creature, subjected to male domination. The laws of Man dictated the position of women in the family and society. Women were never allowed to be independent and had to spend life under the authority of a man. The sublimation and suppression of natural desires and aspirations creates a deep struggle in women. The society which praises and adores the classic legends or epic like "Kannagi", "Savitri", "Sita" and so on, does not give a necessary respect to womanhood. In reality, a woman is always adopted as a

daughter, sister, mother and wife. She is not viewed as an individual or human beings. In "The Second Sex", Simon de Beauvoir, analysis of women subordination proceeded from the assumption, that men viewed women as fundamentally different from themselves. In being defined as "the other" women were reduced to the status of "the second sex". In spite, of the impact of western culture, these women remain stable with Indian sensibility and sentimentality. They are normally caged or confined to the traditional codes. They attempt to deviate or set free from the codes or set rules. But at last, they regain the position of the new typical Indian woman not of compulsion surrender, but of their own will of individuality. The position of woman has always reflected in the novels written by Indian women writers in English. They capture the intricacies of the problems of women caught between the two worlds of tradition and modernity. Mostly, they deal with women's suffering and the pathetic plight of women under male domination.

Relation between women and nature:

God has created human beings and nature without any bias. Due to various factors man made this discrimination. In the existing industrial development, women and nature are both subordinated by men. They are seen as inherent in the market economy which uses them both as possessions and resources. The concept of connecting women with the nature dates back to the times of ancient classical mythology. Nature is feminized because it is seen as possessing the same qualities as women at the time when most of the romantic writing was produced. According to sex-role theory women were seen as being domestic, pious,

moral, pure, gentle, kind, graceful and beautiful; this was according to the nature of separate spheres: men and women were fundamentally different in terms of their characteristics as men were seen as hardworking, industrial, rational, strong, assertive, independent and proud; none of which is easily connected with nature. Therefore, nature was seen as the embodiment of all the characteristics that women possess and there are frequent references to this in literature. Emotions play an important role in human mental life. These emotions represent a critical part of mental process, and human emotions are merely one particular manifestation of a more general phenomenon – which must be manifested in some way in the mind. There are a few universal emotions – including happiness, sadness and spiritual joy – which any intelligent system with finite computational resources is bound to experience, to an extent. And then there are many species-specific emotions, which in the case of humans include rage, joy and lust and other related feelings. Roger Fowler coined the term 'mind style' in 1977 and he says "mind style refers to any distinctive linguistic presentation of an individual mental self". (1977:103). In these novels the authors used various metaphors and similes to reflect the minds of the characters. In this chapter, we see how natural elements are used as an object to reflect the minds or the attitudes of Sarita's mother, Sarita and Renu to the readers. This clearly shows the relationship between women and nature.

Violence against Nature-the root cause for the sufferings of women:

Most eco-feminist would agree with the core

concept that the oppression or domination of women and the degradation or domination of nature are fundamentally connected. Both women and nature, as a result, are the victims of this male dominated society. This relationship has been shown in many literary works with different perspectives.

Globalization creates an elusive relationship between women and Nature. Many Women have now become a part of an industrialized economic system. In other words, they have become a part of the system that heavily exploits natural resources. Consequently, our ecosystem seems to have become worse day-by-day. The warming of the Earth is not the only environmental problem we find these days; air pollution, acid rain, and loss of species can be included in the long list. All these occur as a result of industrialization, which has rapidly exploited the amount of natural resources for two hundred years (Guterl and Underhill 48). However, in the structure of capitalism, women are extremely exploited in the same way as the natural resources. Although many have defined ecofeminism, most eco-feminists would agree with the concept that the oppression or domination of women and the degradation of nature are fundamentally interconnected. Both are the victims of patriarchal society. So in this novel there is one important incident, which shows the parallel relationship between the violence against nature and women. Sarita in "The Dark Holds No Terrors", the explosion of the factory is the root cause of her problems, because of this incident, her neighbours aware of her professional identity. This results in superior position to her husband and becomes the bread winner of her family. Her husband's sense of inferiority changes him in to a sadist.

Violence against nature = deforestation = construction of buildings, factories etc.,
=environmental problems.

Violence against women = Sarita's successful career (factory explosion-people aware of
her career identity) = her husband's ego = sadist tortures

The explosion of factory is the root cause of Sarita's problem. Construction of factories and industries is actually violence against nature. Here, in this novel Sarita, as a Doctor treated the people caught in the factory explosion. Because of this incident her neighbours become aware of her professional identity, the day she walks back in a blood stained coat, after treating victims of an accident. Instantly her profession achieves for her a position superior to Manu's. She is recognized and respected by the neighbours who came frequently to consult her. The respect that Saru gets disturbs the traditional equilibrium of the superior husband and inferior wife. Chapter VIII of the novel informs us about Saru's sexual tortures by Manu. Thereby, globalization creates an elusive relationship between Sarita and nature.

The more popular she becomes, family happiness declines, and Sarita's financial strength turns Manohar into a rapist at night, only to assert his potency and masculinity. His action humiliates Saru. The Indian society basically being the male-dominated society does not allow tolerance for a better woman even within a marriage. Manohar's sense of inferiority changes him into a sadist, who gets pleasure by insulting his wife, harassing and hurting her sexually. From outside it might seem like a successful marriage, as Saru says, but it might not be so really, like her own! But her case is not only a case of marital rape but

there is complexity in understanding the psyche of Saru. The 'rape' she endures every night with her husband, is the way she punishes herself, again brought on with a lot of guilt from her past and now combined with her doubts about her love for Manu, even her being ashamed of him. No matter how much love the man claims for his wife, when it comes to difference in earnings and status, he always expects that he has to be superior to her.

Eco-feministic perspective in Shashi Deshpande's writings

Shashi Deshpande's novels reveal her acute sensitivity to the problems involving women and her tremendous sympathy for ladies. She presents both the weaknesses and therefore the strengths of the ladies. The author portrays in her writings "the vulnerability of women. The power of women, the deviousness of women, the helplessness of women, and the courage of women". (Dhawan34)

Domination of nature was considered to mirror the domination of women in patriarchal paradigms. Ecofeminism therefore attempted to save the planet by creating awareness among women about environmental issues so that some concrete steps would be taken to avoid the fast-approaching abyss yawning threateningly to put an end to humanity. Since women bring forth new life, it was believed that they would be more successful

in ensuring its continuity and since nature is often linguistically and symbolically depicted as 'female', by saving the environment, women would also be establishing a concrete identity for themselves.

The Binding Vine explores important problems of our times. Deshpande's characters may be independent to some extent but are firmly bound by the shackles of tradition. Traditional Indian society follows the precepts of Manu. Manu does not grant a separate identity apart from which she as a daughter, a wife, a sister, or a mother. Mira was a woman stick to tradition. She was a traditional Indian wife. She looked after her husband. She was like a slave to him and she lived as an instrument for his sexual gratification. Rape is violence and it becomes worse when it occurs within the sanctity of wedlock. Mira wrote poems and she never published but kept in her box secretly. Her poems are her suppressed feelings and agonies which was expressed by Sushila Singh: Human experience has been synonymous with the masculine experience and with the result that the collective image of humanity has been one sided and incomplete. They have not been defined as a subject in her own right but merely has an entity that concerns man either in his earlier in his real life or his fantasy life.

The feminism, which started within the West within the 1960s, went an extended way in arresting the injustice administered to women. There had been an abundance of feminist writing which preceded and followed this movement, but there's much still left to be done to wipe out the age-old prejudices and misconceptions regarding women. Though Shashi Deshpande has emerged as a number

one woman novelist on the Indian literary horizon, and won the prestigious Sahitya Academy Award for her novel, *That Long Silence*, she has received the critical attention she deserves. The only book, *The Image of Woman within the Novels of Shashi Deshpande* by Sarabjit Sandhu, that has been published thus far gives only a quick account of the image of woman, the study being confined to the first novels of Deshpande.

Shashi Deshpande's writing belongs to the third phase of feminism, the feminine phase. Urmi is really a modern Indian woman because she stretches her hand towards other women like Mira, Sakuntai, Kalpana, and Vanna. Women are considered to be the weaker sex or the fair sex. In a patriarchal society they need no role to play except the role of wife and mother. Considering the whole world, women writers are comparatively less in number. But now they're strong enough to write down what they feel and knowledge. Many writers also as female have written about race, gender and other socio cultural issues. In west, women writers started writing for women from 18th century.

Conclusion

Thus the relationship between the women characters and natural elements resonate in this novel. It was found that Sashi Deshpande's "*The Dark Holds No Terrors*" could be profoundly reviewed and analyzed through ecofeminist perspective. This notion is clearly presented through the female character – Sarita, she illustrates that women and nature can be harmonious. It also shows a strong relationship between the oppression of women

and the degradation of the environment. Thus, the main aim of the paper is not only in nurturing the environment and depicting how the environment is degraded but also to create awareness among the people about the violence against the nature and also human beings (specially women). Thus women writing in Indian Fiction highlight the ambivalent relationship between woman and nature in their works and also interweaving various eco feminist theories and seeking solutions or possibilities for the empowerment and development of women and nature in their novels and have made significant contribution in Indian English literature.

Works Cited:

- Deshpandi, Sashi, *The Dark Holds No Terrors: A Novel*, New Delhi: Penguin Books, 1990.
- Deshpande, Shashi. 2008. *A Critical Elucidation*. Ed. Amar Nath Prasad. New Delhi: Sarup
- Book.
- Deshpande, Shashi. 2003. *Writing from the Margin and other Essays*. New Delhi: Penguin Book.
- *Ecofeminism: women, culture, nature*. Ed. Warren, Karen. Bloomington: Indian University
- Press, 1997
- Guha Ranjit, *Subaltern Studies V*. Oxford University Press P.276.
- Guterl, Fred, William Underhill. "Fate of the World: Tony Blair's Goal for the G8 Summit."
- Newsweek 11 Jul. 2005: 48-49.
- Mellor, Mary. *Capitalism Nature Socialism*. "Eco-feminism and eco-socialism: Dilemmas of essentialism and materialism". Volume 3, Issue 2, 1992. pp 43-62
- Murali S. 2008. ed. *Nature and Human Nature: Literature, Ecology and Meaning*. New Delhi: Prestige.
- Sandhu, Sarabjit. 1991. *The Image of Women in Novels of Shashi Deshpande*. New Delhi: Prestige Books.
- Selvamony, Nirmal. Nirmaldasan and Rayson K. Alex, 2007. Ed. *Essays in Ecocriticism*. New Delhi: Sarup & Sons.
- Shiva, Vandana. 2008. *Globalization and Its Fall out 'Neither Prosperity Nor Peace'*. Paper presented in national conference, New Delhi.
- Simone de Beauvoir, 1997. *The Second sex*, For H.M. Parshley. London: Vintage
- *The Hindu Woman: Life under the Laws of Manu*
- http://www.coursework.info/GCSE/Sociology/The_Hindu_Woman_Life_under_the_Laws_of_L810640.html
- www.the-criterion.com The Criterion: An International Journal in English ISSN 097
- www.the-criterion.com The Criterion: a world Journal in English ISSN 0976-8165 Vol. III. Issue. I I
- March 2012

Reflections on Indian and Australian Constitutionalism

Ms. Rashmi Singh Rana

Associate Professor, Department of Legal
Studies Banasthali Vidyapith, Newai,
Rajasthan.

Ms. Santosh Sharma

B.Com, LL.B 5th Year Banasthali
Vidyapith, Newai, Rajasthan

Abstract

A country may have its own constitution but it does not imply that constitutionalism is also flourishing there. The term constitution and constitutionalism reflects two different meaning. As per the scholars, Constitution entrusted with it the written and unwritten principles, which regulate the administration within a nation. On the other hand, 'Constitutionalism' refers to those values, ideas and principles that govern the government organs while performing their function and exercising their powers. These values are so inherent, that without which the spirit of constitution cannot be follows. In the general sense constitutionalism refers a government with limited power and it is antithesis of arbitrariness.

Professor Gerhard Casper recognized the descriptive and prescriptive usage of constitutionalism. In descriptive sense it often associated with struggle by historians for acknowledgment of common people's "right to consent" in constitution and establishment of state institutions as crucial aspect of constitution, and In prescriptive approach it concern with functioning of state functionaries in such a manner that it is ensure compliance with constitutional spirit. Therefore, constitutionalism describes both source of power and limitation on that power.

Once both India and Australia were British colonies, but after the independence, they adopted their own constitution, which has started to work in its own way. India has a unique experience with regard to constitutionalism. It has excellent administrative structure but excessive bureaucratization, pluralistic society and local politics, which often raise a question on constitutionalism. On the other hand Australian constitution emphasis on institutional arrangements for the purpose of protection of rights and it incorporates sufficient safeguards, which ensure collective decision making by politician.

The object of the paper is to provide a comparative analysis of Indian and Australian constitutionalism that will be useful to utilize the experiences of one country to promote the constitutionalism. In this paper, firstly researcher discusses the concept of constitutionalism in India and Australia. Researcher attempted to explore that how the concept of constitutionalism

is work and at what extent this concept is undermined in both the countries.

Keywords: Constitutionalism, Constitution, Descriptive and Prescriptive usage, Comparative Analysis, pluralistic society.

Introduction

The idea of constitutionalism is emerged through an evolutionary process. If we traces from the time of Aristotle, Plato, Roman Empire we found that constitutionalism was existed at that time also. Roman Legal System recognized it by making difference between the term *lex* and *jus* where *lex* means rule made by state within the boundary of law and *jus* means state made law should be just, reasonable and fair¹.

India, which has world largest written constitution, embodied the seeds of constitutionalism since ancient era. The Vedas, two epics The Ramayana and The Mahabharata, Manusmriti, Kautilya Arthashastra deals with a variety of system and provisions which explicitly contained in our present constitution such as the Vedas states that all human beings have right to equality in every aspect. In ancient time King (Raja) was considered as arbiter or Judge who should be impartial and unbiased to resolve the differences arising out between its people (praja). Therefore at that time also the concept of independence of judiciary was existed. King have larger responsibility towards its kingdom for welfare of the common people and the citizens also have some duties and rights. In Mahabharata, it is mentioned that king should work for the welfare of aged, Helpless, widows, lunatics, orphans, blinds, Pregnant women and for those suffering from

any calamities and disease, by fulfilling their necessities. Kautilaya stated that a man can be arrested if there is reasonable suspicion that he may commit serious crime but right from self-incrimination was also fundamental principle at that time also². At present time, our Constitution provides a mechanism for state functionaries to act in accordance with constitutional spirit.

In Common, law of England, the idea of constitutionalism has been taking its shape since the incorporation of *Magna Carta*, in which King John gave assurance to its citizens for their civil liberties³. On later stage, it grew continued through the eminent jurist such as Bracton who drew a line between law and government. King is the supreme in government but he had to act in accordance with law. After that, it emerged further by incorporating a document '*Bills of Rights*' in 1689, which acceded fundamental liberties of citizens in England⁴.

In United States of America, constitutionalism emerged in the form of constitutional guarantee of fundamental rights by making *Bills of Rights*, a part of Constitution. By its incorporation it puts emphasis on government to act in such a manner that no rights of citizens violated.

In Australia there is also civil liberties guaranteed by its constitution although its constitution does not have a separate chapter

on it but its constitution guides government functionaries while performing their function.

From above all illustrations, we can draw an idea that the phenomenon Constitutionalism is emerged in many countries through its constitution. Nevertheless, by this we cannot say that if a country has its constitution, constitutionalism is also flourishing there.

MEANING OF CONSTITUTIONALISM

As per modern political views, there is difference between constitution and constitutionalism. A country may have constitution but it cannot be guaranteed that constitutionalism is also thriving there. For instance:-in a nation where absolute rule of dictator is prevalent, there may be constitution but it may be possible that constitutionalism is not followed there⁵.

The term constitutionalism is made by combination of two words constitutional +ism which means philosophy of constitution. It regulates the function of state functionaries as per constitutional spirit.

According to law professor Schwartz in U.S.A. constitution can be defined as "a written organic instrument under which government powers are both conferred and circumscribed, he stated that this stress upon grant and limitation of authority is fundamental"⁶.

To explain the term 'constitutionalism' Professor Vile stressed upon that the "western institutional theorists have concerned themselves with the problems of ensuring the exercise of governmental power, which is

essential to the realization of values of their societies should be controlled in order that it should not itself be destructive of the values it was intended to promote"⁷.

Professor C.H. McILWAIN during his six lectures delivered at Cornell University in 1938-39 has defined the term constitutionalism in following words:-

"Constitutionalism has one essential quality; it is the antithesis of arbitrary rule; its opposite is despotic government, the government of will instead of law."⁸

He admitted the discretionary power of government in policy matters, he alliterated:-

"but the most ancient and most constant, and most eternal of the fundamental of true constitutionalism still remains what it has been almost from the beginning, the limitation of government by law."⁹

Another Professor Carl J. Friedrich defined constitutionalism in the sense of 'limited government' in following manner:-

"Constitutionalism is built on the simple proposition that the government is a set of activities organized by and operated on behalf of the people but subject to a series of restraints which attempts to ensure that power which is needed for such governance is not abused by those who are called upon to do the governing."¹⁰

As per N.W Barber constitutionalism is considered in positive and negative dimensions.

In negative aspects it sets limits on state but in positive sphere it also lays prominence on competent and efficient set of state institutions; able to serve the wellbeing of common people.¹¹

The concept of constitutionalism has not its limited application. In a democratic country it applies in every sphere of Government functionaries. Even Constitutionalism imposes duty on individual also to follow the guiding principles of constitution. In restrict sense constitutionalism is often associated with 'limited government', but in wider sense it enshrined all the ideas, patterns, principles, values which can inferred from constitution. Constitutionalism is regarded as a synonym to legal enforcement of constitutional limits or perhaps a subset of those limits; it is considered as necessary, desirable and a feature of constitutional order.¹²

USAGE OF CONSTITUTIONALISM:

The concept of constitutionalism has both prescriptive and descriptive approaches. Prof. Gerhard Casper summarized this aspect in terms that "Constitutionalism has both descriptive and prescriptive connotations, when used descriptively, it refers chiefly to the historical struggle for constitutional recognition of the people's right to consent and certain other rights, freedom and privileges. When used prescriptively, its meaning incorporates those features of government with the essential elements of Constitution"¹³

In descriptive sense it often associated with struggle by historians for acknowledgment of common people's "right to consent"

in constitution and establishment of state institutions as crucial aspect of constitution. For e.g. Law Professor Bernard Schwartz's seeks to outline the origins of the U.S.A. Bills of Rights.¹⁴

In *prescriptive approach* it concern with functioning of state functionaries in such a manner that it is ensure compliance with constitutional spirit. Therefore, constitutionalism describes source of power and limitation on that power also.

FUNDAMENTAL PRINCIPLES OF CONSTITUTIONALISM:

As per Hilaire Barnett constitutionalism governs the authority of government actions i.e. act in accordance with wide philosophical ideals. He suggested that constitutionalism enshrined separation of power, limited government, accountable and responsible government.¹⁵ Louis Henkins stated that rule of law, popular sovereignty, limited government, separation of powers, civilian control of military, independent judiciary are the essential pillars of constitutionalism¹⁶

Therefore, we can conclude that following are the essentials of constitutionalism:-

- 1) Popular Sovereignty (limited Government);
- 2) Separation of powers (Check and Balance);
- 3) Judicial Review;
- 4) Independence of Judiciary;
- 5) Rule of Law;
- 6) Federalism;

7) Civil Liberties;

1. Popular sovereignty

It means that government derives their power from public. In other words state cannot perform its functions until the public give their legitimate consent. The ultimate sovereignty lies in the nation. Popular sovereignty can be exercised either by way of free and fair election where public elect their representatives who performs functions as per will of the people. The other mechanism is the *Referendum* where a proposal having public importance referred to public for their views and suggestions. The term constitutionalism associated with the phenomena 'limited government', so the legitimacy of government act can be checked by popular sovereignty.

In India election are conducted in-between the specific intervals on the basis of universal adult franchise where common people choose their representatives as per their own will and candidates who won the election exercise their power keeping in mind the interest of common public. Therefore from this we can infer that in India popular sovereignty exist in the form of free and fair election.

In Australia also elections are conducted in between specific interval on the basis of adult franchise.

2. Separation of powers:

French philosopher Baron de Montesquieu described the concept 'separation of powers' in his book 'The Spirit of the Law' published in 1748. According to him, three organs of the government i.e. legislative, executive and

judiciary exercise different powers. Legislature has been entrusted with the function of making legislation for the well-being of citizens, executive has power to execute the enactment enacted by legislature and judiciary interpret the legislation if any ambiguity arises.¹⁷

Montesquieu gave this model after observing the British Constitutional system where there is separation of powers between monarch, judiciary and parliament.

In India: In India, there is separation of power between the executive, judiciary and legislative. Although it is not expressly mentioned in Constitution of India but from Article 50 of Constitution, which states that 'the state shall take steps to keep separate judiciary from executive in the public services of the state'¹⁸. Article 53(1) and 154(1) states that the executive power of union is vested in President and executive power of state is vested in governor of concerned state respectively. But in India absolute separation of powers is not existed as judiciary can encroach in the powers exercised by legislative by way of judicial review if the legislation does not meet the constitutional requirements. In some exceptional situations such as in case of Article 123 the President has legislative power to promulgate ordinance if situation mentioned in abovementioned article is fulfilled; same power is given to governor under article 213 of Constitution. The absolute application of doctrine of separation of power is not possible in Indian context because there is need to maintain check and balance.

Our Indian Constitution differs from Australian and American constitution in so far as in it there

is no express provision, which introduced the doctrine of separation of power by vesting the legislative, judicial and executive powers in different organs.¹⁹

In Australia: The Commonwealth of Australia Constitution Act 1900 introduced the concept of separation of powers by vesting three different powers in three different government organs. As per Sec.1 Parliament is authorized to exercise legislative powers of commonwealth. Sec. 61 states that the queen through her representative i.e. governor general are authorized to exercise the executive powers of commonwealth of Australia. According to sec. 71, the federal Supreme Court is entrusted to exercise judicial powers. Therefore unlike India, Australian Constitution firmly recognizes the doctrine of separation of power. The doctrine is applicable between executive legislative powers but here is one exception that executive has power to make subordinate legislation but it always remains under the control of legislature.²⁰

3. Judicial Review:

The constitution of any country is considered as a living document which adapts itself as per changing needs and requirements of people. This statement is also equally applicable in Indian constitution because when constitution was adopted there were different situations existed and today's era the needs of society have been completely changed. Judiciary has nurtured the provisions of constitution by exercising their power in the form of judicial review.

Origin:

The American Supreme court gave the concept of Judicial review in the famous case *Marbury vs. Madison*²¹ Chief Justice Marshall observed that "*The Constitution is either superior paramount law unchangeable by ordinary means or it is on a level with ordinary legislative acts, and like other acts is alterable when the legislature shall please to alter it...Certainly, all those who framed written constitution contemplate them as forming the fundamental and paramount law of the nation and, consequently, the theory of every such government must be that an act of legislature repugnant to the constitution is void. And further, "it is emphatically the province and duty of the judicial department to say what the law is"*".²²

Later it was enacted in American Constitution and later on it was adopted in India as a basic feature of constitution. According to *Black Law Dictionary* Judicial review means "*a court's power to review the action of other branches and levels of government especially the power to declare immediate legislative and executive actions as being unconstitutional*". Therefore it simply suggests that judiciary has power to declare any law as being unconstitutional if it does not tally with constitutional parameters.

In India: there are many provisions in Indian Constitution which deal with power of judicial review. Article 13(1) and 13(2) states that if any law whether pre constitutional and post constitutional is inconsistent with Part III i.e. Fundamental Rights can be declared as

void. Judicial review is weapon in the hands of judiciary to maintain check and balance on the legislative and administrative action. The word law has wider connotations under article 13 of Indian Constitution.

In Australia: the Australian legal system can be described as "government under the constitution". In Australia there is federalism which put stress on that the Australian parliament have power to legislate on the subjects which are listed such as trade and commerce, defense, taxation etc. and on residual matters state parliament have power to legislate. By this, we can infer that The Constitution of Commonwealth of Australia put limits on government's organs and binds them to comply with the limits. The Commonwealth of Australian Constitution Act 1900, clause 5 states that all laws enacted by Australian Parliament shall be binding on courts, common people and every part of commonwealth.²³ The power to check that whether the laws are in accordance with Australian Constitution is vested with High Courts of Australia.

The power of judicial review is not expressly set out in Australian Constitution but we can infer it from a case that is *Australian Communist Party v. Commonwealth*²⁴ where it is stated that the high court of Australia is the final arbiter of the constitution and general laws not the executive or Australian parliament.

4. Independence of Judiciary:

It is universally accepted that independent judiciary is one of the important pillar of the democratic country. Three features lies in a truly independent judiciary "first, judiciary

always remain impartial. Its decisions are not influenced by a judge's own personal interest. Second, judicial decisions are binding on all i.e. once it rendered are respected. Third, Judiciary always remains free from interferences.²⁵ The principle of independent judiciary is also recognized in international law such as The Universal Declaration of Human Rights, 1948, The International Covenant on civil and Political Rights 1966 all states that everyone is entitled for free and public hearing by an impartial and independent judicial tribunal established by law for determination of their civil rights, obligations or if there is any criminal charge against them. Judiciary play vital role in protecting rights of civilians in a nation. The term 'independence of judiciary' is not defined in any constitution but by different provisions of constitution we can infer it.

In India: at the time of framing of Constitution, constitutional framers were worried about the kind of judiciary, which our country should have. Dr. B.R. Ambedkar responded this concern in the following words: 'There can be no difference of opinion in the house that our judiciary must be both independent of the executive and must also is competent in it. And the question is how these two objects can be secured'.²⁶ There is a maxim '*ubi jus ibi remedium*' which means where there is a right, there is remedy also. The fundamental rights have no importance if there is no mechanism to enforce that, and independent judiciary is the mechanism. In India judiciary is considered as guardian for protecting fundamental rights conferred by part III of the Constitution. Many provisions are inserted in Indian Constitution, which reflects that Indian judiciary is independent which are as follows:

i) **Security of tenure:** Supreme Court and high court judges once appointed remains in office until they attain the age of retirement. In the case of judges of Supreme Court, the age of retirement is 65 years²⁷ and in the case of high court judges the age of retirement is 62 years. Therefore, they cannot remove from office until they reach to the age of retirement or on order of president on the ground of incapacity and proved misbehavior.²⁸

ii) **Salaries and Allowances of Judges:** the salaries and allowances are fixed by Parliament by law until provisions are not made on that behalf given as per second schedule of Constitution. Therefore, this also suggest the fact that our judiciary independent.

iii) **Jurisdictional powers of the court:** The Parliament can enhance the jurisdiction of the court by amendment in constitution but cannot curtail the jurisdictional powers of the court.

iv) **No discussion on the conduct of a judge in Parliament and state legislature:** There shall be no discussion on the conduct in parliament or in state legislature on the conduct of a judge.³⁰

v) **Court of record:** "Supreme Court and high court have power to punish for their contempt as well as contempt of subordinate courts".³¹

vi) **Separation of judiciary from executive:** Article 50 of the Constitution state that "state shall ensure to take steps to keep separate judiciary from executive".

From above all features mentioned in

constitution, we can conclude that Indian judiciary is independent.

In Australia: Chapter III of the commonwealth Constitution deals with the courts generally. In Australia, each state has their own constitution but they do not provide protection to territory or state judiciary to the same extent. Judicial independence is preserved in Australia as much as by conventions, agreements as by written law.

i) **Term of office:** The judge holds office till lifetime and cannot be removed except on order of Governor –General in council on the grounds of proved misbehavior and incapacity.³²

ii) **Salaries and Allowances:** The remuneration is fixed; it cannot be diminished during their term as judicial officer except in cases of any economic crises occur in the country.³³

iii) **Immunity from suit:** The judges are immune from suit because it affects their ability to deal with matter in effective and impartial manner. From abovementioned features we can infer that judiciary is also independent in Australia.

5. Rule of law:

Rule of Law is one of the important mechanisms to protect the democratic values of a country. This term coined by the professor A.V Dicey. According to him Rule of Law embodied three principles in itself which are following:

i) **Supremacy of law:** it provided the absolute supremacy of law which is opposed to arbitrary

power of government. It can understand as that a human being can be punished for breach of law not for anything else.

ii) Equality before law: It states that all are subject to ordinary jurisdiction of courts. Another meaning of it is that no one is above the law except the king who can do wrong. Every individual whether he is ordinary person or an official are subjects of rules of ordinary courts.

iii) Constitution is the result of the ordinary law of land: it states that in England the source of rights of an individual is not the written constitution but the rules enforced by judiciary i.e. it focuses on judge made law.³⁴

The first two principles are also applicable in India but the third principle is not applicable because source of individual rights are written constitution in India.

In India: The Indian constitution embodied the principle of rule of law in its constitution by several provisions. According to Prof. M.P Jain in modern democracies there are two derivatives of rule of law i.e. judicial review and individual liberties.³⁵ In India Prof. Dicey concept of rule of law has been accepted except his third principle that states the judge made laws are source of individual rights. Rule of law envisages 'the concept of government of law not of men'. In many landmark judgments, Supreme Court underlined the importance of rule of law by featuring it as basic feature of constitution.

*In Indira Nehru Gandhi v. Union of India,*³⁶ the Supreme Court held that Rule of law is the basic feature of constitution.

*In People Democratic Rights v. Union of India*³⁷, The Supreme court state that rule of law does not implies that law protection should only available to some fortunate ones rather than it implies that law protection should be available to all for protection of their civil and political rights.

Prof A.V. Dicey termed the concept of equality before under Article 14 of Constitution of India as Rule of law. Which states that 'the state shall not deny to any person equality before law or the equal protection of the laws within the territory of India'.

In Australia: there is federal form of government. State has their own constitution along with the constitution of Commonwealth of Australia Constitution Act, 1900. Australian Constitution does not specifically holds the provision of Rule of law but in the case of *Australian Communist Party v. Commonwealth*,³⁸ Justice Dixon of the Australian High Court interpreted the rule of law as unwritten 'assumption'; as bedrock of the Constitution of Australia.

Australian Apple Board v. Tonking. Justice Rich observed, "the legislative powers of parliament are not plenary, but are restricted to those conferred upon it by the constitution. It cannot free itself from such limitations imposed by the Constitution. It cannot free itself from such limitations or conditions;

only the process provided by s. 128 of the constitution can do that; nor can it decide itself whether a purported exercise of a power is valid; and if an exercise of a power involves any legal consequences prescribed by the constitution it cannot exempt itself from any of those consequences. The question whether an Act of the Federal Parliament is valid, and if so, whether it involves any and what legal consequences can be determined only by an exercise of the judicial review".

6. Federalism:

A country constitution can be divided either into federal or unitary feature. As unitary feature of Constitution, the power is vested with sole government, i.e. central government while on the other hand the federal feature of constitution implies on division of power between state and central government. Federalism is necessary for cooperation between state and Centre, which is known as cooperative federalism.

In India: there is division of power between states and Centre in India which specifically provided under constitution of India. Seventh Schedule of constitution provides three list Union List, State List and concurrent list. Parliament have exclusive power to make laws with respect to matters listed in union list, State legislature have power to make laws with respect to matters enumerated in state list and Parliament and State legislature both have powers to make laws in respect of matters listed in concurrent list.³⁹ If there is difference in laws enacted by state legislature and parliament with respect to matters enumerated in concurrent list, laws enacted by parliament shall prevail.⁴⁰

In India true federalism is not existed because sometimes such as in emergency provisions Union govt. acquired the whole power. due to this reason Prof. Wheare considered Indian Constitution as "Quasi federal in nature" and Prof Jennings calls it as "a federation with strong centralizing tendencies". The concept of concurrent list has been borrowed from Australian Constitution.

In Australia: there is federal constitution as well as state constitutions of every state in Australia. The Commonwealth of Australia Act 1900 prescribes 40 heads where federal government have power to make laws but this power is not exclusive as state government also have the powers to legislate in this heads concurrently.⁴¹ But some heads are of such nature due to other provisions of constitution where central government have exclusive power to make laws for example defense, external affairs etc. except union exclusive heads and concurrent state have exclusive power to legislate for example in the head of health, education, railways and other development associated activities. In case if any inconsistency is arises that state made law is invalid to the extent of inconsistency.⁴²

7. Civil liberties:

Civil liberties mean those basic freedoms, which are available to all citizens due to his birth as human being, and protected by Nation's Constitution. Civil liberties play an important role in overall development of an individual i.e. spiritual, moral and intellectual development. For the growth of any country civil liberties of its citizens must be protected by any legal instrument. These are recognized

as human rights at international level and Fundamental rights at nation level.

In India: civil liberties are incorporated in Indian constitution in the form of Part III (Art. 12-35) as fundamental rights. Indian adopted the American model of fundamental rights. These rights are essentials for preserving the individual identity as well as for overall personality development of an individual. These rights are basic to maintain a democratic order of a country. One essential feature of these rights is that they are not absolute but can be restricted by reasonable restrictions imposed by valid law. Reasonable restrictions are necessary to maintain balance between social interest and individual liberty. While emphasizing on importance of fundamental rights Justice Bhagwati in *Maneka Gandhi v Union of India*⁴³ remarked that "These fundamental rights represent the basic values cherished by the people of India since Vedic times and they are calculated to protect the dignity of the individual and create conditions in which every human being can develop his or her personality to the fullest extent. They weave a pattern of guarantee on the basic structure of human rights and impose negative obligations on the state not to encroach on individual liberty in his various dimensions".⁴⁴ In India there is remedy also for enforcement of fundamental rights by Supreme Court and High Court.⁴⁵ The concept of freedom of trade and commerce has been adopted from Australian Constitution.

In Australia: the Australian Constitution does not contain an explicit provision for civil liberties like in India Part III of the Constitution contain the provision of fundamental rights.

However, there are some rights are protected under its Constitution such as acquisition of property, right to trial by jury, trade and commerce etc. There was proposal on which discussion held to adopt American model for Australian bills of rights. But it was considered England inherited legal system adequately protects the rights and separate bills of rights is not necessary.⁴⁶

ROLE OF JUDICIARY IN PROMOTING CONSTITUTIONALISM:-

Judiciary plays a very important role in preserving constitutional values through its power of judicial review. Through various landmark judgements, Supreme Court underlined the importance of constitutionalism.

In *I.R. Coelho v. State of Tamil Nadu*,⁴⁷ the Supreme Court recognized the constitution as living document, which adapt itself as per changing requirements of society. Concept of constitutionalism is principle, which is legally, recognized by law describe the notion of limited government so it does not destroy the spirit of constitution upon which a democratic society has been built. The term constitutionalism includes the separation of power with necessary check and balance, an independent decision making body i.e. judiciary. the basic element of the principle of constitution is to protect basic civil liberties that is in the form of fundamental rights.

In *Rameshwar Prasad and others v. Union of India*,⁴⁸ the Supreme Court observed that The principle of constitutionalism is antithesis of absolutism. The constitutionalism lays its foundation on rule of law, which ensures the

supremacy of law. Constitutionalism is about aspirations and limits.

In *Government of NCT Delhi v. Union of India*,⁴⁹ the supreme court observed that the constitutional functionaries gave a greater sense of responsibility to preserve this credible instrument from which they derive their powers and authority as a natural corollary. They must nurture and cultivate a spirit of constitutionalism in which every action performed by them is governed by law and in accordance with the spirit of constitution.

In *Navtej Singh Johar v. Union of India*,⁵⁰ the Supreme Court again enlightened the transformative constitutionalism, which is summarized in following words: "Constitutionalism is the modern political equivalent to Raj dharma, The ancient Hindu concept that integrated law, religion, duty and sense of responsibilities. The verdict is a cornucopia of textual analysis, ancient and modern history, India's political history, philosophical reasoning and doctrinal application. Its deserve a rich tribute for its transformative constitutionalism".

Justice Deepak Mishra stated that "The notion of transformative constitutionalism has at its kernel a promise, oath and thirst to transform the society of India so as to hold therein, in letter and spirit, the ideals of justice, liberty, equality and fraternity as set outline of the Preamble to our Constitution. The expression 'transformative constitutionalism' can be best understood by embracing a realistic lens which will help in recognizing the realities of the current day. Transformations a singular term is totally opposed to something which

is static and dormant, rather it signifies transformation, alteration and the ability to metamorphose. Thus, the concept of transformative constitutionalism, which is an actuality with regard to all Constitutions and particularly so with regard to the Indian Constitution, is, as a matter of fact, the ability of the Constitution to adapt and transform with the changing needs of the times."⁵¹

He further in continuation of that stated that:

"Transformative constitutionalism not only includes within its wide border the recognition of the rights and dignity of individuals but also propagates the nurturing and growth of an environment in which every human being is bestowed with plenty of opportunities to develop socially, economically and politically. Discrimination of any kind strikes at the very foundation of any democratic society. When guided by transformative constitutionalism, the society is dissuaded from indulging in any form of discrimination so that the nation is guided towards a glorious future."⁵²

The Supreme Court viewed the constitutionalism in the form of transformative constitutionalism where they emphasis on non-discriminatory social, political and economic development of county and protecting civil and political rights of common people as basic tenets of constitutionalism.

CHALLENGES TO CONSTITUTIONALISM IN MODERN ERA:-

1) Stroke on civil liberties:

Civil liberties are fundamentals in any thriving

democracy and considered as essential principle of constitutionalism. Many countries in the world embodied civil liberties in their written constitution. The countries that do not have written constitution also protect civil liberties such as United Kingdom where *Bills of Rights* contain list of liberties and rights of common people of England.⁵³

In India: Since last some months, we witnessed decline in civil liberties. In *Democracy Index of 2019 released by Economic Intelligence Unit* India dropped 10 places and reached at rank of 51. India witnessed the second highest decline in civil liberties among 167 countries of the world. Economic Intelligence Unit measures five parameters for preparing annual Democracy Index, which are followings:

- 1) Electoral pluralism which include universal adult franchise, free and fair election and equality in campaigning opportunities etc.;
- 2) Governance, which includes government effective policy for welfare of citizens;
- 3) Political Participation (participation of women in election and their representation in parliament and state legislature, voters representation);
- 4) Political culture (Popular support for democracy) and;
- 5) The civil liberties, which includes (freedom of press and no restriction on internet use, freedom of peaceful protest etc.⁵⁴

The primary reason for declination in Democracy Index is restriction imposed in Jammu and Kashmir after scrapping of article 370 and ongoing protest against amended Citizenship Law.⁵⁵

Repeatedly and vibrant invocation of Section 144 of Code of Criminal Procedure, 1973 which authorizes the executive magistrate to issue prohibitory orders in case of danger is apprehended or nuisance is created⁵⁶ is also another blow on civil liberties. In recent times section 144 imposed in many areas of the country such as in Uttar Pradesh, in Bangalore, Delhi. Restrictions on internet access, on freedom of speech and expression, freedom of press, and on free movement in Jammu and Kashmir in the awake of government move of removing special status under Article 370 of Indian Constitution is masterstroke on civil liberties.

The Supreme Court also incase of *Anuradha Bhasinvs. Union of India*⁵⁷ ordered the government to review its order of restrictions in J & K and said that government cannot make blanket use of section 144 to curb liberties it should in proportionate to requirement of security of state and maintenance of public order however the court orders falls of its expectations at this point that it did not give order to the government for immediate restoration of civil liberties, neither it declared right to access internet as fundamental right. However, decision has a great impact for enforcement of civil liberties, which are essential for any vibrant democracy.⁵⁸

Indian Constitution protects expression of individual opinion, legitimate expression and reasonable dissent But here question is arise whether on expression of reasonable dissent invocation of Section 144 is justifiable. Therefore, the biggest responsibility of government is arising to maintain social

balance and individual liberty so that both can prosper simultaneously.

The Ex Raw (Research and Analysis Wing) Formis Tharakan while delivering his speech in *Seminar on international legal norms* put stressed on three measures which a government of country should take to protect its citizens which are as follows:-

- 1) Justification of restrictions publicly;
- 2) Putting restrictions in judicial review zone;
- 3) Putting sunset clause, which means that temporary, should not become permanent.

In Australia: Australian Constitution does not contain a separate chapter for civil liberties except few provisions like Fundamental rights in Indian Constitution. Therefore there is lack of constitution protection to civil liberties and in case of violation the civil liberties cannot enforced through judiciary as they are not specified in constitution. As per 2019 CIVICUS Monitor, which is global research collaboration works to track civil liberties among various nations of the world observed that Australia has been became from 'open country' to 'narrowed' for civil space.⁵⁹ It also observed that the erosion of civil liberties especially the freedom of press is in stress in Australia. Australian Government conducted raids in media organization, journalist's homes and the whistle blowers who are seeking to expose the public interest issues. They are booked and face prosecution under the Intelligence Service Act on the ground of security of the state. New laws have a very alarming effect on civil liberties especially on freedom of press and whistleblowers. Campaigns Director Tom Clarke of Human Rights Law

Centre put stressed on the need of a Human Rights Charter in Australia for protection of Civil liberties or fundamental rights from the oppression of government actions by limiting their action. Therefore this is a serious concern in Australia.⁶⁰

Therefore, for successful implementation of principles of constitutionalism it is necessary to assure the civil liberties of citizens.

2) Dubious Cooperative Federalism:

Federalism is a core principle of constitutionalism, which means division of powers between state, and Centre .A another phenomenon is emerged from this i.e. cooperative federalism which means the government at central level and state level work cooperatively and collectively to maximize the benefit of its policy for wellbeing of common people.

Indian government is considered s quasi federal in nature where division of powers between state and Centre with strong centralizing tendency. However, in recent times our country witnessed conflict between central and state government due to ideologies of different political parties. The most recent example of this is passing of resolution against Amended Citizenship Law by many state assemblies such as Punjab, Rajasthan and Kerala state Assembly etc.

As per Article 256 of Indian Constitution State is bound to ensure the compliance with the parliament enacted laws. Here the important issue is raises concerns that can the state legislature make reasonable dissent against union government enacted law. Kerala

government challenges the constitutionality of CAA under article 131 in Supreme Court based on violation of Fundamental rights and destroying the values of secularism, which is essential feature of pluralistic society.⁶¹ Therefore, it also raises the most vivacious issue before Supreme Court that if a state government has a legitimate expression of dissent, can it challenge the constitutionality of Centre enacted law or it will be considered as stroke on cooperative federalism. Decision of Supreme Court on this issue will be core impact on federalism that is indispensable principle of constitutionalism.

3) Failure of Legislature to legislate:

Doctrine of separation of power is well-established principle of constitutionalism. It states that there is division of powers between three organs of government. In India there is no absolute separation of power but partial separation of power is exercised here so that principle of check and balance can be ensured. As per doctrine of separation of power legislature is entrusted with the task of enactment of law. Indian Parliament is continuously failing to legislate in some areas where enactment of an effective legislation is need of the hour. The most prominent example of this is lack of efficient law to regulate incidents of mob lynching where people take law in their hands and killed a person sometimes based on suspicion that they are child lifters or cow smugglers. In spite of Supreme Court, comprehensive guidelines in a landmark case of *Tehseen S. Poonawala v. Union of India*⁶² the legislature had failed to perform its function.

In the case *Justice K.S. Puttaswamy v. Union of India*⁶³ The Supreme recognized right to privacy as fundamental right but legislature failed to enact a effective legislation to meet the requirement of protection of data in digital era. Cyber security is an important concern, which requires amendment in Information Technology Law as per increasing growth in the field of technology. Recently, Supreme Court gave the Judgment relating to electoral reforms in which it direct the candidate contesting election to publish in national and regional newspaper about their criminal records so public can be aware about the candidate background. The Supreme Court also directed the political party to give the justification that, why they gave ticket to a candidate who have criminal background leaving those who does not have so that public faith in responsible and accountable government can be maintained. Earlier also Supreme Court gave direction in various cases and requires amendment in The People of Representation Act 1951, but legislature also failed in this regard.

4) Blow on independent Judiciary:

Independent judiciary is considered as an important pillar of any democratic country. In above-mentioned discussions we witnessed various provisions in Australia and Indian Constitution, which secure the independency of judiciary, but there is one lacuna in appointment of judges in Australia where Governor-General in Council appoints the judges. This provision shows that executive have complete discretion to appoint judges which is not vigorous for independent judicial system.

CONCLUSION:

Constitutionalism is a philosophy that ensures that constitution does not only provide powers to various organs of government but also put limits on the power of government so misuse of power can be restricted. Constitutionalism implies the ideas, behavioral patterns, attitude, constitutional values that explicitly are not mentioned in constitution but impliedly guides the government organs while performing their functions. Thus, the constitutionalism does not have limited application but it incorporates in every sphere where functions are performed and state functionaries exercise powers. Constitutionalism has both prescriptive and descriptive usages. Rule of law, popular sovereignty, limited government, separation of power, judicial review, independent judiciary are some important principle tenets of constitutionalism. As British Government ruled India and Australia both in past, therefore both nations' constitutions have many similarities. In fact Australian Constitution derived from Commonwealth of Australian Act 1900, which was enacted by British Parliament in 1900 and came into force in 1901. Judiciary played a very important role in shaping the notion of constitutionalism. The Indian Judiciary termed Indian Constitutionalism as 'transformative Constitutionalism'. Nevertheless, in modern era there are burgeoning challenges to Constitutionalism due to excess of government power that required healthy discussions to solve these challenges.

REFERENCES

1. Mahendra Pal Singh, Constitutionalism in the Indian Comparative Perspective, NUJS LAW REVIEW (Feb 1, 2020, 5.30 PM), <http://nujslawreview.org/2019/07/25/constitutionalism-in-the-indian-comparative-perspective/>.
2. https://shodhganga.inflibnet.ac.in/bitstream/10603/45856/11/11_chapter%202.pdf (Feb 15, 2020, 4.45 PM)
3. DR. J.N. PANDEY, CONSTITUTIONAL LAW OF INDIA 60 (56th ed. Central Law Agency 2019)
4. Ibid at 60.
5. MP JAIN, INDIAN CONSTITUTIONAL LAW, 6 (7th ed. Lexis Nexis 2016).
6. BERNARD SCHWARTZ, CONSTITUTIONAL LAW: A TEXT BOOK, 1 (1972).
7. M.P JAIN, INDIAN CONSTITUTIONAL LAW 6 (7th ed. Lexis Nexis 2016)
8. C.H. McILWAIN, CONSTITUTIONALISM, ANCIENT AND MODERN 21-22 (Cornell University Press 1987)
9. Ibid, 22.
10. Mahendra Pal Singh, Constitutionalism in the Indian Comparative Perspective, NUJS LAW REVIEW (Feb 1, 2020, 5.35 PM) <http://nujslawreview.org/2019/07/25/constitutionalism-in-the-indian-comparative-perspective/>.
11. N.W BARBER, THE PRINCIPLES OF CONSTITUTIONALISM 2-3 (1st ed. Oxford University Press 2018).
12. N.W BARBER, THE PRINCIPLES OF CONSTITUTIONALISM 1 (1st ed. Oxford University Press 2018)
13. PROF. (Dr.) NUZHAT PARVEEN KHAN, COMPARATIVE CONSTITUTIONAL LAW 64 (2nd ed. Satyam Law International 2019).

14. Dr. Vijay Pal Singh, Constitutionalism (Feb 15, 2020, 5.10PM), https://www.academia.edu/40415135/Research_Paper_on_Constitutionalism.
15. HILAIRE BARNETT, CONSTITUTIONAL AND ADMINISTRATIVE LAW 6 (4th ed. Cavendish Publishing Limited 2002).
16. MICHEL ROSENFELD, CONSTITUTIONALISM IDENTITY, DIFFERENCE AND LEGITIMACY: THEORETICAL PERSPECTIVE 4042 (Duke University Press, 1994).
17. Dr. J.J.R UPADHAYA, ADMINISTRATIVE LAW 45-46 (11th ed. Central law agency, 2019)
18. INDIAN CONSTITUTION, art.50.
19. PROF. Dr. NUZHAT PARVEEN KHAN, COMPARATIVE CONSTITUTIONAL LAW 291 (2nd ed. Satyam Law International, 2019).
20. Ibid, 283-284.
21. 2 L Ed 60: 5 US (1 Cranch) 137 (1803).
22. DR. J.N. PANDEY, CONSTITUTIONAL LAW OF INDIA 29 (56th ed. Central Law Agency 2019).
23. PROF. Dr. NUZHAT PARVEEN KHAN, COMPARATIVE CONSTITUTIONAL LAW 303 (2nd ed. Satyam Law International, 2019).
24. (1951) 83 CLR 1.
25. PROF. Dr. NUZHAT PARVEEN KHAN, COMPARATIVE CONSTITUTIONAL LAW 254 (2nd ed. Satyam Law International, 2019).
26. Ibid 270.
27. INDIAN CONSTITUTION art.124 cl.2.
28. INDIAN CONSTITUTION art. 217 cl.1.
29. INDIAN CONSTITUTION art. 124 cl. 4.
30. INDIAN CONSTITUTION art.211 & art. 121.
31. INDIAN CONSTITUTION art 129 & art 215.
32. Commonwealth of Australia Constitution Act 1900, S. 72 Cl. (ii).
33. Commonwealth of Australia Constitution Act 1900, S.72 Cl.(iii).
34. DR. J.N. PANDEY, CONSTITUTIONAL LAW OF INDIA 84 (56th ed. Central Law Agency 2019)
35. MPJAIN, THE INDIAN CONSTITUTIONAL LAW 7 (7th ed. Lexis Nexis, 2016)
36. AIR 1975 SC 2299.
37. AIR 1982 SC 1476.
38. (1950) 83 CLR 1 at 193.
39. INDIAN CONSTITUTION art. 245.
40. INDIAN CONSTITUTION art.254 cl.1.
41. The Commonwealth of Australia Act 1900 Sec. 51.
42. Ibid Sec. 109.
43. AIR 1987 SC 619.
44. DR. JN PANDEY, CONSTITUTIONAL LAW OF INDIA 61 (56th ed. Central Law Agency, 2019).
45. INDIAN CONSTITUTION art.32 & art 226.
46. PROF (DR.) NUZHAT PRAVEEN KHAN, COMPARATIVE CONSTITUTIONAL LAW 375 (2nd ed. Satyam Law Agency, 2019).
47. AIR 2007 SC 861.
48. (2006) 2 SCC 1.
49. (2018) 8 SCC 501.
50. AIR 2018 SC 4321.

51. Mahendra Pal Singh, Constitutionalism In the Indian Comparative Perspective, NUJS LAW REVIEW (Feb 18,2020,3.30PM),<http://nujlawreview.org/2019/07/25/constitutionalism-in-the-indian-comparative-perspective/>
52. Ibid
53. DR J.N. PANDEY, CONSTITUTIONAL LAW OF INDIA 60 (56th ed. Central Law Agency, 2019)
54. Report of Economic Intelligence Unit (Feb 18, 2020, 4.00 PM) <http://www.eiu.com/>.
55. Vignesh Radhakrishnan and Srravya C., How has The State of Democracy in India changed since 2008?, THE HINDU , January 23 , 2020 at 9.
56. Code of Criminal Procedure 1973, S. 144.
57. Decided by Supreme Court on 09.01.2020(Feb 18, 2020, 4.09 PM)<https://www.thehindu.com/opinion/lead/a-net-verdict-that-falls-short-of-expectations/article30601655.ece>.
58. Suhrith Parthasarathy, A Net Verdict that falls short of Expectations, THE HINDU, January 20, 2020, at 8.
59. <https://www.theguardian.com/world/2019/dec/07/australias-civil-rights-rating-downgraded-as-report-finds-world-becoming-less-free> (Feb 18, 2020 ,6.15 PM)
60. Ibid.
61. K Venkataramanan, Can States Challenge the Validity of Central Law?, THE HINDU, January 19,2020 at 12.
62. AIR 2018 SC 3354.
63. AIR 2017 SC 4161.

A study of Academic Stress Adjustment of the Prospective Teacher

Dr. Priyanka Rani

Assistant Professor Modern College
of Professional Studies Mohan Nagar,
Ghaziabad

Abstract

The purpose of this study is to look at the academic stress and adjustment of aspiring teachers who are doing their B.Ed. The major goal of the study was to see if there was a significant difference in academic stress and adjustment among potential instructors based on some demographic variables such as gender and age. One of the study's key goals was to determine the association between academic stress and potential teacher adjustment. The study's findings have significant implications for educational planners, thinkers, demographers, teachers, psychologists, counsellors, educators, administrators, and policymakers, particularly those concerned with improving the quality of future teachers. The current study has provided a clear picture of the current situation in order to assist in identifying the factors that cause academic stress and problems related to adjustment in prospective teachers, as well as how to deal with them in order to develop a harmonious relationship between academic stress, adjustment, and achievement motivation, and ultimately improve student-teacher performance. It is suggested that more research be done to broaden and clarify the study's findings.

Keywords: Academic Stress, Adjustment Prospective Teachers, B.Ed. Students, Student-Teachers

Introduction

As we know that teacher education is highly demanding and for the prospective teachers it is a challenging life transition in their development. This change has been linked to a considerable deal of stress and adjustment issues, and consequently places significant demands on them. These factors, along with a variety of other potential grownup issues, may have a significant impact on future teachers' accomplishment drive. Because

there are few empirical studies of this nature in India, the findings and implications of this study are expected to be extremely useful to teacher education institutions, educational practitioners, parents, and teacher trainees. Understanding the stress encountered by prospective teachers will enable teacher education institutions and policymakers to establish tactics and techniques for intervention to successfully cope with it and maximize student academic progress in general. Furthermore, the study will be valuable in

determining to what extent teacher trainees have good adjustment skills, so that effective efforts can be made to improve them when adjustment is lacking. The new study's findings and consequences are expected to be important in building on and expanding earlier research in the field, as well as filling a vacuum in empirical work. Finally, the findings of this study will point future researchers in this field in the right direction.

Statement of the problem

"A Study of Academic Stress Adjustment of the Prospective Teachers"

Operational definition of term

1. **Academic Stress** – Academic stress refers to mental and emotional pressure that occurs due to the demands of school and college life. Operationally, Academic Stress is defined as the scores obtained by an individual in Scale for Assessing Academic Stress (SAAS) developed by Uday Kumar Sinha, Vibha Sharma and Mahender K. Nepal (2003) and adapted by the investigator.
2. **Adjustment** – any response to external life strains that serves to prevent, avoid and control external distress. Operationally, Adjustment is defined as the scores obtained by an individual in Adjustment Inventory for College Students (AICS) constructed by the investigator.
3. **Prospective Teacher** – The student-teachers who are pursuing their B.Ed. course in different colleges of education.

Literature Review

Ramu (2020) has conducted a research which entitled as "Academic stress and adjustment levels of intermediate students in Nellore

district of Andhra Pradesh". The sample adopted of 400 students studying in different government and private intermediate colleges. Stratified random sampling technique was adopted. Statistics techniques like mean, standard deviation, t-test, ANOVA and Pearson's product moment correlation were used to interpret the data. A significant difference in academic stress was interpreted in reference to gender, medium of instruction and type of family. There was a significant difference in adjustment too with respect to gender and medium of instruction. However, no significant difference in adjustment was interpreted in reference to type of family.

Brar (2019) has conducted a research which entitled as "To evaluate the relationship between adjustment and spiritual intelligence among adolescents". A sample of 300 students of Ludhiana district in Punjab was adopted. Normative survey method was adopted for the investigation. For interpretation of data, statistical techniques mean, standard deviation, correlation and t-test were used. A significant difference was interpreted in adjustment of adolescents in reference to gender whereas no significant difference was interpreted in their spiritual intelligence. Moreover, a significant positive relationship was interpreted between adjustment and spiritual intelligence among adolescents.

Patel (2018) has conducted a research "A comparative study of personality and achievement motivation of the college students with reference to their faculty, gender and medium differences". The sample was taken from different colleges of Ahmadabad city affiliated to the Gujarat University. There is

no significant difference in the achievement motivation of college students in reference to their faculty or stream and gender was found. Even, there is a significant difference was interpreted in achievement motivation of college students in reference to medium of instruction and the level of achievement motivation has been found more in English medium students in comparison to the other ones.

Need and significance of the study

It is commonly recognised that teacher education is extremely demanding, and that it is a difficult life adjustment for aspiring teachers. This transition has been successful. It's been discovered that it's linked to a lot of stress and adjustment issues. As a result, they are put under a lot of pressure. These, along with a variety of other factors, Adulthood's potential troubles may have a significant impact on the child.

The research will be important to determine the amount to which teacher trainees possess the quality of adjustment; and, if adjustment is poor, effective efforts can be done to improve it. The new study's findings and consequences are expected to be important in building on and expanding earlier research in the field, as well as filling a vacuum in empirical work. Finally, the findings of this study will point future researchers in this field in the right direction.

Research objectives

Following are the main objectives of the study.

1. To find the level of academic stress among

prospective teachers.

2. To find the level of adjustment among prospective teachers.
3. To find the significant difference in academic stress of prospective teachers with respect to gender.
4. To find the significant difference in academic stress of prospective teachers with respect to age.
5. To find the significant difference in adjustment of prospective teachers with respect to gender.
6. To find the significant difference in adjustment of prospective teachers with respect to age.
7. To find the relationship between academic stress and adjustment of prospective teachers.

Null hypotheses

Following are the null hypotheses of the study.

1. There is no significant difference in academic stress of prospective teachers with respect to gender.
2. There is no significant difference in academic stress of prospective teachers with respect to age.
3. There is no significant difference in adjustment of prospective teachers with respect to gender.
4. There is no significant difference in adjustment of prospective teachers with respect to age.
5. There is no significant relationship between academic stress and adjustment level of prospective teachers.

Population

The population of the present study consists of the B.Ed. students from different Colleges

of Education in the Ghaziabad district of Uttar Pradesh.

Sample

The present study consists of sample of 257 prospective teachers who were pursuing B.Ed. course from different Colleges of Education in Ghaziabad at the time of data collection.

Sampling Technique

The researcher first applied random sampling method on each group for selection of colleges and departments of education for proper representation. After that four Colleges of Education of Ghaziabad district were selected where students can pursue their B.Ed. course. The demographic variables taken by the researcher, into which the samples have been divided, are gender, age on the basis of stratified sampling. Male respondent are 79 and female respondent are 178, were selected.

Tool used

For the present study, the investigator used the following four tools.

1. Personal Data Sheet (PDS)
2. Scale for Assessing Academic Stress (SAAS)
3. Adjustment Inventory for College Students (AICS)

Delimitations of the study

Following are the delimitations of the study:

1. The sample of the study is limited to 257 only.

2. The study is limited to the city of Ghaziabad only.
3. The study is limited to seven Colleges of Education only.
4. The study is limited to only four demographic variables, namely, gender and age.

Findings

1. It was observed that 17.48% of B.Ed. students have high academic stress level, 68.54% of B.Ed. students have moderate academic stress level while 13.98% have low level of academic stress.
2. It was observed that 15.92% of B.Ed. students have high adjustment level, 68.93% of B.Ed. students have moderate adjustment level while 15.15% have low level of adjustment.
3. 16.67% of male prospective teachers have high level of academic stress, 67.95% have moderate and 15.38% have low level of academic stress. While 15.6% female prospective teachers have high, 69.08% have moderate and 15.32% have low level of academic stress.
4. 16.46% B.Ed. students belonging to 25 years or below age group have high, 66.15% have moderate and 17.39% have low level of academic stress. While, 17.62% B.Ed. students belonging to above 25 years age group have high, 68.39% have moderate and 13.99% have low level of academic stress.
5. 15.38% of male prospective teachers have high level of adjustment, 69.24% have moderate and 15.38% have low level of adjustment. While 16.15% female prospective teachers have high, 68.25% have moderate and 15.6% have low level of adjustment.
6. 17.7% B.Ed. students belonging to 25 years or below age group have high, 67.39% have

A. study of Academic Stress Adjustment of the Prospective Teacher

moderate and 14.91% have low level of adjustment. While, 17.62% B.Ed. students belonging to above 25 years age group have high, 64.25% have moderate and 18.13% have low level of adjustment.

Null Hypothesis

From the analysis of data, the following results are drawn and they are followed by necessary discussion.

1. There is no significant difference in academic stress of the prospective teachers with respect to gender. This means that academic stress of male and female prospective teachers are almost same. This may be because of the demanding nature of the B.Ed. course itself which is giving almost similar level of stress to both the gender.
2. There is no significant difference in academic stress of the prospective teachers with respect to age. This may be because it is quite common for every teacher trainee student to have anxiety, confusion and stress due to the environment, nature of course, practical work; all of which are entirely different from their degree courses. During teaching practice classes most of the students experience stress and strain irrespective of age.
3. There is no significant difference in adjustment of the prospective teachers with respect to gender. The main reason of this may be that nowadays girls and boys are participating similarly in all fields of education and life. So both girls and boys have same opportunity to learn adjusting qualities.
4. There is no significant difference in adjustment of prospective teachers with respect to age. This may be because all prospective teachers, irrespective of age, are treated equally in the colleges of education.

5. There is a significant but negative correlation between academic stress and adjustment of the prospective teachers. This means that as the academic stress of prospective teacher increases, they find it more difficult to adjust. This may be because it is a common phenomenon with every human being. When people go through a stressful situation they find it difficult to go about with their daily routine. This causes adjustment problems.

Conclusion

Teachers have the task of educating and developing the nation's future citizens so that they grow up to be decent citizens, achieve success in life, and have a balanced personality. Today's B.Ed. students will be tomorrow's teachers. Teachers, who bear the burden of nation-building and are hence the guardians of the future. In a genuine sense, he is the architect of the nation. For the country's prosperity and future it is critical that such teachers have excellent training during their careers. In their B.Ed. course or other pre-service training, teachers serve as role models for students and the society. As a result, they are required to undergo extensive training while pursuing a B.Ed. course, in order for them to become academically sound, intellectually and emotionally. Before beginning their vocation, they must be physically healthy and well-trained. That is the case. It's critical to keep knowledgeable about academic stress, adjustment, and failure. From this study the researcher found out that most of the prospective teachers have moderate level of academic stress, adjustment. There is no significant difference in the academic stress of prospective teachers with respect to gender and age.

Educational implications

The choice of problem in educational research is usually determined by the scope of improvement in the field of education. The problem chosen must have an impact on academic as well as educational improvement. The current research is focused on the academic stress and adjustment of future teachers. Before diving into the educational implications, it's important to note the study's shortcomings. The sample is adopted using random method, it's still small. A single individual could not help this because this is a researcher undertaken under the constraints of resources and time. Therefore a same study on a larger sample is required before the results could be generalized to all the urban students. Yet, the results can be considered a pilot study that has opened possibilities of a more intensive investigation. This study was delimited to only 57 prospective teachers, who are pursuing their B.Ed. course from different colleges of education in Ghaziabad, its findings have important educational implications for all prospective teachers. The present study has its influence on educational implications especially for prospective teachers. It shows that there is a significant relationship between academic stress and adjustment of prospective teachers. The current study has provided a clear picture of the current situation in order to assist in identifying the factors that contribute to academic stress and adjustment problems among prospective teachers, as well as how to cope with them in order to develop a harmonious relationship between academic stress, adjustment, and, ultimately, student-teacher performance.

Recommendations

On the basis of the findings of the study, the researcher has given the following recommendations.

1. Parents, teacher educators, managements, administrators, and the government should pay special attention to reducing academic stress and improving student-teacher adjustment.
2. The involved teacher educators and managements must establish a proper positive attitude toward the subject, course, and profession. It's tough to lessen academic stress and improve student teachers' adjustment levels without a positive mindset.
3. Fear of the subject or course, test anxiety, stress, and tension should all be alleviated by good counselling and supervision from teacher educators.
4. Student-teachers should be encouraged to handle challenges that arise in the classroom and become more adaptable as a result.
5. Students-teachers must receive specialized training in order to take competitive exams such as TET and DSC. B.Ed. students must be properly supported to cope with the stress associated with such exams.

Suggestions for further Research

Following are the suggestions for further research.

1. The researcher has done his study on the academic stress and adjustment of prospective teachers. This research can be done on the students of school or college students of other streams.
2. The present study is limited to the prospective teachers of the city of Ghaziabad only. It can

be extended to other cities.

3. The current study is confined to 515 student-teachers enrolled in a B.Ed. programme. Future studies on D.Ed., professional colleges, academic colleges, and high school students may be conducted with larger samples.
4. Only two demographic factors, namely gender and age, were studied by the researcher. This research can potentially be used to other domains.

References

1. Adsul, R.K. & Kamble, V. (2008). Achievement motivation as a function of gender, economic background and caste differences in college students. *Journal of the Indian Academy of Applied Psychology*, 34(2).
2. Abraham, J. & Tyagi, E. (2013). A study of academic stress of undergraduate students in relation to emotional intelligence. *Advanced International Research Journal of Teacher Education*, 1(2), 70-73.
3. Brar, S.K. (2017). Study of adjustment among adolescents in relation to spiritual intelligence. *International Journal of Academic Research and Development*, 15(6), 511-514.
4. Mishra, M. (2018). A comparative study on academic stress level of male and female B.Ed. students. *Indian Journal of Health and Wellbeing*, 9(1), 131-135.
5. Nagle, Y.K. & Sharma, U. (2018). Academic stress and coping mechanism among students: An Indian perspective. *Journal of Child and Adolescent Psychiatry*, 2(1), 6-8.
6. Pasricha, A. (2015). Study of academic stress and self-efficacy in relation to study habits, personality and academic achievement of adolescents. Ph.D. Thesis. Department of Education. Maharshi Dayanand University.
7. Qadri, M.A. (2017). Achievement motivation of secondary school students in relation to their gender and medium of instruction: An empirical study of Hyderabad district. *International Journal of Academic Research and Development*, 2(5), 813-816.
8. Rajkumar, G., Saravanam, M., & Anabaras, M. (2016). Effect of academic-related factors on adjustment problems in adolescents. *International Journal of Pediatric Research*, 3(9), 683- 688 doi:10.17511/ijpr.2016.9.10.
9. Raju, M.V.R. & Rahamtulla, T.K. (2007). Adjustment problems among school students. *Journal of Indian Academy of Applied Psychology*, 33(1), 73-79.
10. Ramu, S. (2018). Academic stress and adjustment levels of intermediate students. *International Journal of Development Research*, 8(1).
11. Sailaja, V.V. (2017). A study on academic stress of teacher training students. *International Journal for Scientific Research and Development*, 5(3), 1669-1672.
12. Sinha, U.K., Sharma, V., & Nepal, M.K. (2003). Scale for assessing academic stress. *Journal of Mental Health and Human Behaviour*, 6, 35-42.
13. Sinha, U.K., Sharma, V., & Nepal, M.K. (2003). Scale for assessing academic stress. *Journal of Mental Health and Human Behaviour*, 6, 35-42.
14. Soureche, R. (2015). A study of stress level among B.Ed. students. *International Journal of Teacher Educational Research*, 4(5-7), 15-20.
15. Shivagunde, S. & Kulkarni, V.V. (2012). School adjustment and its relationship with academic achievement among tribal students. *International Journal of Rural Development and Management Studies*, 6(1), 139-152.

Liabilities of Internet Service Providers (Isps) and Intermediaries in India

Silpa Sudhakar Gangurde

P. D. Research Scholar (Law) Sandip
University, Nashik, Maharashtra

Abstract

Accessibility, anonymity, and privacy, as well as the ability to communicate in one's own private area and the dynamic, responsive character of internet communication, have freed individuals to express themselves more freely online. Defamatory words may now be disseminated to a global audience with impunity thanks to the internet. When it comes to defamation, anyone may be both a publisher and a victim on the internet nowadays. An allegation of defamation must only be made to one individual in order to be shown to be published. For every time an email is sent or defamatory text is posted on Facebook, the publication continues to spread, resulting in even more legal action being taken against the individual or organization. As a result, the internet has turned into a hotbed of slander. There will always be a John Doe lurking in cyberspace. Because it's impossible to pin down the culprit, this is an even more serious problem.

In view of some of the most significant judgments in India and the United Kingdom, this study aims to identify important legal laws on cyber defamation and the responsibilities of ISP. There are several practical obstacles in prosecuting such claims, particularly when it comes to jurisdiction and forum shopping. Although the number of instances is small they show how India is still behind in terms of the legal framework governing information technology law and the existing lacunae.

Keywords: - Internet Service Providers, Cyber Defamation, Intermediaries, IT Act 2000

1. Introduction

Internet Service Provider (ISP) or Electronic Provider, also known as Internet Access and Service Provider (IASP), is a type of intermediary company that is involved in a variety of digitalization-related activities such as e-Government, e-Learning, e-Banking, e-Business, and so on. a number of additional activities Through ISP various information-

based technology can be enjoyed by the community as customers. When there is an internet network, electronic data and information will be altered. Thus, the existence of this organisation that provides internet access as well as electronic information for subscribers is regarded as a crucial component in the execution of electronic transactions. Users can access the Internet

through their Internet Service Provider (ISP). Enter cyberspace and gain access to a wealth of useful and intriguing knowledge. Indonesia as a country. For instance, the internet is currently inextricably linked to the daily lives of communities, particularly in urban areas. It appears to be similar in industrialized countries such as Europe and the United States. The United States (US) were the first to use the internet's sophistication as a means of exclusively accessing information, and in particular for the storage of personal data.

2. RESEARCH METHOD

This article employs a normative legal research method to examine in depth the responsibilities of ISPs in relation to user loss, both in contractual relationships in providing internet access to users and in intermediary company relationships related to personal data protection in cloud computing services that are not directly bound in contractual relationships with users, including liability related to the disclosure of personal data. Due to a lack of protection, data confidentiality and personal misuse are at risk. This page includes both main and secondary legal sources. The following are some of the most important legal documents: Law No. 11 of 2008 on Information and Electronic Transactions, and Law No. 19 of 2016 amending Law No. 11 of 2008. Electronic Information and Transactions Law No. 11 of 2008 (hereafter referred to as the EIT Law) Amendment), Ministry of Communication and Telematic Regulation No. 20 of the Administration, Indonesian Civil Code, The Data Protection Directive of 2016 on the Protection of Personal Data in Electronic

Systems (DPD), The e-Privacy Directive, the General Data Protection Regulation (GDPR), and the Federal Trade Commission Act are all examples of privacy legislation, (FTC), the Computer Fraud and Abuse Act, and other legal documents pertaining to the FTC's authority ISP. Secondary law materials gleaned from a variety of books and periodicals about legal protection. Of personal information and the obligations of ISPs, this research combined normative legal research with statute and case law. Qualitative analysis is used to compare techniques.

3. RESULTS AND ANALYSIS

Defamation is a civil as well as a criminal offence in India. Indian Penal Code Section 499, which deals with defamation, might be enlarged to include online defamation. New amendments to the Information Technology Act of 2000 in India now explicitly address the issue of cyber defamation.

3.1. Information Technology Act, 2000, Section 66A

A computer resource or a communication equipment is used by 'anyone who transmits,' in the case of (a) any information that is extremely insulting and/or threatening; or computer or communication device, and (b) any information he knows to be false but for the intention of causing any of the following: (a) irritation; (b) inconvenience; (c) danger; (d) obstruction; (e) insult; (f) harm; (g) criminal intimidation;

It is punishable by jail for a duration of up to three years and a fine if you send an e-mail

with the intention of annoying or infuriating the person you're addressing the message to, or misleading them about the origin of the message.

32. ISPS and Intermediaries Liability- Indian Scenario

Under the 2000 Information Technology Act, Section 79, ISPs are exempt from liability under the Information Technology Act (Section 79) for any third-party data or communication links they make available or host,-

1. Their sole purpose is to provide access to the communication system;
2. They don't-
 - a) Instigate the flow of information
 - b) Pick the transmission's recipient; and
 - c) To pick or change the content of a transmission
3. They are conscientious about their work and follow any instructions that are given to them.

The IT Act, 2000 shows some resemblance to the laws with US in circumstances of internet defamation, which is a surprising diversion from commonwealth law. Accordingly, even if there is no reversal of burden of evidence in the new amendment, defendants can now prove they are innocent. Because of this, despite the fact that ISPs technically aren't accountable for defamatory content, they are routinely named as defendants in defamation actions.

The second point to consider is the degree to which Internet service providers are complicit in the dissemination of libelous material. Understanding and appreciating

the distinction between main and secondary publishers is critical in this situation. The 1996 Defamation Act United Kingdom, defines primary and secondary publishers as "a person whose business is issuing material to a public audience and who issues the material in the course of that business, and those who are only involved in processing, making copies, distributing, or selling any electronic medium in which the statement is recorded are defined as secondary publishers." If a secondary publication is able to demonstrate that it was not responsible for the defamatory content of a third party, it can avoid responsibility.

When the proper government agency alerted it to the libelous nature of the content, it quickly deleted it. In some circumstances, Internet service providers (ISPs) may serve as both main and secondary publishers. There is a good chance that ISPs will be recognised as principal publishers.

In 2001, a suit in India was brought for internet defamation for the first time in Asia. SMC Pneumatics India Pvt. Ltd. v. Jogesh Kwatra was the name of the case. Employee Jogesh Kwatra of the plaintiff's organization sent defamatory emails to his coworkers and several subsidiaries of the company throughout the world, as the defendant in this case. As a result, the plaintiff moved for a permanent order preventing the defendant from posting such defamatory notes.

An ex-parte ad interim order granted by the Hon'ble Delhi High Court in this case prohibited the defendant from making such statements, citing a prima facie case.

The case of Avnish Bajaj vs. the Government-

Avnish Bajaj vs. State, also known as the DPS MMS Scandal case, was another landmark case. Ravi Raj, an IIT, Kharagpur student, advertised an obscene MMS video clip for sale on baazee.com with the alias 'aliceelec'. "Item 27877408 - DPS Girls having fun!!! full movie + Baazee points" was listed on baazee.com, despite the fact that the site has an anti-objectionable content filter. At about 8.30 p.m. on November 27th, 2004, the item was advertised online; it was removed at roughly 10 a.m. on November 29th, 2004. The Delhi Police's Crime Branch was alerted to the situation and a FIR was filed. Investigation led to a charge sheet being filed against Ravi Raj, Avnish Bajaj, and Sharat Digumarti, all of whom are suspected of violating copyright laws. Due to Ravi Raj's disappearance, Avnish Bajaj filed a plea to nullify the criminal proceedings against him.

The Indian Penal Code (IPC) Sections 292 (2) (a) and 292 (2) (d) of the Indian Penal Code (IPC) were cited by the court in this instance, both in relation to the video clip and the listing. According to the court, the website could have been held liable because it did not have the proper filters to detect pornographic content or the words in the listing, which could have led to "the website running a risk of having imputed to it the knowledge that such an object was in fact obscene," and thus Section 292 imposes strict liability.

Sections 292 and 294 of the Indian Penal Code allow petitioner Avnish Bajaj to avoid criminal culpability since the Indian Penal Code does not recognize an automatic criminal liability

for directors in cases in which the corporation is a defendant. In the end, Avnish Bajaj was found not guilty in this case.

Author Avnish Bajaj respectfully argues that he should not be absolved in this instance. Using the idea of corporate criminal culpability, the director may have been punished accordingly. India has not yet accepted this convention, although it may have been used as a guideline to hold Avnish Bajaj accountable. As a result of the Court's attitude in this case, ISPs and their directors cannot be held liable.

Mahesh Gupta & Others of Vyakti Vikas Kendra, India Public Charitable Trust vs. Jitender Bagga and Others-

The 'AoL' case well-known e.g. of vulnerability of Indian prominent people to online defamation (Full Text here). According to the complaint filed by the four plaintiffs in this matter, they have been harmed and offended by some extremely defamatory articles posted on Google. There were numerous blog posts and emails sent by defendant No. 1 to His Holiness Sri Sri Ravi Shankar, the founder of the Art of Living Foundation and other people associated with the Art of Living Foundation, which the plaintiff claims were containing highly vulgar, disgusting and abusive references to those individuals.

IT Act, 2000 define "intermediate" as "a person who acts as an intermediary between two or more persons." The Information Technology (Intermediaries Guidelines) Rules 2011 also bind Google. In light of Rule 3(3) and Rule 3(2), the Court found that an intermediary must exercise due diligence before publishing any

material that might be considered damaging, defamatory, libelous, derogatory, or illegal under the Information Technology Rules. A third-party intermediary is required by Rule (4) to take down defamatory information within 36 hours of receiving actual knowledge of it. When Google was ordered to delete defamatory content regarding the plaintiffs from its website, it complied with this Court's request.

1.3. JURISDICTION

The most difficult part of bringing a cyber-defamation lawsuit is deciding on a jurisdiction. Interstate conflicts in cyberspace have created a question mark about the suitability of established jurisdictional frameworks. Traditional choice-of-law principles have also been considered by numerous experts to be inadequate to identify which state law to apply in interstate cyber-disputes. Because these beliefs are based on the concept of physical location, they are unable to give any meaningful direction in the virtual world. They focus on the cyber-defamation laws, or "cyber defamation," in particular, in many cases. When it comes to evaluating traditional choice-of-law regimes in cyberspace, cyber defamation serves as the right lens.

Due to plaintiffs' ability to "forum shop," or choose the jurisdiction with the laws most favorable to them, the issue of identifying jurisdiction in cyberspace is made much more difficult. When a defamatory article is published in more than one state, the issue of jurisdiction becomes more complicated. First, the assumption is that "the law of the state in which the publishing took place" is the law to

be applied. "However, in multistate defamation lawsuits the presumption will be that 'the state where the individual was domiciled at that time' will be the more relevant link." It is normally the state where the company, or other legal entity, had its primary place of business at the time that serves as the "state of the most important relationship." Instead of inventing new regimes for cyber-defamation cases, most courts employ classic choice-of-law principles (typically *sub silentio*) and use ancient analogies to deal with the content of cyber space, according to the judicial trend in this respect.

4. CONCLUSION

The defamed party's image is nonetheless damaged in sovereign states when the sovereign state has a real-space interest in safeguarding its people's reputations from injury, whether by broadcast, fax, in print, or in cyberspace. To criticize the choice-of-law theory about cyber defamation falls flat since the cyberspace of choice-of-law objectives is neither unique nor exceptional, and there is no need to pick out the issue of cyber defamation as something in need of reformed norms.

REFERENCES

1. Aggarwal, Gifty. (2015), General Awareness on Cyber Crime. International Journal of Advanced Research in Computer Science and Software Engineering, August Vol 5, Issue8.
2. Anshuman Jana and Kunal Kumar Mondal, "A survey of India Cyber Crime and Law and its prevention approach" 'International Journal of Advance Computer Technology'.
3. CS(OS) No. 1279/2001, Delhi High Court

Liabilities of Internet Service Providers (Isps) and Intermediaries in India

4. CS(OS) No. 1340/2012
5. (2005) 3 CompLJ 364
6. IDSA Task Report. (2012), India's Cyber Security Challenged.
7. N.S. Nappinai (2017) Technology Law Decoded, LexisNexis.
8. Prabhat Dalei and Tannya Brahme (2014) "Cyber Crime and Cyber law in India: An Analysis" 'International journal of humanities and Applied science' Vol.2 (4).
9. Section 2(1)(w) and Section 79 of the Information Technology Act, 2000.
10. Talwant Singh, "Cyber Law and IT" pp. 1-

The Globalization: Causes for MNCs and Innovation in Technology

Dr. Vineet Garg

Assistant Professor, Modern College
of Professional Studies, Mohan Nagar,
Chaziabad

Mr. Rajnish Kumar Mishra Rohit

Assistant Professor, Mangalmay Institute of
Management and Technology, Greater Noida

ABSTRACT

Globalization is the driver for large multinational firms, social relevance R&D, and innovation activities. In recent years, however, R&D strategies and international location decisions have business around the world for multinational companies has implications for marketing to and communicating with consumers changed substantially. This paper is based on the role of globalization in the introduction of MNCs innovation and social relevance in India. Our findings suggest that in different countries, Of course, the issue of culture has long been a factor. "Communication and culture are inseparable". There are companies that provide the infrastructure and hardware for this new technology, but there are also those companies that thrive on the very bonds that the Internet creates with every other part of the world examples include search engines like Google and Yahoo, auction sites like eBay, and networking sites like MySpace, whose products can include intangible things like knowledge or friendship. These companies too are taking advantage of global markets, as eBay now receives fifty-one percent of its revenue from outside the US while seventy-five percent of Google's page views occur in other countries. Distributed R&D activities and globally dispersed innovation processes have resulted in overly complex and unmanageable organizational architectures. This has induced firms to search for 'leaner' and more effective types of managing their international portfolio of innovation activities. We learned that the spatial distribution of learning and R&D performing activities is something different than the spatial distribution of coordination and control. A framework is developed to serve as a basis for analyzing different patterns of internationalization of R&D and innovation, and for assessing the appropriate mechanisms to synchronize and organize an international network of technical competence centres.

Keywords: Technological Changes, Multi-National Companies, Strategic Technology Agreement, R & D innovation

GLOBALIZATION: CAUSES For MNCs

For as long as MNCs have existed and some historians trace them back to banking under

the Knights Templar in 1135-They have been derided by their critics as rapacious rich world beasts. If there was ever any truth to that accusation, it is fast disappearing. While globalization has opened new markets

to rich-world companies, it has also given birth to a pack of fast-moving sharp-toothed new multinationals that are emerging from the poor world. Indian and Chinese firms are now starting to give their rich-world rivals a run for their money. So far this year, Indian firms, led by Hindalco and Tata Steel, have bought some 34 foreign companies for a combined \$10.7 billion. Indian IT-services companies and as Infosys, Tata Consultancy Services, and Wipro are putting the fear of God in the old guard, including Accenture and even mighty IBM (see article). Big Blue sold its personal-computer business to a Chinese multinational, Lenovo, which is now starting to get its act together. Petro China has become a force in Africa, including, controversially, Sudan. Brazilian and Russian multinationals are also starting to make their mark. The Russians have outdone the Indians this year, splashing \$11.4 billion abroad, and are now in the running to buy Alitalia, Italy's stats airline (see the article). These are very early days, of course. India's Ranbaxy is still minute compared with a branded-drugs maker like Pfizer, China's Haier, a maker of white goods is a minnow next to Whirlpool's whale. But the new multinationals are bent on the course taken by their counterparts in Japan in the 1980s and South Korea in the 1990s. Just as Toyota and Samsung eventually obliged western multinationals to rethink how to make cars and consumer electronics, so today's young thrusters threaten the veterans wherever they are complacent the newcomers have some big advantages over the old firms. They are unencumbered by the accumulated legacies of their rivals Infosys rightly sees itself as more agile than IBM, because when it

makes a decision it does not have to weigh the opinions of thousands of highly paid careerists in Armonk, New York. That, in turn, can make a difference in the scramble for talent. Western multinationals often find that the best local people leave for a local rival as soon as they have been trained, because the prospects of rising to the top can seem better at the local firm.

Counting of Benediction

But the newcomers' advantages are not overwhelming. Capture the difference in company ethics, for example, which worries plenty of rich-world managers. They fear that they will engage in a race to the bottom with rivals unencumbered by the fine feelings of shareholders and domestic customers, and so are bound to lose. Yet the evidence is that companies harmonize up, not down. In growing countries multinationals tend to extend better working practices and environmental conditions, but when emerging country multinationals operate in rich countries they tend to adopt local mores. So as those companies globalize, the differences are likely to narrow. Nor is cost as big advantage to emerging country multinationals as it might seem. They struggle against the old guard on value for money, which depends on both price and value. A firm like Tata Steel, from low-cost India, would never have bought costly, Anglo-Dutch Corus were it not for its expertise in making fancy steel. These points to an enduring source of advantage for the wealthy companies under attack. A world that is not governed by cost alone suits them because they already possess a formidable array of skills, such as managing relations with customers, polishing

brands, building up know-how, and fostering innovation.

The World is Potholed

The question is how to make these counts. Sam Palmisano, IBM's boss, foresees nothing less than the redesign of the multinational company. In his scheme, multinationals began when 19th-century firms set up sales offices abroad for goods shipped from factories at home. Firms later created smaller "Mini-Me" versions of the parent company across the world. Now Mr. Palmisano wants to piece together worldwide operations, putting different activities wherever they are done best, paying no heed to arbitrary geographical boundaries. That is why, for example, IBM now has over 1,40,000 employees in India and ambitious plans for further expansion there. Even as India has become the company's second-biggest operation outside America, it has moved the head of procurement from New York to Shenzhen in China. As Mr. Palmisano readily concedes, this will be the work of at least a generation. Furthermore, rich-country multinationals may struggle to shed nationalistic cultures. IBM is even now trying to wash the starch out of its white-shirted management style. But today, General Electric alone seems able to train enough of its recruits to think as GE people first and Indians, Chinese or Americans second. Lenovo's decision to appoint an American, William Amelio, as its Singapore-based chief executive, under a Chinese chairman, is a hint that some newcomers already understand the way things are going.

IBM's approach is possible only because globalization is flourishing. Many of the barriers that stopped cross-border commerce have fallen. And yet Mr. Palmisano's idea also depends on the fact that the terrain remains decidedly bumpy. Increasingly success for a multinational will depend on correctly potting which places best suit which of the firm's activities. Make the wrong bets and the world's bumps will mark against you. And now that judgment, rather than tariff barriers, determine location, picking the right place to invest becomes both harder and more important. Nobody said that coping with a new brood of competitors was going to be the case. Some of today's recognized multinational companies will not be up to the task but others will emerge from the come across stronger than ever. And consumers, wherever they are will gain from the contest.

THE GLOBALIZATION CAUSES FOR INNOVATION IN TECHNOLOGY

The Link between Innovation and Globalization

For the last several decades, the role of innovation in determining the patterns of global trade has been emphasized. A particularly important theme in both the international trade and international investment literature has been the role of unique advantages that are predicated by the possession of knowledge and capabilities that provide firms the platform for the overseas expansion of their activities. In general, firms' research and development activities create a substantial knowledge infrastructure. Such an infrastructure creates

an appropriate environment that enables firms to conduct business efficiently, productively, and proactively (Morrison and Siegel, 1999). The broad theoretical approach toward such an assessment relies on the concept of spillovers (i.e., of technological and knowledge capabilities), which is derived from the Marshall (1890) concept of externalities, and which now forms a staple ingredient of endogenous growth theory (Romer, 1990). According to this theory general investments made in an economy, which will include the aggregation of firms' research and development spending, result in both growth and knowledge development. As this investment and knowledge development process intensify, both across the economy and in specific locations and sectors, the outcome is an enhancement of knowledge transmission. Such transmission may occur as a result of employees from different firms exchanging ideas about new products and services. As well as new ways to produce these things (Bartlesman et al. 1994). Knowledge development and transmission then help firms become globally proactive. Originally, the technology gap model (Hufbauer, 1966; Posner, 1961) postulated that countries placed at the technological frontier would export technologically advanced products. These export advantages were temporary. Knowledge, as a public good, could follow freely and create mimetic effects. The reaction of foreign producers in producing the new goods with cheaper labor would obviate export market advantages. The product life cycle model (Vernon, 1966; Hirsch, 1974) had similar conclusions. Innovations would generate new products passing through different stages of maturity. Initially, the new item would be produced by the Innovator

country. Once the item was standardized, the production could be located where labor costs were lower. Simultaneously, another important piece of literature has highlighted the role that firms innovative activities, such as the undertaking of research, product development, and knowledge acquisition, play in the making of their significant foreign direct investments. The firm's superior capabilities and product advantages lead them to become international players (Caves, 1971; Dosi et al., 1990; Hymer, 1960). These capabilities, permitting international expansion of the firm's activities, are accruing specific advantages for the firm based on their investments in intangibles. Literature (Buckley and Casson, 1976; Dunning, 1979, Grossman and Helpman, 1991; Gruber et al., 1967; Helpman, 1984; Lall, 1992) has discussed the varied empirical and theoretical contours of the concerns. In fact, Caves (1996) articulates the view that firms' motives for overseas forays, and successes thereof, are significantly predicated on the possession of technology and intangible assets that have been developed by the firm. Thus, successful firms making overseas investments possess not only liquid and tangible assets, such as cash and equipment but also substantial intangible technological and managerial assets. The ownership of these technological assets serves to enhance the competencies and capabilities that firms possess, and the availability of a stock of capabilities helps firms successfully leverage these in environmental contexts other than those of the parent country. Nevertheless, these intangible technological and managerial capabilities have to be developed, in the first instance, before any leverage can take place. Hence, firms that actually undertake a

relatively substantial amount of research and development activities will also succeed in their overseas operations. In fact, the line of thinking, that the development of intangible assets and competencies is also associated with successful overseas expansion, can be taken as axiomatic. Intangible assets include, critically, the availability of superior technologies, know-how, and know-how. These can take the form of patented designs or processes, or of manufacturing or research know-how shared among a critical mass of employees. The experiences of the human capital pool that a firm has access to give it the ability to exploit market opportunities, using the technologies that are superior, at least for the time being. When deployed in a host country firm, the assets also help to give foreign firms decided operational and cost advantages. This aspect makes their products competitive in a global market. As consequence, their earnings from foreign business activities can be substantial. Hence, firms that undertake relatively higher amounts of R&D will also have higher levels of export earnings. Is this hypothesis valid for Indian information technology and software sector firms? That is the question evaluated in the article. It is a topic on which little work has been done so far, though the success story of the sector per se, has aroused considerable interest among scholars and policymakers.

CONCLUSION

These claims and counterclaims propose that in a world becoming smaller each day,

with corporate mergers across national limits becoming more common and a technological and information revolution unlike any in the past, calls will carry on to grow about bringing the aspirations of private enterprise more in line with national needs. How that will happen or whether it is even possible to remain unanswered questions. The failure of the United States and Europe to resolve their economic differences and a growing movement toward economic regionalism in East Asia, including mutual currency supports, cooperative exchange systems, and an East Asian free trade area, even suggest a worldwide backlash already underway against economic globalization. Simultaneously, it is difficult to visualize anything less than a highly integrated world economy or one without the glue of the multinational corporations that helped bring it about in the first place.

REFERENCES

- 1) <https://www.boundless.com>, <https://www.bing.com>, <http://www.quintcareers.com>
<http://www.americanforeignrelations.com>
- 2) www.studymode.com/subjects/conclusion-for-mnc-page1.html, www.grin.com
www.studymode.com/subjects/conclusion-for-mnc-page1.html
books.google.co.in/ www.socionauki.ru/journal/articles/126980

International Law: New Law or No Law for Nations

Rajni Manral

Accounts Assistant, Shabdarth (Directorate
of Information and Publicity, GNCTD)

Abstract

Taking a look at international law, it is not just a mere thought but post-failure of League of Nations International law, with enforcement of United Nations has become a strong government containing a global world order. However, with the recent series of events the very philosophy behind international law and its enforcement has been witnessing bleak growth. On one occasion when its functioning was limited to just two nations, the idea and thought of modern international law have changed this dimension and it has become an order of time to be followed via a convention or a covenant, where the same after ratification is brought into effect in municipal laws of member nations. This paper focuses on discussing the idea of how the thought of international law, due to the lack of any sanctioning body, is always questioned. Strong nations have always used their power and influence to eliminate the strong effect of the UN and international law. It may not have a law, a code or a judicial body, but it is a moral idea being followed by all nations, regardless of any such major governmental force.

Keywords: International law, United Nations, International Organisations, Permanent members, Jurists, Taliban, Afghanistan

Introduction

Taking a dig at the history of International Law, generally, the nations never came this far, until the second world war, after which an amicable and settled set of international laws took shape. Today, seeing the deteriorating condition of Syria, Yemen, Pakistan and countries ageing through a civil war on their soil, it is true that International Law as a body is becoming a soulless entity once again. Once again, we are in dread of another war or crisis which is disturbing the global economic order.

A Lawless society anywhere is a problem. Like citizens in a country devise social contract as a part of the submission of their right to the state and state as sovereign is entrusted with the task of protecting the same. Likewise, International Law or the United Nations organization is a forum where nations have submitted their rights to the Global Forum. Literally, international law means, a set of rules or principles governing the conduct of nations. It is not just limited to rules and regulations or principles governing nations, time and again there has been a drastic change in the definition of the very own word, "International Law".

According to Encarta Encyclopedia, International Law is defined as a body of laws, rules, principles and standards governing the relations and other participating nations in their international relations with each other. So, basically, international law is a global world forum of the International Community. The term International Law was coined by Jeremy Bentham in 1780. The term law of nations goes synonymously with International Law, acting as a law at a global level ensuring stability and peace and amity among nations.

Different definitions have been put forward by different jurists:

According to Fenwick, "It is the body of rules accepted by the general community of nations, as defining their rights and the means of procedure by which those rights may be protected or violation of them is redressed."

According to J.G. Starke, "It is that body of law comprised of greater part of its principles and rules of conduct, which States feel themselves bound to observe and therefore do commonly observe in their relations with each other."

According to Prof. L Oppenheim, "Law of nations of international law is the name for the body of customary and conventional rules which are considered legally binding upon civilized states in their course with each other."

According to J.L Brierly, "The law of nations of international law may be defined as the body of rules and principle of action, which are binding upon civilized states in their relation with one another."

According to Philip C Jessup, "International law or the law of nations must be defined as law applicable to States in their mutual relations with other States. He adds further that international law may also be applicable to certain inter-relationships of individuals themselves, where such inter-relationship involves matter of international concern."

According to Hall, "International law consists of certain rules of conduct which modern civilized States regard as binding on them in their relation with one another with a force comparable in nature and degrees to that binding the conscientious person to obey the laws of his country and which they regard as being enforceable by appropriate means in case of infringement."

The above definitions clearly suggest that International Law has become a modification of subsequent world order wherein the nations are the only actors abiding by the legal framework and body of rules together.

Early Evolution

The concept evolved during the early renaissance period in Europe and through mapped traces of cooperative treaties signed by Empires in the Middle East. Ancient traditions of trade were popular among empires of ancient Israel, India and China in developing International Law. Basically, the relations of state in the near vicinity both politically and economically impacted the very idea of International Law in Greek cities, the Middle East and Asia. While International Law was evolving, many international legal concepts developed during this time like *Jus Gentium*,

which means law of nations, this concept was developed by Romans to understand and differentiate relations between foreigners and Roman Nationals. Just like the Romans, the Greek concept of Natural Law developed devising the same idea of universal application. After the fall of the Roman Empire and devastation of Europe over 500 years, a group of nations emerged with a set of Supranational sets governing the laws of war, Mercantile law, Laws of sea or Cannon law and Maritime laws to regulated trade relations among states. Later on, with the advancement of science, horizons of sea and trade were expanded thereby reaching scientific and humanistic goals governing international laws. In fact, with geographic expansions laws developed really fast and a pace of European curiosity reached the masses of different directions of these oceans. With growth in trade, a requirement of fresh set of rules to govern the same was felt. By the 16th century the concept of state sovereignty from kingship had spread to revolutionary ideas of handing over rights of subjects and be guarded by a parliamentary form of government body. As of now, independence, government, parliament democracy and such terms were becoming part of the necessary nationwide citizenry debate.

The Transition: Natural Law and Revolutions

During the late 15th and early 16th century, Hugo Grotius, a Dutch Jurist evolved as a jurist conceptualizing the vital idea of international law. To this, he is also known to be exaggerated as the father of Modern International Law. He organized the theory and idea of international law in his book *De Jure Belli ac Pacis* i.e. On

the law of war and peace. While the European powers concentrated on the expansion and exploration of oceans for trade, during this time Grotius focused and emphasized on the exceptional freedom of high seas of the oceanic body. Those who followed him were grouped as Naturalists and Positivists. Naturalists comprised of Samuel Von Pufendorf, a German Jurist who catered more on the law of nature, while the Positivists included the proponents emphasizing on the state narratives brought by Biblical sources (Greeks, Romans), they were extremely focused on the idea of law of peace and interstate relationship apart from laws of war, which required a wider vision for the trade expansion purposes were gaining attention that time.

During the 18th century, naturalists gained momentum over the positivist, however both can be found readily evolving in the German philosophical dimensions but the idea of natural law was evolving from the roots and dark rooms of American and French revolutions- roaring loud in International Politics. However, early application of Modern international law was found in the Lieber Code of 1863. This code was the first set of humanitarian international affirmative followed as part of laws of war governing the conduct of the United States armed forces during the American Civil War, and it is considered to be the first written narrative on the rule of war adhered by all nations.

After the 19th century, the idea of rights developed, men and women demanded the same set of rights, the positivist evolved with the rising of the lowest of the people speaking up in the industrial revolution that shook

te French. The concentration of wealth and resources among subjects saw a new platform. The concept of human rights and natural law perceived in the independence struggle and external influence from domestic affairs took a detour.

By the 20th century, the struggle for the expansion of power was dethroned, the idea of humanity evolved evenly among the masses since nations had suffered two consecutive world wars, the loss was still haunting the high seas, skies and earth. The league of Nations founded in 1919 failed, the international organization acted as the Gospel truth with the United Nations taking lead with five permanent members in 1945 and the importance of human rights catered the cry to every ear and mind that wanted to live, serve and see humanity. Likewise, International political events aided the development of international law. However, the international law was developed, Bill of rights saw the light of the day but the riddle was yet to see the right solution.

After the war ended, the 1990's, the Cold War escalated between US allies and Russian alliances, which eventually emerged as superpowers after the second world War in 1945, famously known as the Cuban missile Crisis. Likewise, these were the main reasons that often-threatened international peace, security and the idea of expansion on land and high seas, never leaving the oceans undisturbed.

New Law or No Law?

As discussed, above the international law had

no evolved as a strong and developing law, with societal expansions. With evolution of international law, obedience came within. But due to certain weaknesses, the era of the cold war continued. There is an absence of any unified law since there are several countries with multiple diversity, zones, geographical distributions and it is difficult to club each of these nations in one fabric. To this again, there is an absence of any strong source of law, treaties, customs, judicial principles, general principles of law only connect with the statute of UN charter in Article 38(1) but when it comes to the resolution of a dispute, there is no normal mandate to follow a fixed set of guidelines to settle the same. Instead, there are either pacific or coercive means of settlement for the same.

After the dramatic end of World War- I and II, the UN charter provides a wide variety of settlement of disputes but none of them takes precedence over the other, in fact, these are non-binding and the parties may resolve through negotiations, mediation or good offices, etc., also, where talks fail Security Council may recommend coercive means as used in 1967 during the Arab-Israel conflict. Where required, an act of aggression is perceived, military action is used as in 1990 in Kuwait and in Korea in 1950. With Security Council, regional organizations have also played an important role in solving disputes between nations and have shown strong resentment towards what happened on the Afghan soil, due to utter negligence and derogatory actions by the US and Pakistan.

Basically, in all aspects of settlement of disputes, the International Court of Justice

and Security Council have played an active role in safeguarding forms of civilization and restoring principles of natural justice. Disputes related to traditional and cultural divides have disappeared but violent disputes are waiting to wage war once again through biological, nuclear and chemical weapons. The UN emerged as a protector for nations, just like an organ of Municipal law, becoming a new order for respective nations associated with the very foundation of Global and International peace.

UN and Taliban: End of the Forever War

So far, as the world has travelled, we have witnessed a situation, where an official recognition to Taliban, a self-declared nation, has not been provided and with activities of the UN, it is understood that, efforts are being made to bring the goat to the table. Taliban got active control of the Afghan area after the withdrawal of the Soviet Troops in 1996. After this, a majority of Afghan land is under their control in all sphere. The cause of concern for the entire world along with UN is the repressive attitude and policies of Afghanistan and its constant support to the destructive ideologies of Terrorist groups along with its neighbours. Where on one hand, world is looking more for peace and security, Afghan soil has been a landlocked problem for its neighbours as well. After 9/11, US was in constant war on the Afghan soil against terrorism and since then its never left until August 2021 with a hasty withdrawal of troops which scorned the martyrs to ashes again. Another issue is that the Taliban rise has raised its association with ISIL, AL-Qaeda and other terror organs, that are expected to rise along with the rebels in Afghanistan, at the same time the UNSC had

passed certain resolutions condemning the acts of the Talibanist forces over their capturing Iranian dignitaries, followed by many other resolutions.

As of today, Taliban and its government in Afghanistan stay unrecognized. An unlimited non-recognition to Taliban control will only worsen the situation in the near future, which again cannot be avoided. Earlier resolutions of UNSC seem to be a milder tone notes, as no action have been taken adding more of softening of UNSC stance over the Taliban situation.

It appears that the UN is taking an ambiguous approach, which indicated that the UN might grant seat or representation to Afghanistan's Armed Government in the near future however, a seat to Taliban for Afghan representation will never see the light of the day since the same has been disapproved by the Credentials Committee of UN General Assembly that approves representative seats. Also, any further recognition to the extremist organisation would send a wrong message and raise worrying concerns towards the diplomatic approach of the UN bypassing the international standards of Human Rights set by the International Bill of Rights way back in 1948. It is understood that Taliban took the Afghan control through an illegal armed regime, UN's diplomacy in this matter is just to bring Taliban to the table, also this initiative to acknowledge Taliban control is sign of mere "appeasement" and in order to store confidence in the International setup, Taliban will have to sure to root-end its extremist links with AL-Qaeda and ISIL, as any extremist organisation or further expansion of terrorism shall intervene with global security

concerns and international peace .

Conclusion

Afghan soil is a looming example of a humanitarian disaster, to this UN has not failed in provided aid. With ongoing initiative, the UN is ensuring that these aids do not reach the extremists in the Taliban. UN stance is widely criticised for keeping a weak position, but again the nation is going through starvation and humanitarian crisis, despite Taliban repressive action, the soil cannot be left abandoned. To this, again, when the Taliban took control, it ensured to safeguard basic human standards and safety to the people, however, the same promise has not been kept and the same is raising concerns over global peace and security. The permanent members are still having mixed views on the Taliban situation, but a strong humanitarian action in this fragile situation is the need of the hour. Otherwise, the UN approach will be questioned in the near future and again a great international body and council shall fail to reconcile hope in distress and starvation for many other nations. Nevertheless, International law is important to govern the Global Regime but time and again it has played a major role in restoring peace. The UN stand is basically an outlook of its five permanent members who have diverse views in governance, but once again, peace is the end goal of every major conference or UN meeting. This pandemic brought a natural glimpse of how nations have together resorted to developing each other medically, socially

and economically. Therefore, the conclusion is resolved to admit a fact that however milder the approach may be, nations are being watched closely by the UN as a parent organisation, thereby standing as a stronger Modern International Law or a New Law, in this global village.

REFERENCES

1. Arab-Israel issue was part of religious conflict due to differences in opinion, view, ideas, politics and the issue of promised land and the chosen city of Jerusalem. Main conflict resulted in 1948-1982.
2. The Taliban refers to the Taliban Islamic Movement, a group of Deobandi-Pashtun Islamic fundamentalist, militant Islamist and jihadist political movement in Afghanistan, designated by as a terrorist organization. In 2021, US withdrew its troops from Afghanistan and the extremist group rose will full destruction and control on the soil.
3. The September 11 attacks also known as 9/11, is a series of coordinated attacks in militant Islamist terrorist group al-Qaeda against the United States on September 11, 2001. The attack resulted in Airflight Hijacking, Mass Murders, Suicide Bombings and Islamic Terrorism.
4. Udayvir Ahuja, Ayushi Tirkey, UNSC and Taliban: A New Relationship, Raisina Debatas, Observer Research Foundation (2022).

Steganography Technique to Hide Information within in Image File

Arvind Kumar Pandey

Modern College of Professional Studies,
Ghaziabad(U.P.), India

Vijendra Singh

Modern College of Professional Studies,
Ghaziabad(U.P.), India

Abstract

Steganography is a extensive field of computer science that develops many intelligent systems to secret the communication. Image steganography is the most popular dimensions due to frequency on the internet field. Is the art of hiding the fact that communication is taking place by hiding the fact that communication is taking place by hiding information in other information. Many different carrier file formats can be used, but digital images are most popular because the frequency of the internet. They hides secret information in images, there exists a large variations of steganographic techniques some are more complex than others all of them respective strong & weak points. Different applications may require absolute invisibility to secret information. While the others requires large secret message is to be hidden. It also attempts to identify the requirements of a good steganography algorithm & briefly reflects to which steganographic techniques are more suitable for applications.

Keywords: Stego file, private marking system, billboard display, steganography.

I. INTRODUCTION

The word Steganography was originated from the Greek words "stegos" symbolic value is "cover" and "grafia" symbolic value is "writing" meaning is "covered writing". It is the area of secret information in hiding media. The main aim of steganography is to hide their information to its cover media so that the another will not notice the presence of information. The only one solution of this problem is through the use of steganography. Is a technique to hiding the information in digital media. In contrast of cryptography is not to keep others from knowing the hidden information. But is keep to others from thinking. Steganography is become

more important as much people join the cyberspace revolution. Is the art of concealing information in ways that prevent detection of hidden messages. It includes an array of secret communication methods that hide the message from being discovered. Steganography can be employed to secure information. While in cryptography the encrypted message is embedded in digital host before passing it through network. The message existence is unknown. It hiding data for the confidentiality this approach of information hiding that can be extended to the copyright protection for the digital media video/audio/images. The growing possibilities of modern communication it needs the special means of security especially to

computer network. The security of the network is becoming more important the no of data can be exchanged to increases of internet. This has resulted in an explosive growth the field of

information is hiding. The confidentiality & data integrity are required to protect against unauthorized access & use.

TABLE 1

COMPARISON OF SECRET COMMUNICATION TECHNIQUES.

Secret Communication Techniques	Confidentiality	Integrity	Un removability
Encryption	Yes	No	Yes
Digital Signatures	No	Yes	No
Steganography	Yes/No	Yes/No	Yes

The different ways to information hiding is an emerging research area, which encompasses applications such as the copyright protection for the digital media, fingerprint, watermarking, steganography.

1. In fingerprint application the owner of data set embeds serial number that uniquely identify the user data set .This adds to copyright information to make it possible to find any unauthorized use of data set back at user.
2. In watermarking application the message should contain information such as identification of owner & digital time stamp this usually applied for copyright protection.
3. In Steganography it hides the secret message within the host data set presence corrupted, but in a covered way it designed to be invisible to an information analysis.

II. REQUIREMENTS OF HIDING INFORMATION DIGITALLY

The various types of protocols used in embedding techniques that helps to hide their data in the given objects. It means all the protocols and their techniques must be cleared and satisfied the more number of requirements the steganography techniques must satisfied. :

- a) The integrity of the hidden information after it has been The comparison of different methods of steganography and their embedded inside the stego object must be correct. Advantages are as shown in the Table 2.
- b) The stego object cannot be change or almost the naked eye. TABLE 2
- c) In watermarking, changes in the stego object must have no Compare of different methods of steganography effect to watermark.

Steganography Technique to Hide Information within in Image File

Sr. No	Steganography Techniques	Cover Media	Embedding Technique	Advantages
1.	Binary File Technique	Binary File	watermark can embedded by making changes to binary code that does not affect the execution of the file	Simple to implement
2.	Text Tecnique	Document	To embed information inside a document we can simply alter some of its characteristics.either the text formatting or characteristics of the characters	Alterations not visible to the human eye
3.	Image Hiding: 1)LSB (Least Significant Bit	Image	It works only by using the least significant bits of the each pixel in one image to hide the most significant bits of another.	Simple & easiest way of hiding the information.
	2)DCT (Direct Cosine Transform)		Embeds the information by transformed DCT coefficients.	Hidden data can be distributed to more evenly over the whole image in such a way as to make it more robust.
	3) Wavelet Transform		This technique works by taking many wavelets to encode a whole image	Coefficients of the wavelets are altered with the noise within tolerable levels
4.	Sound Technique	MP3 files	Encode data as binary sequence which sounds like noise but in which can be recognized by the receiver with the correct key	Used for watermarking by matching the narrow bandwidth of embedded data to large bandwidth of their medium.
5.	Video Technique	Video Files	A combination of sound & image techniques that can be used	The scope for adding lots of data is much greater

d Finally, we always noticed that the attacker knows their what information is hidden in stego object.

A. Embedding and detecting secret information

It shows the very easy representation of displays the image to different process in

steganography decoding & embedding process. The secret image is embedded to cover image inside to produce the stego image. The very starting phase to hide and embeds the information to pass the secret & cover message with the help of encoder. While in the encoder one or more protocols will be implemented to embed secret information into its cover image.

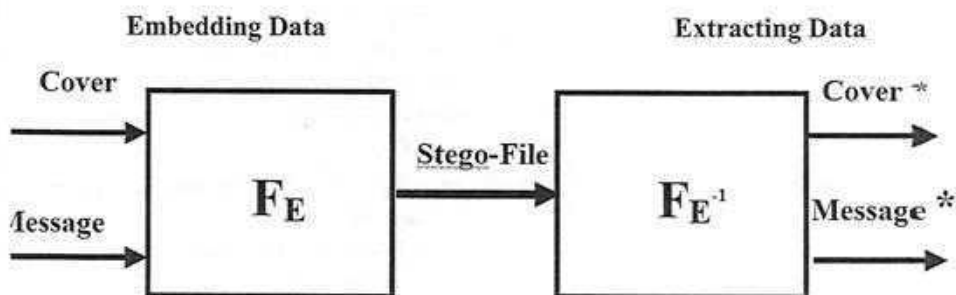


Figure. 1 Structure of Steganography System

III. TYPES OF STEGANOGRAPHY

Steganography can be divided into 2 types:

- a) Fragile: It comprises implanting information into a file which is destroyed if the file is to be updated.
- b) Robust: It making the aims to embedded information into a file which cannot be easily destroyed.

IV. PROPOSED WORK

The system is executed in GUI displayed for embedding process. The data hiding techniques

it has been widely used to transmission of hiding their secret message. In normal method is a kind of steganography, but is real time on the output of a device such as electronic billboard(output image instrument). This method can be used for announcing secret message in public place. This system cancompire the effect of these two methods to enhance the data security. It encrypts data with help of cryptoalgorithm than embeds the encrypted data in cover file.

The steps involved in embedding the secret information within a cover media.

Steganography Technique to Hide Information within in Image File

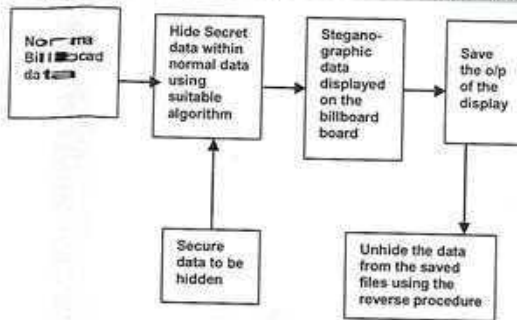


Figure 2 Block diagram of the proposed idea

- It sends the simple and normal data it has to displayed to display board in steganography.
- Using the given algorithm that hides the secret data within the normal data before sending it to the display board in steganography.

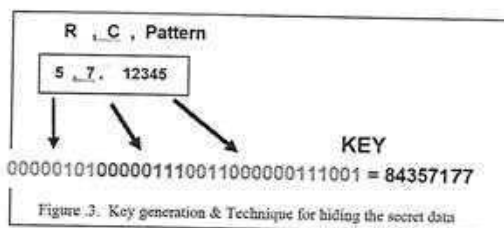
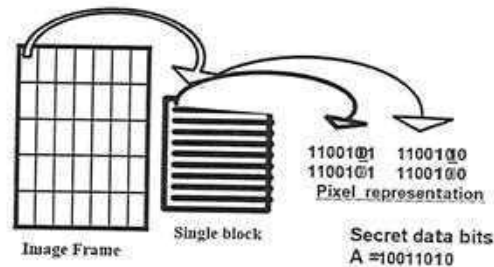
This method can be used for announcing the secret message in public place of steganography. It can be extended other means that such as electronic advertising board sports stadium.

A. Description of the algorithm for embedding the secret message:

Algorithm for embedding the secret message are as follows:

- Read the image from initial source.
- Divide an images into $[R \times C]$ in smaller blocks. Where R & C is the first & second bytes of the key. [Figure 4].
- Every smaller block is the combination of many different pixels of their different values.

- The LSBs of the pixel is changed depends on the pattern bits & the secret message bits.
- The pattern of bits are treated in sequence form of its MSB.
- If the pattern of bit is 0, then the first LSB of pixel is changed [i.e. if data bit is 1 and pixel bit is 0, then pixel bit is changed to 1 or else it is retained as it is.



If the pattern bit is 1, then the second LSB of pixel are changed accordingly.

The single bit of secret message is distributed throughout the block. This is done to have sufficient information so that correct information can be recall after the decoding.

Related, the other bits are inserted into the remaining blocks.

If the length of secret message is too large,

then it can be distributed and stored in two or three frames.

to extract the information, operations contrary to the ones carried out in the embedding are to be performed.

1. Performance Measures

The main performance measure depends to the success rate of the implementation to the overall system with respect to the following points.

- 1. The integration to hide their information cannot be changed during embedding.
- 2. The objects in stego it always must still be unchanged to naked eye.
- 3. They always provide the accuracy in extracted data in steganography.

2. RESULTS

In order to reveal the Online transmits of the hidden data, three systems are used in that techniques:



System 1: To create and send the normal & simple billboard data (any advertisement).

System 2: It is used to hidden the secret messages.

System 3: To display any typedata coming from the system 2.



4 modules are designed for the same in as shown in figures 4,5,6,7 below.

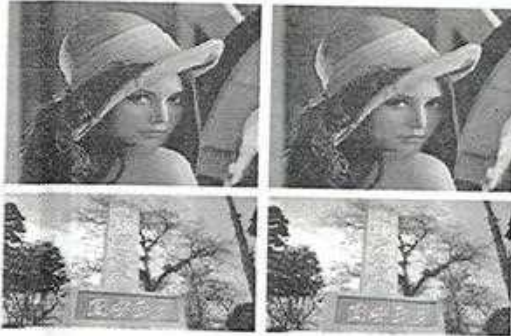


Figure6. LCD display

VI. CONCLUSION

Steganography in actual fact interesting topic & outside of the mainstream of cryptography to the administration of system that most of deal with day by day. Steganography can be used for hidden communications and explore the limits of steganography practice and the theory. We shows the enhancement of the image and steganography systems using LSB approach to provides a secure communication. A stego-key has been applied to system during embedment of the message into cover the image. Since ancient times, man has found a desire ability to communicate covertly. The recent explosion of research in watermarking to protect intellectual property is evidence. This application software provided for the purpose to how to use any type of image formats to hide any type of files inside them. The master work of the application is support any type of pictures without need to convert to bitmap & lower limitation on full size to hide, because of using maximum memory space for hide the file.

For the steganography system is to considered robust it should have following main properties:

- The quality of that media should not remarkable treat upon addition of a secret data.
- Secret data must be unnoticeable without any secret knowledge, typically of the key.
- If the multiple data is present they should not interfere with each other.
- The secret data should survive attacks they don't degrade theregard quality of the work.

The main goal of steganography is convert communication. This system is hider message carried through stego-media should not be sensible to the human beings. The secret information & provide secure communication between two communication parties. Both cryptography and steganography can be woven into scheme to make the detection more complicated. Any type of text data can be employed in a secret message. The encrypted file may still hide information using steganography, so the encrypted file hidden message cannot be seen. The purpose of implementation of steganography tools for hiding information includes any type of information file & image files where the user wants to saving image an extruded file. It will play an increasing role in the future of secure communication in the "digital world".

REFERENCES

- [1] Schneider, secrets & lies, Indiana: Wiley Publishing, 2000..
- [2] P.Y. Chen, W.E. Wu, A modified side match scheme for image steganography, International Journal of Applied Science & Engineering 7(2009) 53-60.
- [3] Ravi shah, Abhinav Agraval & subramaniam

- Ganesham, "Frequency domain real time digital image watermarking" Oakland university.
- [4] Yuk Ying Chung fang FeiXu, "Development of video watermarking for MPEG2 video" City university of Hongkong, IEEE 2006.
- [5] E.M.Cole, Hiding in plain Sight: Steganography and the Art of covert Communication, Indianapolis: Wiley Publishing, 2003.
- [6] C.C. Chang, H.W. Tseng, A steganographic method for digital image using side match, Pattern Recognition letters 25 (2004)1431-1437.
- [7] Yang, ChingCh, Wen H.T, "Secret image sharing with steganography and authentication Journal of Systems & Software 80.7, pp. 1070-1076.
- [8] JithuVimal and Ann Mary Alex, "Audio Steganography using Dual Randomness LSB Method", IEEE International Conference on Control Instrumentation, Communication and Computational Techniques (ICCICT), 2014.
- [9] NF.Luri Johnson (2005). Steganography tools. Available at [http://www.jjtc.com/ Security / Stegotools .htm](http://www.jjtc.com/Security/Stegotools.htm)
- [10] Ankit Chadha, Neha Satam, Rakshak Sood, & Dattatroy Bade (2013). An efficient method for image and audio steganography using least significant bit (LSB) substitution. International Journal of computer applications 77(13).

Books

Following books & e-Books that are used to complete this project reports.

- C++ Primer 9(fifth edition)
- SQL Server Bible (Paperback)
- Accelerated C++ (Andrew Koenig Barbara E.Moo)
- Professional C#, 2nd Edition (Paperback)
- Professional ASP.NET (Paperback)
- MCAD/MCSD Self-Paced Training Kit: Developing Web Applications with Microsoft® Visual Basic® .NET and Microsoft Visual C#® .NET, 2Edition.

हाथरस जिले के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं पर निराशा के प्रभाव का तुलनात्मक अध्ययन

डॉ. निशा सिंह

प्राचार्या मॉडर्न कॉलेज ऑफ प्रोफेशनल स्टडीज, गाजियाबाद

सारांश

यह शोध शैक्षिक प्रणाली के समकालीन परिदृश्य में सैद्धांतिक प्रस्तावों और काम के औचित्य पर आधारित है,

जहाँ निराशा का अर्थ है कुछ बाधाओं या बाधाओं के माध्यम से एक उत्तेजित आवश्यकता की संतुष्टि को अवरुद्ध या हस्तक्षेप करना।

निराशा तब होती है जब छात्र किसी महत्वपूर्ण आवश्यकता की संतुष्टि के लिए अपनी जड़ में रुकावट पर कम ज्यादा दुर्गम बाधा का सामना करता है। निराशा से छात्र के शिक्षा में ग्रेडिंग पर इस का प्रभाव पड़ता है। इन सभी असंतुलनों के साथ इस शोध कार्य में छात्रों पर निराशा के प्रभाव का अध्ययन किया गया है और उनकी तुलना छात्राओं से की गई है। अतः इस शोध का शीर्षक हाथरस जिले के माध्यमिक विद्यालयों के छात्रों पर निराशा के प्रभाव का अध्ययन करना और छात्राओं से इसकी तुलना करना रखा गया है।

परिचय

वर्तमान परिवेश में समाज के शीघ्रता से परिवर्तित होते सामाजिक-आर्थिक परिदृश्य के तहत शिक्षा

तेजी से एक चुनौतीपूर्ण और जटिल प्रक्रिया बन गई है। वर्तमान की उभरती समस्या में एक समस्या आज शिक्षक के सामने विभिन्न चुनौतियों में से एक देश के बच्चों के शारीरिक और मानसिक स्वास्थ्य को लेकर भी है।

आज के शिक्षक को बच्चों के सर्वांगीण विकास हेतु सामंजस्यपूर्ण विकास पर जोर देना होगा ताकि वे देश के राष्ट्रीय विकास और सामाजिक कल्याण के लिए अधिकतम सहयोग कर सकें। मानव की हाल की ही खोजों के आधार पर मानव व्यवहार के अपने ज्ञान और समस्याओं और उपचारात्मक उपायों के सिद्धांतों के साथ शिक्षक की भावी पीढ़ी के मानसिक स्वास्थ्य को बनाए रखने में अपनी महत्वपूर्ण भूमिका निभा सकते हैं।

यह उचित समय है कि बच्चों के मानसिक स्वास्थ्य में उथल-पुथल उनके अध्यापकों द्वारा उनकी निराशापूर्ण स्थितियों के दैनिक अच्छा अभ्यास में अवरुद्ध कर के सफलता प्राप्त की जा सकती है।

हाल ही में शिक्षकों के पास आने वाली पीढ़ियों में सामाजिक क्षमता, आत्मविश्वास और सामाजिक सम्मान विकसित करने के लिए पाठ्यचर्या कार्यों को पूरा करने के लिए विभिन्न कर्तव्य एवं सामाजिक दायित्वों का निर्वहन करना आवश्यक है

तक अपने लक्ष्यों का सामना करते हुए पूर्ण रूपेण अत्मविश्वास के साथ चुनौतियों का दृढ़तापूर्वक समना कर सकें।

भरत एक युवा प्रधान देश है भारत की लग. तार बढ़ती अर्थव्यवस्था का भावी पीढ़ी में उच्च क्षमता, लचीला व्यक्तित्व और सामाजिक अनुकूलन क्षमता, भावात्मक रूप से संतुष्ट और उच्चक्रम की समाजिक स्वीकृति पर टिकी हुई है। यह स्मायोजन में उनकी उत्कृष्ट स्थिति को बढ़ा सकता है और उनके जीवन में निराशाजनक स्थिति को कम कर सकता है।

क्षमता का वातावरण व्यक्तिगत क्षमताओं के साथ-साथ सामंजस्य का भी अकल्पनीय मूलाधार है यह उन्हें शैक्षणिक स्थितियों में बेहतर उपलब्धियों के लिए भी तैयार करता है और उन्हें समाजिक परिवेश में उच्च संतुलन बनाने में भी सहायता प्रदान करता है।

यही मूल कारण है कि हाथरस जिले के क्षेत्र में माध्यमिक विद्यालयों के छात्रों के व्यक्तित्व का अध्ययन घर के लिए निराशा के संदर्भ में किया जा रहा है।

व्यक्तित्व

किसी व्यक्ति की स्थिर विशेषताओं को व्यक्तित्व के रूप में परिभाषित किया जा सकता है जिसमें प्रतिभा, प्राथमिकताएँ, आदतें, कमजोरी, नैतिक गुण और अन्य कई महत्वपूर्ण गुण शामिल हैं जो एक व्यक्ति से दूसरे में भिन्न होते हैं।

व्यक्तित्व एक एकीकृत बहुआयामी संरचना है जिसमें स्वयं की अवधारणा मूल है।

निराशा

निराशा को विभिन्न मनोवैज्ञानिकों ने अलग-अलग ढंग से परिभाषित किया है। साइमंड्स (1946) निराशा शब्द को "निराशा का अर्थ है कुछ बताओ या बाधाओं के माध्यम से एक उत्तेजित आवश्यकता की संतुष्टि को अवरुद्ध या हस्तक्षेप के रूप में परिभाषित किया है।

निराशा के क्षेत्र में अग्रणी कार्यकर्ता रोसेनिंग (1938) ने इस शब्द को परिभाषित किया था "हताशा तब होती है जब जीवन किसी महत्वपूर्ण आवश्यकता की संतुष्टि के लिए अपनी जड़ में रुकावट पर कम या ज्यादा दुर्गम बाधा का सामना करता है।" उपरोक्त अध्ययन में निराशा शब्द को वर्तमान संदर्भ में परिभाषित किया गया है और इसमें क्रमशः आक्रामकता इस्तीफा निर्धारण और प्रतिगमन जैसे तत्व शामिल हैं।

शैक्षिक उपलब्धि

उपलब्धि शब्द को एक निश्चित विद्यालयी परीक्षा में विद्यार्थियों के अंकों के संदर्भ में उनकी निपुणता से समझा जाता है। अधिक व्यापक अर्थों में उपलब्धि का अर्थ है किसी की सीखने की प्राप्ति, उपलब्धियाँ, दक्षाताएँ आदि। उपलब्धि सीधे तौर पर शैक्षिक संस्थानों में छात्र की वृद्धि और विकास से संबंधित है जहाँ शिक्षण और सीखने का इरादा है। इस अवधारणा में तीन कारकों की परस्पर क्रिया शामिल है, सीखने के लिए योग्यता, सीखने के लिए तत्परता और

सीजन का अवसर। इन कारकों के अलावा, अवस्था में स्वास्थ्य और शारीरिक फिटनेस, प्रेरणा योग्यता और भावनात्मक संतुलन आदि शामिल हैं।

शिक्षा में उपलब्धि, ठीक ठीक बोलना, किसी व्यक्ति के ज्ञान, समझ लिया कौशल को निर्दिष्ट विषय या विषयों के समूह में शामिल करता है। यह केवल स्कूल विषयों के लिए सीमित है जहां छात्रों ने अपनी उपलब्धियों का प्रदर्शन किया।

इसलिए परिचालन रूप से दसवीं कक्षा में वार्षिक परीक्षाओं के अंकों को इस अध्ययन के लिए छात्रों की शैक्षिक उपलब्धि के रूप में माना जा रहा है।

साहित्य की समीक्षा

जोन्स एंट अल (2000) द्वारा सामाजिक रूप से अस्वीकृत अपराधी युवाओं की बढ़ती सहकर्म प्रशंसा का अध्ययन किया। सहकारी व्यवहार पर सकारात्मक सहकर्म रिपोर्टिंग के प्रभाव का आकलन करने और आवासीय देखभाल में सामाजिक रूप से अस्वीकृत अपराधी युवाओं की स्वीकृति और सहकर्म स्वीकृति पर और प्रक्रिया के प्रभावों का आकलन करने के लिए एक गैर-समवर्ती एकाधिक आधार रेखा का उपयोग किया गया था। परिणामों से ज्ञातव्य हुआ की सकारात्मक सहकर्म रिपोर्टिंग ने साधियों को दिए गए सहकारी बयानों के उपयोग में वृद्धि की।

कोट्स वेयर (2000), ने हाई स्कूल के छात्रों के अनुच्छेद बोध पर व्यक्तित्व विशेषताओं के प्रभाव का पता लगाया। इस नमूने में ग्रामीण और शहरी आवासीय विद्यालयों के आठवीं से दसवीं कक्षा

के 1296 छात्र शामिल थे। अध्ययन के परिणामों से ज्ञात होता है कि उचित व्यक्तिगत स्कोर वाले समूह का प्रदर्शन एच पी एस क्यू के सभी चौदह लक्षणों के संबंध में समझ परीक्षण में उच्चतम पाया गया।

गोयल (2002) ने निराशा के रूप में शैक्षणिक उपलब्धि और आकांक्षाओं का अध्ययन करने का प्रयास किया। इस उद्देश्य की पूर्ति के लिए, शोधकर्ता ने दसवीं कक्षा में पढ़ने वाले विभिन्न स्कूलों से 80 छात्रों का चयन किया है। परिणामों ने संकेत दिया कि शैक्षणिक उपलब्धि और निराशा एक दूसरे के साथ नकारात्मक रूप से सहसम्बन्ध थी जबकि शैक्षणिक उपलब्धि और आकांक्षा स्तरों ने उच्च सकारात्मक क्रम का महत्वपूर्ण सहसंबंध मूल्य दिखाया।

नोलन (2003) ने युवा छात्रों में अस्वीकृति और अवसाद के बीज संभावित संबंधों की अध्ययन किया ताकि युवा छात्रों में तीन वर्षों में अस्वीकृति और अवसाद के बीच संबंधों की जांच की जा सके, जो उनके अवसाद के जोखिम के संबंध में भिन्न थे। नमूनों में 240 छात्र शामिल थे, जिनका मूल्यांकन क्रमशः ग्रेड VI से VIII में किया गया था। अस्वीकृति मूल्यांकन किशोर-मां और शिक्षक की रिपोर्ट पर आधारित तथा। अवसाद का आकलन छात्र और मां की रिपोर्ट और नैदानिक रेटिंग पर आधारित था। सरचनात्मक समीकरण मोडलिंग के संकेत की दिया कि अस्वीकृति संभावित रूप से अवसाद की भविष्यवाणी करती है। शोधकर्ता ने यह नहीं पाया कि अवसाद संभावित रूप से अस्वीकृति की भविष्यवाणी करता है लेकिन अवसाद और अस्वीकृति के बीच मजबूत

पार-अनुभागीय सहसंबंधों के कारण इस तरह के संबंध से इनकार नहीं किया जा सकता है।

आस्मां (2004) ने उच्च उपलब्धि प्राप्त करने वालों और निम्न उपलब्धि प्राप्त करने वालों के बीच अंतर का पता लगाने हेतु आकांक्षा के स्तर का अध्ययन किया। शोधकर्ता ने 200 छात्रों का चयन किया और पाया कि दोनों समूहों के बीच आकांक्षा के स्तर में महत्वपूर्ण अंतर था। उच्च उपलब्धि प्राप्त करने वालों का LOA अधिक होता है जबकि निम्न उपलब्धि प्राप्त करने वालों की स्थिति उत्तरोत्तर बदतर होती जाती है।

सूद (2005) ने अपने शिक्षक के दृष्टिकोण के प्रति छात्र की धारणा के प्रभाव और उनकी आत्मधारणा और शैक्षणिक उपलब्धि के साथ संबंध का अध्ययन किया। परिणामों से पता चला कि अपने शिक्षक के दृष्टिकोण और उनके शैक्षणिक उपलब्धि स्कोर के बारे में छात्रों की धारणा के बीच महत्वपूर्ण संबंध था। जिन छात्रों को अपने शिक्षक के प्रति उनके रवैये की अच्छी धारणा है, उन्होंने कक्षा में बेहतर शैक्षणिक प्रदर्शन दिखाया।

तारकिन (2008) ने इस उद्देश्य के लिए छात्र अलगव और आत्म-अवधारणा के विभिन्न पहलुओं के बीच संबंधों का अध्ययन किया, 351 स्नातकों को नमूने के रूप में चुना गया था। छात्रों को अपने सबसे खराब शैक्षणिक अनुभव और अपने बारे में समग्र भावनाओं की रिपोर्ट करने के लिए कहा गया था। परिणामों के द्वारा पता चला कि अवधारणा और छात्र अलगव के बीच एक मध्यम नकारात्मक सहसंबंध प्रदर्शित किया।

एक चरण-वार बहु-प्रतिगमन विश्लेषण ने संकेत दिया कि निराशा और सामान्य कुसमायोजन स्कोर ने खराब छात्र आत्म-अवधारणा की सबसे अच्छी भविष्यवाणी की।

राज (2009) ने विज्ञान के छात्रों की शैक्षिक उपलब्धि के सम्बंध में उनके व्यक्तित्व लक्षणों का अध्ययन किया। इसके लिए 264 कॉलेज छात्रों का नमूना लिया गया था। नियोजित उपकरण 16 पी एफ और अंतिम वर्ष की परीक्षा का परिणाम थी। परिणामों ने संकेत दिया कि व्यवहारिक परीक्षा में उच्च और निम्न प्राप्तकर्ताओं के व्यक्तित्व प्रोफाइल सामान थे, और जब कि सिद्धांत परीक्षा में उच्च प्राप्त करने वाले क्रमशः अधिक आरक्षित, संदिग्ध और आशंकित पाए गए।

त्रिपाठी (2010) ने कम एस ई एस बच्चों के आत्म-सम्मान और व्यक्तित्व विकास को बढ़ाने वाले लेन-देन विश्लेषण (टीए) की प्रभावशीलता का अध्ययन किया। यह अध्ययन 10 से 15 वर्ष के आयु वर्ग के 200 शहरी बच्चों पर किया गया है। अध्ययन के निष्कर्षों ने संकेत दिया कि निम्न एस आई एस बच्चों में आत्मसम्मान और सकारात्मक व्यक्तित्व विकास देखा जा रहा है क्योंकि इन बच्चों को नियमित रूप से 1 महीने के लिए लेन देन विश्लेषण सशक्त परीक्षण के अधीन किया गया था।

गहलावत (2011) ने हरियाणा के रोहतक शहर में पढ़ने वाले दसवीं कक्षा के छात्रों के भावनात्मक सामाजिक और शैक्षिक समायोजन की तुलना उनको लिंग के संबंध में करने के लिए एक अध्ययन किया और पाया कि दसवीं कक्षा में छात्र

और छात्रा उनके भावनात्मक, सामाजिक और शैक्षिक समायोजन में महत्वपूर्ण रूप से भिन्न नहीं थे।

मित्तल(2012) ने हरिद्वार जिले के 200 माध्यमिक विद्यालय के छात्रों और छात्राओं की भावनात्मक बुद्धिमत्ता के संबंध में समायोजन की तुलना करने का प्रयास किया। आंकड़ों के विश्लेषण द्वारा ज्ञात हुआ कि छात्र और छात्राओं के समायोजन में काफी अंतर था। अध्ययन में पाया गया कि छात्राओं की तुलना में छात्रों का अधिक समायोजित पाया गया।

अध्ययन में यह तथ्य भी सामने आया कि जिन छात्रों में उच्च भावनात्मक बुद्धि थी वे अत्यधिक समायोजित थे जबकि उच्च भावनात्मक बुद्धि वाली छात्रों को कम से कम समायोजित किया गया था।

कुमार ए (2013) द्वारा की गई एक जांच का उद्देश्य लुधियाना जिले में संयुक्त और एकल परिवारों से संबंधित कामकाजी माताओं की 350 माध्यमिक विद्यालयों के छात्रों के समायोजन के स्तर का अध्ययन करना है।

अध्ययन से ज्ञात हुआ कि संयुक्त और एकल परिवारों से संबंधित कामकाजी माताओं के छात्रों के समायोजन के बीच कोई महत्वपूर्ण अंतर नहीं था।

परमानिक, साहा और मंडल (2014) के माध्यमिक छात्रों के लिंग और निवास के संबंध में समायोजन का अध्ययन करने पर पाया गया कि माध्यमिक विद्यालय के छात्रों के बीच लिंग के आधार पर एक महत्वपूर्ण अंतर था लेकिन संबंध में कोई अंतर नहीं पाया गया।

सुवर्णा और भाटा (2015) ने माध्यमिक विद्यालय के छात्रों की शैक्षणिक उपलब्धि और व्यक्तित्व का पता लगाने के लिए एक अध्ययन किया गया और पाया गया कि उम्र और लिंग के संबंध में माध्यमिक छात्रों की शैक्षणिक उपलब्धि और व्यक्तित्व में महत्वपूर्ण अंतर था भाषा और धर्म के संबंध में शैक्षणिक उपलब्धि में कोई महत्वपूर्ण अंतर नहीं पाया गया लेकिन व्यक्तित्व में महत्वपूर्ण अंतर पाया गया इस अध्ययन से ज्ञात हुआ कि व्यक्तित्व कुछ हद तक किशोरों की शैक्षणिक उपलब्धि को प्रभावित करता है।

अख्तर और आलम 2016 द्वारा किए गये अध्ययन में यह पाया गया कि समायोजन के विभिन्न घटकों के संबंध में छात्रों और छात्राओं के बीच कोई महत्वपूर्ण अंतर नहीं था प्राप्त परिणामों से यह भी ज्ञात होता है कि उनके समग्र समायोजन और शैक्षणिक उपलब्धि के संदर्भ में महत्वपूर्ण अंतर था।

भगत और बलिया 2016 ने माध्यमिक विद्यालय के छात्रों की उनके लिंग और शैक्षणिक उपलब्धि के संबंध में आत्मा प्रभावकारिता करते और समायोजन पर अध्ययन किया और पाया कि पुरुष और महिला माध्यमिक विद्यालयों के छात्र और महिला छात्रों के समायोजन में महत्वपूर्ण अंतर पाया गया पुरुष छात्रों की तुलना में महिला छात्र कम समायोजन है हालांकि उच्च और निम्न उपलब्धि प्राप्त करने वालों के समायोजन में कोई महत्वपूर्ण अंतर नहीं पाया गया और माध्यमिक विद्यालय के पुरुष और महिला छात्रों की आत्म प्रभावित प्रभावकारिता में कोई महत्वपूर्ण अंतर नहीं पाया गया।

अगस्त 2016 के माध्यमिक विद्यालय के छात्रों और छात्राओं के बीज समायोजन पर एक अन्य तुलनात्मक अध्ययन में बताया कि माध्यमिक विद्यालय के छात्रों के समायोजन में एक महत्वपूर्ण अंतर था और छात्राओं को छात्रों की तुलना में अधिक समायोजित पाया गया छात्राओं ने भावनात्मक और शैक्षिक रूप से छात्रों की तुलना में अधिक समायोजित पाया गया और छात्रों को छात्रों की तुलना में सामाजिक रूप से अधिक समायोजित पाया गया।

जुलै 2016 के शोध अध्ययन से ज्ञात होता है कि सामाजिकरण और संस्कृति कुछ लक्षणों के विकास और अभिव्यक्ति को प्रभावित कर सकते हैं इस का तात्पर्य यह है कि विभिन्न स्तरों के रक्षण रखने वाले पुरुष और महिलाओं के प्रति एक स्वभाव हो सकता है माता-पिता संस्कृति प्रभाव और समाजीकरण प्रक्रिया उनकी अभिव्यक्ति के स्तर और विशेषताओं के विकास और निर्धारित कर सकती है।

अगस्त 2017 द्वारा कि एग ए माध्यमिक विद्यालय के छात्रों के आत्मसम्मान और शैक्षणिक उपलब्धि के बीच संबंध पर एक शोध में पाया गया कि सकारात्मक आत्मसम्मान और माध्यमिक विद्यालय के छात्र की शैक्षणिक उपलब्धि के बीच एक सकारात्मक संबंध था।

आंकड़ों का विश्लेषण

- छात्रों पर निराशा के प्रभावों का अध्ययन करना और छात्राओं से इसकी तुलना करना।
- इस उद्देश्य पर पहुंचने के लिए शोधकर्ता ने

संबंधित शून्य परिकल्पना का परीक्षण करने के लिए 2'2 तरीके एनोवा का पालन किया है, आगे शोधकर्ता ने सेक्स के दो समूह यानी छात्र और छात्राओं, व्यक्तित्व के तीन समूह यानी उत्कृष्ट मध्यम विचार किया है। निराशा के विभिन्न स्तरों पर खराब व्यक्तित्व, अर्थात् (i) आक्रामकता (ii) इस्तीफा (iii) निर्धारण और (iv) प्रतिगमन इन सभी स्तरों को अलग-अलग निपटाया जाता है और गणना अलग-अलग तालिकाओं में प्रदर्शित की जाती है।

पहला समूह – आक्रामकता : निराशा प्रतिक्रिया पैमाना, लिंग, व्यक्तित्व (उत्कृष्ट, मध्यम और खराब)।

दूसरा समूह – इस्तीफा : निराशा प्रतिक्रिया पैमाना, लिंग, व्यक्तित्व (उत्कृष्ट, मध्यम और खराब)।

तीसरा समूह – निर्धारण : निराशा प्रतिक्रिया पैमाना, लिंग, व्यक्तित्व (उत्कृष्ट, मध्यम और खराब)।

चौथा समूह – प्रतिगमन : निराशा प्रतिक्रिया पैमाना, लिंग, व्यक्तित्व (उत्कृष्ट, मध्यम और खराब)।

पहला समूह

यहां शोधकर्ता द्वारा छात्रों के लिंग और व्यक्तित्व पर आक्रामकता-निराशा प्रतिक्रिया पैमाने के प्रभाव का अध्ययन करने का प्रयास किया है इससे संबंधित प्रति कल्पनाएं अंग्रेज प्रकार है:

हाथरस जिले के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं पर निराशा के प्रभाव...

1. आक्रामकता के संबंध में छात्र और छात्रा के बीच कोई महत्वपूर्ण अंतर नहीं है।
2. व्यक्तित्व के समूहों में कोई महत्वपूर्ण अंतर नहीं है अर्थात् उत्कृष्ट आक्रामकता के संबंध में मध्यम और खराब।
3. आक्रामकता के संबंध में छात्र-छात्राओं के व्यक्तित्व समूह के बीच कोई महत्वपूर्ण अंतर मौजूद नहीं है निराशा प्रतिक्रिया पैमाना का पहला आयाम।

(तालिका एक इनोवा की सारांश तालिका)

स्त्रोत	वर्गों का योग	Df	माध्यका योग	F-मान
समूह के बीच	1105.7	5		
'A'	681.62	1	681.62	23.70
'B'	212.60	2	106.30	03.69
A*B	210.88	2	105.44	03.67
अवशिष्ट त्रुटि	3277.6	114	28.75	
कुल	4382.7	119		

- $P < 0.01$ स्तर
- 'A' कारक = लिंग
- 'B' फैक्टर = व्यक्तित्व प्रतिरूप

है। यह इंगित करता है कि छात्रों के साथ-साथ छात्राओं के बीच एक महत्वपूर्ण अंतर मौजूद था और आक्रामकता के संदर्भ में निराशा प्रतिक्रिया पैमाने का पहला आयाम माना जाता है।

'B' कारक (व्यक्तित्व पैटर्न) के मामले में परिकलित F का मान 3.69 है तो आक्रामकता-निराशा प्रतिक्रिया पैमाने के साथ पत्राचार में व्यक्तित्व पैटर्न के तीन समूह के बीच स्पष्ट भेद भाव को दर्शाता है। इसलिए इस अध्ययन में छात्रों के विभिन्न व्यक्तित्व पैटर्न पर प्रभाव में आक्रामकता को दर्शाया गया है।

उपरोक्त तालिका से पता चलता है कि सभी तीन F का मान 0.01 के महत्वपूर्ण स्तर पर महत्वपूर्ण पाए गए हैं। अतः यह कहा जा सकता है कि जिनके संबंधित तीनों परिकल्पनाएँ अस्वीकृत होती हैं।

'A' कारक के मामले में, यह तालिका से देखा गया है कि वर्गों के योग का मूल्य 681.62 है और संबंधित F मान 23.70 है जो 0.01 के महत्व के स्तर पर सांख्यिकीय रूप से महत्वपूर्ण पाया जाता

F-मान ($F=3.67$) की गणना आक्रामकता पर लिंग और व्यक्तित्व के संयुक्त प्रभाव को देखने

के लिए की गई थी, तो यह भी 0.05 के महत्व दर्शाता है कि इन दोनों समूहों का आक्रामकता स्तर पर महत्वपूर्ण पाया गया था। इस प्रकार यह पर संयुक्त प्रभाव पड़ता है।

(तालिका 2 छात्र और छात्रा के आक्रामकता के संबंध में M, और SD का मान)

निराशा प्रतिक्रिया	छात्र		छात्रा	
	M	SD	M	SD
आक्रामकता	21.93	6.43	17.16	5.63

उपरोक्त तालिका में पता चलता है कि छात्र और छात्राओं के माध्यमान क्रमशः 21.93 और 17.16 है। यह महत्वपूर्ण अंतर इस बात की पुष्टि करता है कि छात्र और छात्राओं के अपने नियमित जीवन में आक्रामकता की अभिव्यक्ति में स्पष्ट, अंतर है।

यहां छात्र गुस्सेल छात्रों के रूप में व्यवहार करते हैं और जीवन के नियमित पाठ्य क्रम में अपनी

आक्रामकता व्यक्त करते हैं, जबकि छात्रा अपनी अभिव्यक्ति में थोड़ा धैर्य रखती है।

इसी प्रकार SD का मान यह प्रदर्शित कर रहे हैं की सामाजिक-सांस्कृतिक वातावरण में उनकी आक्रामकता के संबंध में उनके समकक्षों की तुलना में छात्रों में भिन्नताएं अधिक बार होती है।

(तालिका 3 आक्रामकता पर छात्रों के व्यक्तिगत प्रतिरूप के प्रभाव)

व्यक्तिगत प्रतिरूप	M	SD	L
खराब	38.05	7.54	0.394
मध्यम	39.20	5.49	
मध्यम	39.20	5.49	2.35
उत्कृष्ट	31.35	9.01	
खराब	38.05	7.54	2.03
उत्कृष्ट	31.35	9.01	

$P < 0.05$ स्तर उपरोक्त तालिका क्रमशः 39.2, 38.05, 31.35 के रूप में मानो (माध्य) की रैंकिंग को इंगित करती है जो छात्रों के मध्यम, खराब और

उत्कृष्ट व्यक्तित्व प्रतिरूप में आक्रामकता को दर्शाती है। खराब और मध्यम व्यक्तित्व समूहों में औसत मूल्य क्रमशः 38.05 और 39.2 पाए जाते हैं, जो

हाथस जिले के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं पर निराशा के प्रभाव...

आक्रामकता के संबंध में थोड़ा अंतर प्रकट करते हैं। इस प्रकार के समूह दैनिक जीवन में आक्रामक व्यवहार के अपने भावों में लगभग समान है।

जब कि इस समूह में विचलन पर आधारित व्याख्याओं को यह कहा जा सकता है कि खराब व्यक्तित्व समूह ने छात्रों के मध्यम व्यक्तित्व समूह की तुलना में अधिक भिन्नत प्रदर्शित की। दूसरी ओर महत्वपूर्ण 'टी' मान इंगित करता है कि इन दोनों समूहों के आक्रामक व्यवहार की अभिव्यक्तियों में स्पष्ट अंतर है।

इसी तरह जब मध्यम और उत्कृष्ट व्यक्तित्व वाले छात्रों के बीच उनकी आक्रामकता की अभिव्यक्ति के संबंध में तुलना की जाती है, तो यह कह सकते हैं कि मध्यम समूह में समान मात्रा में आक्रामकता होने का सबसे अधिक जोखिम होता है अतः कहा जा सकता है कि छात्रों का मध्य व्यक्तित्व समूह अपने समकक्षों की तुलना में अधिक आक्रामक प्रकृति का होता है। जब आक्रामकता के संबंध में व्यक्तित्व के दो चरम समूहों के बीच तुलना की जाती है, तो तालिका से यह स्पष्ट होता है कि छात्रों के खराब व्यक्तित्व समूह अपने समकक्षों की तुलना में अधिक आक्रामकता का प्रदर्शन कर रहे हैं। यह उच्च माध्यमान अर्थात् 38.05 और महत्वपूर्ण टी-मान अर्थात् 2.03 से भी स्पष्ट है।

यह आक्रामकता का एक क्रमिक संदर्भ दिखा रहा है—आर एफ एस का पहला आयाम यह है कि खराब व्यक्तित्व वाले छात्र अपने सामाजिक-सांस्कृतिक वातावरण का प्रतिनिधित्व कर के अपनी आक्रामकता का प्रदर्शन करने में काफी हद तक आवश्यकता होती है।

अपने SES, सांस्कृतिक पूर्वाग्रहों या उनके अभाव के कारण अधूरे रहने की धमकी देना यह असफल होना पाया जाता है।

उनके बाद दूसरा अनुक्रमिक रैंक मध्यम व्यक्तित्व समूह में छात्रों के बीच उच्च स्तर की आक्रामकता का पक्षधर है यह स्वभाविक है कि समाज का मध्यम वर्ग विशेषकर छात्रों को मूल्य खतरों का सामना करना पड़ रहा है उच्च शैक्षिक प्रदर्शन के लिए तनाव और अपने परिवार की ओर से सीमित संसाधनों की सीमा के भी तर रहना उनका परिदर्शन फिर से ऐसा ही है।

छात्रों के व्यक्तित्व का तीसरा समूह निम्न व्यक्तित्व समूहों के मामले में आक्रामकता पर उच्च औसत मूल्य प्रदर्शित कर रहा है। इसलिए यह अनुमान लगाया जा सकता है कि कम व्यक्तित्व का उनके सामाजिकरण के दौरान परिवार स्कूल और पड़ोस पर प्रतिकूल प्रभाव पड़ता है। यह समूह सामान्यतः निम्न वर्ग का है और इसीलिए आधुनिक समाज की मांग के अनुसार इनकी आवश्यकताओं की पूर्ति में संकट उत्पन्न हो जाता है। सभी मनोवैज्ञानिक रचनाएं जीवन के नियमित क्रम में उनके व्यवहार की बाधित करती है और वे छात्रों के सबसे आक्रामक समूहों के रूप में व्यवहार करती हैं। कभी-कभी, यह आक्रामकता आवश्यकता—परिहार उनके व्यवहार को अपने समकक्ष समूहों पर अपने प्रभुत्व का प्रतिनिधित्व करने के लिए एक महत्वपूर्ण तंत्र के रूप में कार्य कर सकते हैं।

संक्षेप में, यह निष्कर्ष निकाला जा सकता है आक्रामकता के स्तर का किसी के व्यक्तित्व से अधिक लेना-देना है और इसका उपयोग छात्रों

द्वारा सामाजिक स्थितियों में अपने सुदृढ़ता के परिकल्पनाएं इस प्रकार हैं—
रूप में किया जा सकता है।

दूसरा समूह

यहां शोधकर्ता ने त्याग के प्रभाव का अध्ययन करने का प्रयास किया है — निराशा प्रतिक्रिया पाने का दूसरा आयाम, किशोरों के लिंग, व्यक्तित्व केअप (उत्कृष्ट, मध्यम और गरीब) पर संबंधित

1. इस्तीफे के संबंध में छात्र और छात्राओं के बीच कोई महत्वपूर्ण अंतर मौजूद नहीं है।
2. इस्तीफे के संबंध में व्यक्तित्व समूहों यानी उत्कृष्ट मध्यम और खराब के बीच कोई महत्वपूर्ण अंतर नहीं है।
3. छात्रों में इस्तीफे पर लिंग व्यक्तित्व का कोई संयुक्त प्रभाव नहीं है।

(तालिका 4 दूरे इनोवा की सारांश तालिका)

स्त्रोत	वर्ग का योग	Df	माध्यका योग	F- मान
समूह के बीच	316.867	5		
A^*	4.833	1	40.833	0.56
B^*	221.310	2	110.66	15.14
$A*B$	54.717	2	27.36	0.37
अवशिष्ट त्रुटि	8330.110	114	73.06	
कुल	8646.90	119		

- $P < 0.01$ स्तर
- $P > 0.05$ स्तर
- 'A' = इस्तीफा
- 'B' = व्यक्तित्व समूह

वाले छात्रों पर लिंग का कोई प्रभाव नहीं पड़ता है। इसका मतलब है कि छात्र और छात्रा दोनों RFS के इस दूसरे आयाम यानी इस्तीफे पर कोई भेदभाव नहीं दिखाते हैं।

इस प्रकार कुल आबादी के लिए यह अनुमान लगाया जा सकता है कि वह अपनी आवश्यकताओं की अधिक महत्व देते हैं, उनके पास कोई उचित रूप से विकसित जीवन का लक्ष्य, भविष्य की दिशा, और सम्मानिक बातचीत में वापसी दिखाते हैं।

उपरोक्त तालिका दूरे एनोवा का प्रतिनिधित्व करती है जो यहां तैयार की गई उप-प्रतिकल्पनाओं को रद्द करने के लिए विभिन्न गणना मान प्रदर्शित करती है। जबकि शोधकर्ता तालिका की कल्पना करता है, यह बहुत स्पष्ट है कि इस्तीफा देने

हार्द्वर जिले के माध्यमिक विद्यालयों के छात्रों एवं छात्राओं पर निराशा के प्रभाव...

वे 3-नर सहकर्मी के साथ गतिविधियों में शामिल नहीं होते हैं और अलगाव में रहते हैं। वे शांत रहते हैं और अपने स्वयं के कारणों से किसी भी प्रकार के संघर्ष को आमंत्रित करने में विश्वास नहीं करते हैं। दूसरे और व्यक्तित्व समूह (खराब मध्यम और उच्छृष्ट) का छात्रों में इस्तीफे की गुणवत्ता पर महत्वपूर्ण प्रभाव पड़ रहा है।

शून्य परिकल्पना की कोई महत्वपूर्ण अंतर मौजूद नहीं है, अतः इस परिकल्पना को निरस्त किया जा रहा है और सभी तीन व्यक्तित्व समूह का अवसाद के इस आयाम पर महत्वपूर्ण प्रभाव पड़ता है।

यह स्पष्ट है कि छात्र विकासात्मक परिवर्तनों और मनोवैज्ञानिक बनावट के कारण अपनी स्वयं की निराशा का सामना कर रहे हैं और इससे उनके व्यक्तित्व इस्तीफे के संबंध में उनके निराशा प्रतिरूप को आकार देने और प्रदर्शित करने में अधिक योगदान दे रहा है।

इस प्रकार ये छात्र शर्मीले, अलग-थलग कठिनाई से मुक्त-मिश्रण करने वाले, शारीरिक व मानसिक

संघर्ष करते हैं, और उच्चस्तर की आकांक्षाओं के साथ खुद को सही ठहराने की कोशिश करते हैं लेकिन असफल होते हैं और माता-पिता यह शिक्षकों से अस्वीकृत हो जाते हैं।

जब शोधकर्ता ने इस्तीफे के गठन पर लिंग और व्यक्तित्व के संयुक्त प्रभाव को देखने का प्रयास किया तो, यह 0.37 ($F=0.37$) के बराबर था, जो इस्तीफे पर इस संयुक्त प्रशिक्षण के गैर महत्वपूर्ण प्रभाव को दर्शाता है।

यह इस कारण भी हो सकता है कि जब व्यक्तित्व समूह लिंग के साथ जुड़ते हैं, तो वह इस्तीफे पर अपने स्वयं के स्वतंत्र प्रभाव को गुणा करते हैं। इस प्रकार यह इस्तीफे पर व्यक्तित्व के प्रभाव को कम करता है इस्तीफे पर व्यक्तित्व के प्रभाव के विवरण को संबोधित करने के लिए, शोधकर्ता ने तीन समूहों में अलग-अलग, इस्तीफे के संबंध में इस्तीफे पर इसके प्रभाव का निदान करने के लिए टी-मानो की गणना की।

(तालिका 5 छात्र और छात्राओं के इस्तीफे के संबंध में अलग-अलग M और SD)

निराशा प्रतिक्रिया	छात्र		छात्रा	
	M	SD	M	SD
इस्तीफा	24.9	7.53	23.73	9.05

जैसा कि पहले कहा गया है, छात्रों के दोनों समूह (छात्र और छात्रा) इस्तीफे के संबंध में लगभग समान व्यवहार दिखाते हैं, इस का तात्पर्य यह है कि लड़कियां भी इस्तीफे पर कोई प्रभाव नहीं डालती हैं, इसलिए यहां तैयार की गई शून्य उप-

परिकल्पनाओं को विभिन्न व्यक्तित्व समूहों के बीच कोई अंतर नहीं दिखाने के लिए स्वीकार किया जाता है। इसके अतिरिक्त खराब व्यक्तित्व (25.55) वाले समूहों में इस्तीफे के स्कोर पर औसत मूल्य अधिक पाए जाते हैं; मध्यम व्यक्तित्व (24.97) और

उत्कृष्ट व्यक्तित्व (22.43) क्रमशः यह दर्शाता है कि खराब व्यक्तित्व से इस्तीफे के तत्व का क्रमिक अन्वयन छात्र के उत्कृष्ट व्यक्तित्व का निर्माण करता है। इसलिए अनुमान लगाया जा सकता है, कि औसत मानों और संबंधित मानव विचलन के

आधार पर खराब समूह के इस्तीफे पर उच्चतम रैंक दिखाया; अतः यह दर्शाता है कि उनके पास खराब माता-पिता का प्रकार और यह सब उन्हें खराब, सामाजीकरण की और मदद करता था।

(तालिका 6 खराब, मध्यम और उत्कृष्ट के संबंध में तीन व्यक्तित्व समूहों पर एस डी और टी मान)

व्यक्तिगत प्रतिरूप	M	SD	टी-मान
खराब	25.55	8.93	0.157
मध्यम	24.97	7.59	
मध्यम	24.97	7.59	0.684
उत्कृष्ट	22.43	9.02	
खराब	25.55	8.93	0.778
उत्कृष्ट	22.43	9.02	

$P < 0.05$ स्तर उपरोक्त तालिका स्पष्ट रूप से इंगित करती है कि व्यक्तित्व के सभी तीन समूह के बीच अलग-अलग गणना कि एग एस भी तीन 'टी' मान 0.05 के महत्व स्तर पर गैर-महत्वपूर्ण पाए गए।

जब कि मध्यम और उत्कृष्ट व्यक्तित्व समूहों की निराशा के इस तत्व में बहुत कम भूमिका होती है वे जो कुछ भी इसका प्रतिनिधित्व करते हैं, वह उनके आयुसिद्ध परिवर्तनों और मनोवैज्ञानिक विकास के प्रदर्शन से में उनकी श्रेष्ठता, साथियों के प्रभुत्व और कभी कभी अपने स्वयं के अनुशासन सहिता का जबरन अभ्यास करने के कारण इस्तीफे को स्थितियों में शामिल होता है। इन सभी प्रथाओं में, उनके बेहतर व्यक्तित्व के बावजूद, उन्हें निराशा यानी इस्तीफा के जाल में डाल दिया।

तीसरा समूह

यह शोधकर्ता ने छात्रों के लिंग, व्यक्तित्व (उत्कृष्ट, मध्यम और खराब) पर निराशा प्रतिक्रिया पैमाने के तीसरे आयाम निर्धारण के प्रभाव का अध्ययन करने का प्रयास किया है।

अस्वीकार करने के अधीन संबंधित उप-परिकल्पनाएँ इस प्रकार हैं:-

1. निर्धारण के संबंध में छात्र और छात्राओं के बीच कोई महत्वपूर्ण अंतर मौजूद नहीं है।
2. उत्कृष्ट निर्धारण के संबंध में मध्यम और खराब व्यक्तित्व के समूहों में कोई महत्वपूर्ण अंतर नहीं है।
3. छात्रों में लिंग निर्धारण पर व्यक्तित्व का कोई संयुक्त प्रभाव मौजूद नहीं है।

(तालिका टूवे एनोवा का विवरण)

स्त्रोत	वर्ग का योग	Df	माध्यका योग	F- मान
समूह के बीच	310.4	5		
$^A^*$	97.2	1	97.20	2.67
$^B^*$	148.2	2	74.20	2.04
A^*B	65.0	2	32.50	0.89
अवशिष्ट त्रुटि	4147.40	114	36.38	
कुल	4457.80	119		

* $P < 0.05$ स्तर उपरोक्त तालिका में स्पष्ट है कि दोनों कारकों और उनके संयुक्त परीक्षण में 0.05 के स्तर पर भी गैर-महत्वपूर्ण अंतर दिखाया।

इन तथ्यों से स्पष्ट होता है कि छात्रों के लिंग, व्यक्तित्व का RFS के तीसरे आयाम को निर्धारित करने में कोई प्रभाव नहीं पड़ता है, और नही संयुक्त होने पर छात्रों पर उनका कोई प्रभाव नहीं हो सकता है।

इस प्रकार निराशा के एक महत्वपूर्ण घटक के रूप में निर्धारण का तत्व इस अध्ययन में इन चारों स अप्रभावित रहता है। इस प्रकार इन घटनाओं के लिए तैयार की गई सभी तीनों शून्य परिकल्पनाएँ स्वीकार की जाती हैं।

इस प्रकार के निष्कर्ष निकाला जा सकता है कि छात्र और छात्राओं का स्थिर व्यवहार चर लिंग और उनके व्यक्तित्व द्वारा अपरिवर्तित रहा। दोनों ही समूह लगातार और बाध्यकारी प्रकार के व्यवहार को व्यक्त कर रहे हैं, इसका तात्पर्य यह है कि ये छात्र समाज परिस्थितियों में अपने व्यवहार में दोहराव दिखा रहे हैं, क्योंकि वह अपने

जीवन में प्रत्येक बार नए जोखिम नए जुड़ाव और नए अनुकूलन को पसंद नहीं करते हैं। वे अपने नियमित आचरण में थोड़ी कठोरता और भावुकता दिखा रहे हैं और जीवन की स्थितियों के संबंध में अपने स्वयं के अनुभवों से जुड़े रहते हैं।

जब शोधकर्ता ने निर्धारण के निर्माण पर छात्रों के लिंग और व्यक्तिगत के संयुक्त प्रभाव की कल्पना करने का प्रयास किया है तो यह 0.89 पाया जाता है जो निर्धारण पर इस संयुक्त प्रशिक्षण के गैर-महत्वपूर्ण प्रभाव को दर्शाता है। यह इस कारण से हो सकता है कि व्यक्तित्व के साथ – साथ लिंग चर व निराशा के आयाम निर्धारण पर अपने स्वयं की स्वतंत्र प्रभाव को समाप्त कर देता है। इस प्रकार यह निर्धारण पर व्यक्तित्व के प्रभाव को कम करता है जो उस पर एक महत्वपूर्ण प्रभाव छोड़ देता है।

निर्धारण पर व्यक्तित्व के प्रभाव के विवरण को संबोधित करने के लिए शोधकर्ता ने निर्धारण के संबंध में सभी तीन समूहों में अलग-अलग इस के प्रभाव को निदान करने के लिए टी-मान की गणना अग्र प्रकार है।

(तालिका 7 निराशा के संबंध में छात्र और छात्राओं के एम, एस डी को
अलग-अलग प्रदर्शित करना)

निराशा प्रतिक्रिया	छात्र		छात्रा	
	M	SD	M	SD
	25.70	6.25	27.50	5.49

उपरोक्त तालिका में स्पष्ट है कि छात्र और छात्राओं के मामले में मूल्यांकन का औसत मूल्य क्रमशः 25.70 और 27.50 है। यह स्पष्ट रूप से छात्र अपने समकक्षों के संबंध में लड़कियां विषयों की थोड़ी प्रेक्षा को दर्शाता है। इसके अलावा छात्राओं के

समूह में मूल्य का न के संदर्भ में अपनी निराशा की अभिव्यक्ति में तुलनात्मक रूप से अधिक एक रूपता दिखाएं हमारी सामाजिक संरचना में यह स्पष्ट है कि महिलाओं के समूह तुलनात्मक रूप से अधिक संयमित और दमनकारी होते हैं।

(तालिका निर्धारण के संबंध में तीन व्यक्तित्व समूहों (खराब, मध्यम और उत्कृष्ट)
पर M,SD और टी मान)

व्यक्तिगत प्रतिरूप	M	SD	टी- मान
खराब	26.80	5.52	0.421
मध्यम	27.85	5.62	
मध्यम	27.85	5.62	1.007
उत्कृष्ट	25.15	6.36	
खराब	26.80	5.52	0.621
उत्कृष्ट	26.15	6.36	

$P > 0.05$ स्तर उपरोक्त तालिका में स्पष्ट रूप से छात्रों (छात्र+छात्रा) के खराब मध्यम और उत्कृष्ट व्यक्तित्व समूह के मामले में अनुक्रम की परिकल्पना की गई है जिससे परिकलित माध्य, मान क्रमशः 26.80, 27.85 और 25.15 है जो निराशा के आयाम अर्थात् निर्धारण पर है। यह इंगित करता है कि छात्रों के व्यक्तित्व की गुणवत्ता का निराशा से

सीधा संबंध है, इसलिए खराब व्यक्तित्व ने निर्धारण के मामले में उच्च स्तर की निराशा प्रदर्शित है और उत्कृष्ट समूह ने अपने समकक्षों की तुलना में कम निराशा दिखाई है। इस प्रकार यह उनके व्यक्तित्व में निराशा की एक वास्तविक अनुक्रमांक प्रवृत्ति का प्रतिनिधित्व करता है, जबकि दिए गए सभी तीन समूहों के लिए टी मानों की गणना

की गई है, यह प्रदर्शित किया गया है कि तीनों समूहों के बीच अलग-अलग कोई महत्वपूर्ण अंतर नहीं है। यह दर्शाता है कि सभी तीन समूहों ने निर्धारण के संबंध में किसी भी प्रकार का सा. खिन्नता अंतर नहीं है यह भी व्यक्त किया जाता है कि सभी समूहों में लगभग एकरूपता दिखायी है। तालिका के आधार पर यह निष्कर्ष निकाला जा सकता है कि उनके व्यक्तित्व पर स्पष्ट रूप से चर्चित समूहों के बीच औसत मूल्यों द्वारा परीक्षित अंतर टी मानों के संदर्भ में महत्वपूर्ण अंतर नहीं दिखाया गया है। अतः यहां पर उस परिकल्पना को स्वीकार किया जाता है जिसे पढ़ा जाता है क्योंकि मूल्यांकन के संबंध में खराब, मध्यम और उत्कृष्ट व्यक्तित्व समूहों के बीच कोई महत्वपूर्ण अंतर नहीं है।

चौथा समूह

यहां शोधकर्ता ने अध्ययन में लड़कों के लिंग व्यक्तित्व (उत्कृष्ट, मध्यम और खराब व्यक्तित्व) पर निराशा प्रतिक्रिया पैमाने के चौथे और अंतिम आयाम के प्रतिगमन के प्रभाव का अध्ययन करने का प्रयास किया है। यह सिद्ध करने वाली संबंधित उपपरिकल्पना इस प्रकार है:-

1. प्रतिगमन के संबंध में छात्र और छात्राओं के बीच कोई महत्वपूर्ण अंतर नहीं है।
2. प्रतिक्रमण के संबंध में, व्यक्तित्व समूह यानी उत्कृष्ट, मध्यम और खराब के बीच कोई महत्वपूर्ण अंतर नहीं है।
3. प्रतिगमन पर लिंग व्यक्तित्व का कोई महत्वपूर्ण संयुक्त प्रभाव मौजूद नहीं है।

(तालिका 9 प्रतिमान के संबंध में छात्रों में टू वे अनोवा लिंक X व्यक्तित्व का विवरण)

स्त्रोत	वर्ग का योग	Df	माध्यका योग	F- मान
समूह के बीच	396.68	5		
A^*	304.01	1	304.01	8.84
B^*	83.45	2	41.725	1.21
$A*B$	9.52	2	4.76	1.38
अवशिष्ट त्रुटि	3916.95	114	34.359	
कुल	4133.93	119		

- $P < 0.01$ स्तर
 - $P > 0.05$ स्तर उपरोक्त तालिका से निकाले गए महत्वपूर्ण निष्कर्ष इस प्रकार हैं।
1. वर्ग का योग दिखाने वाले लिंग का प्रति.

निधित्व करने वाला कारक 'A' = 304.41 छात्र और छात्राओं के समूह में F का मान = 8.84 है। यह मान सार्थकता के 0.01 स्तर पर सार्थक पाया गया। इसलिए यह निष्कर्ष निकाला जा सकता है कि छात्र और

छात्राओं के समूह में प्रतिगमन के निर्माण के संबंध में स्पष्ट अंतर दिखाया। इसलिए पहली उपपरिकल्पना को निरस्त कर दिया गया है, जिसमें कहा गया है कि प्रतिगमन के संबंध में छात्र और छात्राओं के समूहों के बीच कोई महत्वपूर्ण अंतर नहीं है।

- जबकि शोधकर्ता कारक 'B' की स्थिति पर विचार करता है और यह अनुमान लगाया जाता है कि गणना F -मान = 1.21 महत्व के 0.05 स्तर पर गैर महत्वपूर्ण पाया जाता है। अतः उपपरिकल्पना को स्वीकार किया गया है और निष्कर्ष निकाला गया है कि अध्ययन के तहत छात्रों के व्यक्तित्व अर्थात्

खराब, मध्यम और उत्कृष्ट का उनकी निराशा प्रतिक्रिया की स्थिति से कोई लेना देना नहीं है। सभी तीन समूह सांख्यिकीय भेदभाव के बिना लगभग एक समान व्यवहार करते हैं।

- इसके अलावा व्यक्तित्व के साथ लिंग के संयुक्त प्रभाव ने भी प्रतिगमन पर कोई प्रभाव नहीं होने के समान प्रभाव का प्रदर्शन किया जैसा कि गैर महत्वपूर्ण F का मान = 1.38 द्वारा दर्शाया गया है। अतः दी गई उप-परिकल्पना स्वीकृत होती है।

इस प्रकार संक्षेप में परिवर्तनशील लिंग को छोड़कर कोई अन्य चर संयुक्त होने पर भी प्रतिगमन पर कोई प्रभाव नहीं डालता है।

(तालिका 10 छात्र और छात्राओं में प्रतिगमन पर M, SD मान)

निराशा प्रतिक्रिया	छात्र		छात्रा	
	M	SD	M	SD
प्रतिगमन	31.68	7.15	34.86	6.75

छात्राओं में मध्यमान = 34.86 निराशा प्रतिक्रिया प्रतिगमन पर छात्रों (31.68) के संबंध में बहुत अधिक है। यह भारतीय परिस्थितियों में छात्रों की तुलना में छात्राओं में निराशा के उच्च जोखिम को दर्शाता है। जाहिरी तौर पर यह प्रतिगमन छात्राओं में औसत मूल्य से स्पष्ट है कि हमारे सामाजिक परिवेश में छात्राओं ने काफी हद तक पीछे हटना शुरू कर दिया है। जब वे अपनी निराशाओं का आनंद लेने के लिए और अपने सामाजिक रूप से

निराशाजनक चर को समाप्त करने के लिए कोई विकल्प और सुरक्षा मूल्य नहीं देखते हैं।

जैसा कि उनके समकक्षों की तुलना में कम विचलन द्वारा दर्शाया गया है। कि यह एक अधिक सजातीय समूह है। यह पता लगाने के लिए लड़कों के व्यक्तित्व के विशिष्ट समूह में कोई महत्वपूर्ण अंतर है या नहीं उसके लिए टी - मांगों की गणना की जाती है और उन्हें उक्त तालिका में प्रदर्शित किया जाता है।

(तालिका 11 प्रतिमान के संबंध में छात्रों के विभिन्न व्यक्तित्व समूहों के M, SD और T मान का वर्णन)

व्यक्तिगत प्रतिरूप	M	SD	T- मान
खराब	32.10	7.38	0.545
मध्यम	33.70	9.06	
मध्यम	33.70	9.06	0.052
उत्कृष्ट	33.95	6.40	
खराब	32.10	7.38	0.600
उत्कृष्ट	33.95	6.40	

- $P < 0.01$ स्तर यहां छात्रों के व्यक्तित्व समूहों के तीनों खंडों में औसत मूल्यों का एक श्रेणी पद अनुक्रम प्रदर्शित करता है, जिसमें उच्चतम औसत मूल्य खराब व्यक्तित्व और फिर मध्यम व्यक्तित्व एवं अंत में कम से कम औसत मूल्य होता है। किशोरों में सबसे अच्छा व्यक्तित्व उनकी खूबसूरती के मामले में होता है। यह इन तीन समूह में निराशा के समान आनुपातिक प्रभाव को भी ठीक कर देते हैं क्योंकि कम से कम मूल्य प्रतिगमन के उच्चस्तर को दर्शाता है और उच्चतम मूल्य इस अध्ययन में निराशा प्रतिक्रिया पैमाने के एक महत्वपूर्ण घटक के रूप में निम्न स्तर के प्रतिगमन को दर्शाता है।

इसी प्रकार परिणाम की व्याख्या मानक विचलन के आधार पर की जा सकती है, जो दर्शाता है कि मध्यम व्यक्तित्व वाले छात्रों ने अपने समकक्षों की तुलना में सबसे अधिक अवसाद का दबाव दिखाया। यह स्पष्ट रूप से इंगित करता है कि इस समूह में अधिक सामाजिक भावनात्मक तनाव

है, जो निराशा को प्रतिगमन के रूप में प्रच्छन्न करते हैं।

चुकी किसी भी विचाराधीन समूह में टी-मान महत्वपूर्ण नहीं पाए जाते हैं, इसलिए यह निष्कर्ष निकाला जा सकता है कि व्यक्तित्व के आधार पर तैयार किए गए समूहों के बीच कोई महत्वपूर्ण अंतर नहीं होने की परिकल्पना स्वीकार की जाती है।

निष्कर्ष

- छात्रों की अपेक्षा छात्र स्वभाव से अधिक मिलनसार होते हैं जैसा के आयामों की मित्रता से दृष्टिगत होता है।
- जब छात्रों व छात्राओं के मध्य तुलनात्मक अध्ययन किया जाता है तो छात्रों ने विसम लैंगिकता के लिए एक उच्च प्रवृत्ति दिखाई है।
- छात्रों ने छात्राओं के समकक्षों की तुलना में अहंकार-शक्ति के उच्च क्रम का प्रदर्शन किया है।

- । इसके अलग छात्राओं ने अपने छात्रों के समकक्षों की तुलना में अपने व्यक्तित्व आयाम में प्रभुत्व का उच्च क्रम दिखाया है।
- । उत्कृष्ट व्यक्तित्व वाले छात्रों के समूह मध्यम व्यक्तित्व वाले छात्रों के समूह की तुलना में कहीं बेहतर हैं।
- । इसी तरह उत्कर्ष व्यक्तित्व वाले छात्रों के समूह, मध्यम व्यक्तित्व वाले समूह के की तुलना में कहीं बेहतर है।
- । उत्कर्ष व्यक्तित्व वाले छात्रों का समूह निम्न व्यक्तित्व वाले छात्रों के समूह से काफी बेहतर है।
- । उत्कृष्ट व्यक्तित्व वाले छात्राओं के समूह ने निम्न व्यक्तित्व वाले छात्राओं के समूह की तुलना में काफी बेहतर प्रदर्शन किया।
- । मध्यम व्यक्तित्व समूह में छात्रों का समूह मध्यम व्यक्तित्व वाले छात्रों के समूह की तुलना में हीन होता है।
- । उत्कृष्ट व्यक्तित्व समूह में छात्रों का समूह निम्न व्यक्तित्व वाले छात्रों के समूह से कम पाया जाता है।
- । निम्न व्यक्तित्व वाली छात्राओं का समूह मध्यम व्यक्तित्व निर्माण वाली छात्राओं के समूह की तुलना में काफी बेहतर पाया गया।
- । छात्रों और छात्राओं में अपनी निराशा की अभिव्यक्ति के रूप में आक्रामकता के संबंध में मतभेद हैं।
- । इसके अतिरिक्त आक्रामकता के संबंध में समग्र छात्रों में व्यक्तित्व के माध्यम से लिए गए विस्तार से प्रमुख निष्कर्ष यह है कि सभी तीन समूह अर्थात् (ए) निम्न व्यक्तित्व और मध्यम व्यक्तित्व (बी) मध्यम व्यक्तित्व उत्कृष्ट व्यक्तित्व और (सी) खराब व्यक्तित्व और उत्कृष्ट व्यक्तित्व में समूहों के बीच कोई अंतर नहीं है, इसलिए निराशा प्रतिक्रिया के रूप में उनकी आक्रामकता की अभिव्यक्ति में एकरूपता दिखाई गई है।
- छात्रों और छात्राओं में निराशा प्रतिक्रिया के घटक दृग्निर्धारण के संबंध में किसी भी प्रकार का लिंग अंतर नहीं होता है।
- छात्रों और छात्राओं ने भी अपने व्यक्तित्व के संबंध में कोई लिंग अंतर नहीं व्यक्त किया जब उनके साथ निराशा प्रक्रिया के घटक दृग्निर्धारण के खिलाफ व्यवहार किया गया।
- लिंग और व्यक्तित्व का संयुक्त प्रभाव भी दृढ़ संकल्प के संबंध में कोई अंतर नहीं दिखाता है। इस प्रकार यह निष्कर्ष निकाला जा सकता है कि छात्रों के लिंग व्यक्तित्व का निर्धारण के संबंध में कोई प्रभाव नहीं पड़ता है और वे सभी कमोवेश छात्रों के एक सजातीय एकल समूह की तरह व्यवहार करते हैं।
- आगे टी –तालिका परिणामों ने व्यक्त किया कि निर्धारण के संबंध में छात्रों के सभी समूहों के बीच उनके व्यक्तित्व के आधार पर कोई महत्वपूर्ण अंतर नहीं था, इसलिए निराशा की प्रकृति में लगभग समान और सजातीय होना है।
- प्रतिमान प्रतिक्रिया घटक पर छात्रों और छात्राओं के बीच एक महत्वपूर्ण अंतर है, यह दर्शाता है कि विचाराधीन दो समूह निराशा जनक स्थितियों में प्रतिमान के विभिन्न

तत्वों को अपनाते हैं। इस प्रकार छात्र और छात्राएं अलग-अलग सामाजिक परिस्थितियों में प्रतिक्रमण के संबंध में अलग-अलग प्रतिक्रिया रखते हैं।

- छात्रों और छात्राओं के व्यक्तित्व में प्रतिगमन व संबंध में कोई उल्लेखनीय अंतर नहीं दिखाया है, जिसका अर्थ है कि छात्रों के व्यक्तित्व का संबंध सब से कम निराशा प्रतिक्रिया के तंत्र से हैं जिसे प्रतिगमन कहा जाता है।
- लिंग और व्यक्तित्व का संयुक्त प्रभाव आगे प्रतिगमन पर कोई महत्वपूर्ण प्रभाव डालने में असमर्थ है। इसलिए यह निष्कर्ष निकाला जा सकता है कि जब प्रतिगमन प्रश्न में हो तो ना तो लिंग और ना ही व्यक्तित्व छात्रों में किसी प्रकार का अंतर करता है।
- इसके अतिरिक्त व्यक्तित्व और प्रतिगमन के संबंध में परिणाम बताते हैं कि छात्रों के सभी व्यक्तित्व का प्रतिगमन की स्थिति से कोई लेना - देना नहीं है, जिसका तात्पर्य है कि सभी छात्र बिना किसी प्रतिबंध के सामाजिक परिस्थितियों में इस तंत्र को नियोजित करते हैं।

संदर्भ ग्रंथ सूची

1. अस्मा, परवीन और शौख अब्दुल बरकात (2004) लेवल ऑफ एस्पैरेशन ऑफ अकेडेमिक लीसक्सेसफुल एंड अन सक्सेसफुल स्टूडेंट। ई. डयन जनरल ऑफ साइको मेट्रिक एंड एजुकेशन 35(01)
2. गोयल, स्वामी प्यारी (2002) अचीवमेंट एंड स्पेशल एजए फंक्शन ऑफ फेलिसिटीशन साइको-लिंगुओ 32(01)
3. कोटेश्वर, एम. एन. और रेडी, बी. आर. (2001) इन फलुएंस ऑफ 14 पर्सनालिटी फ्रेक्शन ऑन पैराग्राफ, कंप्रीहेंशन ऑफ हाईस्कूल स्टूडेंट्स द एजुकेशन लरिव्यू 44(05)।
4. नोलन, सोसनए., फिल्सिथिया और गवर्नर जोडी 2003 प्रोस्पेक्टिव रिलेशंस बिटवीन रिलेशन एंड डिप्रेशन इन यंग एंडोलैसैंडस। जर्नल ऑफ पर्सनैलिटी एंड सोशल साइकोलॉजी 85 (04)।
5. परमेश्वर नइजी और वीना ब2000 एन इनविटेशन दो सार्कोलांजी हैदराबाद नील कमल पब्लिकेशन प्राइवेटलिमिटेड।
6. शूज, अनोज (2009) पर्सनालिटी पर्सनैलिटी टाइप्स ऑफ साइंस स्टूडेंट इन रिलेशन दियर अचीवमेंट इन प्रैक्टिकल एंड थ्योरी इंडियन जनरल ऑफ साइको मेट्री एंड एजुकेशन, 40, (1और2)।
7. सूद, रमण और साहू लक्ष्मी प्रसाद (2005) इंपैक्ट ऑफ स्टूडेंट्स असप्पांस ऑफ दियर टीचर ऐटिट्यूड टुवर्ड्स डेम एंड रिलेशनशिप विददियर सेल्फ परफेक्शन एंड एकेडमिक अचीवमेंट। राम ईश जनरल ऑफ एजुकेशन, 02(02)।
8. तारकिन, क्रिस्टियन और कुक कार्टन कैथरीन रिलेशनशिप एक्सपेक्शन ऑफ स्टूडेंट रिलेशनशिप एंड सेल्फ कॉन्सेप्ट स्कूल साइकोलॉजिकल क्वार्टरली, 23(1)।
9. त्रिपाठी, अमिता (2010) द इन फेक्टिव ऑफ टी एंड न एन हैं समेंट सेल्फ-एक्टिव ऑफ चिल्ड्रन। साइकोलिंगुआ, 40 (1और2)।
10. गहलावत, एम. (2011, अक्टूबर), "अस्टडी आफ एडजस्टमेंट उमंग हाईस्कूल स्टूडेंट्स इन रिलेशन टू दियर जेंडर डो ई:आई एस एस एन- 09742832।

11. अख्तर, जेड, और आलम एम। इंपैक्ट आफ जेंडर ऑन एडजस्टमेंट एंड एकेडमिक अचीवमेंट। इंटर्नेशनल जर्नल ऑफ इंडियन साइकोलॉजी। रिटायर्ड फ्रॉम <http://www.ijip.in>
12. भगत, पी. (2016) कंपैरेटिव स्टडी आफ एडजस्टमेंट अमंग सेकेंडरी स्कूल अप्लाइड रिसर्च के अंतरराष्ट्रीय जर्नल बायज एंड गर्ल्स। इंटर्नेशनल जर्नल आफ अप्लाइड रिसर्च, 2(7), 91-95। रिटायर्ड फ्रॉम <http://www.allresearchjournal.com>
13. भगत पी. (2016) कंपैरेटिव स्टडी आफ इमोशनल एसेसमेंट आफ सेकेंडरी स्कूल स्टूडेंट इन रिलेशन द दियर जेंडर एकेडमिक अचीवमेंट एंड पैरेंट-चाइल्ड रिलेशनशिप। इंटर्नेशनल जर्नल आफ रिसेंट साइंटिफिक रिसर्च, 7(7), 12459-12463, रिटायर्ड फ्रॉम <http://www.researchjournals.com>
14. भगत.पी. और बलियाजे.एन. (2016) सेल्फ एफिशिएंसी एंड एडजस्टमेंट आफ सेकेंडरी स्कूल स्टूडेंट इन रिलेशन द दियर जेंडर एकेडमिक अचीवमेंट इंटर्नेशनल जर्नल आफ रिसर्च एंड रिव्यू, 09-17। रिटायर्ड फ्रॉम <http://www.ijaprr.com>
15. भगति .पी. (2017 अप्रैल) रिलेशनशिप बिटवीन सेल्फ-स्टीम एंड एकेडमिक अचीवमेंट ऑफ सेकेंडरी स्कूल स्टूडेंट। इंटर्नेशनल जर्नल ऑफ सोशल साइंस एंड इंटर डिस्सिप्लिन रीसर्च, 6(4), 29-42। रिटायर्ड फ्रॉम <http://indianresearch-journals.com>
16. कुमारे, ए. (2013 जनवरी) एजिस्टमेंट ऑफ सेकेंडरी स्कूल स्टूडेंट ऑफ वर्किंगमदर बिलॉन्गिंग टो ज्वाइंट एंड न्यूक्लियर फैमिली। जुलाई 4, 2013, रिटायर्ड फ्रॉम <http://www.ijerei.com/index.php?option=comcontent&view=article&id=187:adjustmentof-secondary-school-students-of-working-mother-belonging-to-joint-and-nuclear-families&catid=85:English&Itemid=155>
17. मिथलेश, ए. (2012, अक्टूबर-नवंबर-दिसंबर) ए स्टडी ऑफ इमोशनल एजेंसी एंड एड जेस्टमेंट ऑफ सेकेंडरी स्कूल स्टूडेंट। रिज्यूम जून 2 8, 2013 फॉर्म रीसेंट एजुकेशन एंड साइकोलॉजी रिसर्च: www.recentjournals.in/Images/10.Pdf
18. प्रमाणिक, जे सहा, बी और मंडलवी सी एजिस्टमेंट ऑफ सेकेंडरी स्कूल स्टूडेंट्स विद रिस्पेक्ट टो जेंडर एंड रेजिडेंस अमेरिकन जर्नल आफ एजुकेशन रिसर्च, 2(12), 1138-1143 doi:10.12691/education-2-12-2
19. सूअर विधि और भाटा एच एस द स्टडी ऑफ एकेडमिक अचीवमेंट एंड पर्सनालिटी ऑफ सेकेंडरी स्कूल स्टूडेंट ओरिजिनल पेप. doi:10.17810/2015.27

Impact of New Education Policy 2020 on Higher Education

Dr. Rekha Sharma

Associate Prof. Dept of Sociology M.M.H

College Ghaziabad

Abstract

Reforms in the new education system in India were long over due. A new policy usually comes in every decade but the last policy that was implemented in India was in 1986 the National Education Policy 2020 comes after 34 years and has brought significant and sweeping changes to the Indian education system changes including but not limited to opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary undergraduate programme with multiple exit options, and discontinuation of the M Phil programme.

The NEP has been designed keeping in mind the goal of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting life long learning opportunities for all in the next decade. The policy also lays emphasis on four key areas of reforms i.e. improving quality of learning across all levels of education, curricular changes to build strong foundational skills, shift in the ways of assessment and, the need for systemic transformation. The NEP 2020 aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

In this article we will focus on the need for new education policy and its impact on higher education in India. We are going to analyze the impact to all stakeholders linked with the higher education system such as the institutions, education bodies, faculty and the students.

Introduction

The National Education Policy of India 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The

new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India.

The first NPE was implemented by the Government of India under the leadership of Prime Minister Indira Gandhi in 1968, the second under the leadership of Prime Minister Rajiv Gandhi in 1986, and the third under the leadership of Prime Minister Narendra Modi in 2020.

The Union Cabinet has approved the new National Education Policy 2020 with an aim to introduce several changes in the Indian education system – from the school to the college level. The mission of NEP is to make India a knowledge superpower.

The NEP will promote synergies in the curriculum across Early Childhood Care and Education to school and the higher education segments. The NEP focusses on creating a national curricular and pedagogical framework, which is competencybased, inclusive, innovative and focuses on all round development of children.

The Curriculum in School is expected to inculcate the human value system. Provide greater flexibility and give exposure to students to acquire future skills in the areas of design thinking, digital literacy, computation coding, ethical and moral reasoning etc. The NEP also focusses on building of strong foundational skills right from early childhood. Also, it makes a point on vocational education by integrating it across secondary and higher education. NEP will develop a credit framework to offer vertical and horizontal mobility between vocational and higher education.

Objectives of the study

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

Need for new education Policy

Changing knowledge landscape

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand.

Impact of climate change on education

With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again

resulting in the need for new skilled labor, particularly in biology, chemistry, physics, agriculture, culture, climate science, and social science.

Emergence of epidemics and pandemics

The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world.

Current Challenges in the Indian higher education system

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Salient features of the new education policy

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new

system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving - but also social, ethical, and emotional capacities and dispositions.

Holistic Development of Students

The National Education Policy (NEP) 2020 aims to transform education, keeping the learner at the centre. The NEP builds on recommendations from the Education Commission (1964-66) and Justice J. S. Verma Commission (2012) as well as the previous version of the policy - National Policy on Education 1986, modified in 1992 (NPE 1986/92), Right of Children to Free and Compulsory Education Act, 2009 and Rights of Persons with Disabilities (RPWD) Act, 2016. The NEP 2020 is a huge stride in the right direction - it focusses on the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning.

Create synergy between school and college level education

The NEP envisages creating synergies in the curriculum across Early Childhood Care and Education (ECCE) to school and the higher education segments. The NEP

stresses on creating a national curricular and pedagogical framework, which is competency-based, inclusive, innovative and focuses on comprehensive development of children. School curriculum is expected to imbibe the human value system and provide greater flexibility and expose students to acquire future skills in the areas of computation, coding, design thinking, digital literacy, ethical and moral reasoning etc.

Vocational education

The NEP promotes building of strong foundational skills right from early childhood. Also, there is a new way of envisioning vocational education in the policy by integrating it across secondary and higher education and developing a credit framework to offer vertical and horizontal mobility between vocational and higher education.

Focusing on outcomes

One of the stronger themes across the entire policy document is around quality improvement in the learning outcomes. A series of initiatives has been highlighted in the NEP around quality learning environments, use of ICT tools for training, experiential learning, improving the quality of faculty among others.

Change in School pedagogy

Recommendations on moving ECCE and school pedagogy to the 5+3+3+4 structure and a three-tiered institutional architecture in the higher education segment (research focus, teaching focus and autonomous degree-granting colleges with strong employability focus) are welcome steps from the sector

standpoint. Educational institutions must plan to leverage suggestions in the policy. It has rightly translated the learners' needs by offering them increased flexibility in choosing subjects mapped to their aspirations. Furthermore, multiple entry and exit points along with the concept of academic credit bank will ensure their continued learning.

Assessment Reforms

The next focus area is around assessment reforms, a much-awaited change. The NEP emphasises upon the need for formative assessments, making the examinations less strenuous and thereby inducing a practice of self or peer review among the learners. Steps such as creation of a National Assessment Centre for school-level evaluations, allowing students to retake exams in a school year, continuous assessment at higher education institutions with a shift to criteria-based grading system, reflects the progressive nature of the new policy.

The transformational dimensions highlighted in the policy are well supported by the systemic changes that unfold for the ECCE, school and the higher education segments coupled with critical digital elements. The NEP has certainly created a need for perspective planning at the central as well as the State level to be able to achieve the policy goals. Themes such as scale, autonomy, accreditation reiterate the requirement of efficient usage of academic as well as non-academic resources, i.e. faculty, infrastructural capacity (such as school complex), digital mode of delivery, greater funding etc. to be tuned for purpose. The vision is to institutionalize national-level

accreditation and standard-setting bodies, which will drive quality and will focus on enhancing learning outcomes in their core and, at the same time, instill the optimal amount of flexibility and autonomy in the overall administrative framework. The NEP 2020 is expected to put India on the track to attain goal 4 of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade.

Impact of New Education Policy 2020 on Higher Education

The NEP 2020 is targeting to double the Gross Enrolment Ratio in higher education from 26.3 per cent (2018) to 50 per cent by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus of the policy is on providing a flexible curriculum through a multidisciplinary approach, creating multiple exit points in a four-year undergraduate programme, focus on research initiatives in new areas, improving faculty support and encouraging internationalization. One of the key shift will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The Higher Education Commission of India will act as a single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals. HECI is supposed to eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE).

Key highlights of NEP 2020: Higher Education

1. Integrate vocational education within higher education. At least 50 per cent learners are targeted to have exposure to vocational education by 2025.
2. Enhance equity and inclusion - Establish high-quality Higher education institutes in aspirational districts and Special Education Zones. There should be at least one large multidisciplinary HEI in or near every district by 2030.
3. Move towards interdisciplinary and integrated faculty education programmes and a Four-year B.Ed. programme. A four-year integrated B.Ed. programme will become the minimum qualification by 2030.
4. Affiliating college system to be phased out and moving towards Greater institutional autonomy through independent Board of Governor (BoG). All individual professional educational institutions/colleges to become multidisciplinary by 2030.
5. Existing standalone professional institutions will be converted to multidisciplinary HEIs by 2030. All HEIs with student strength > 3000 to be multidisciplinary.
6. All colleges to be accredited and become autonomous degree granting colleges by 2035. Three-tiered institutional architecture to be followed i.e. Tier i – Research Universities, Tier ii – Teaching Universities, Tier iii – Autonomous colleges.
7. Encouraging the reputed international universities from all over the world to set up Indian campuses.
8. Set up of career progression pathways for Professors/faculty based on teaching, research, and service for faculty and institutional

leadership.

5. Multiple entry and exit points in graduate programme which will promote new possibilities for lifelong learning
- b). Curricular structure that is flexible and will offer Greater focus on online education and Open Distance Learning (ODL) as a key means to improve access, equity, inclusion
1. Single regulator (HECI) for all of higher education, separation of functional roles - National Higher Education Regulatory Authority (NHERA), National Accreditation Agency (NAA), General Education Council (GEC), Higher Education Grants Council (HEGC)
2. Funding for research to be coordinated by National Research Foundation and direct it to outstanding peer-reviewed research education
- B. Transparency of information for public oversight and accountability

Key impact areas

Large-scale consolidation of universities and colleges to improve quality

Institutional restructuring and Consolidation: this move will reduce HEIs to nearly one-third. This will create a higher education system in the country which is less fragmented. The average enrolment per college in India is currently at 693, the policy aims to create large institutions with more than 3000 enrolments. India only has 7471 autonomous colleges, out of its nearly out of its nearly 39000 colleges

Focus on multidisciplinary education: the higher education system in Indian is primarily characterized by the eminent institutions

such as the IITs, IIMs and AIIMS. New education policy will result in the creation of large multidisciplinary universities called Multidisciplinary Education and Research Universities (MERUs), like those in the U.S. and the U.K. This move will increase focus on the large number of specialized colleges to adopt multidisciplinary education. The creation of MERUs, especially in tier2 and tier3 districts, will provide access to 39,000 colleges quality education in diverse fields across all segments of society

An accessible and inclusive higher education system

Focus on equity and inclusion: the government will create a "Gender Inclusion Fund" to build capacity to provide equitable quality education for all girls as well as transgender students. The policy in a chapter dedicated to "Equitable Inclusive Education: Learning for All" brings focus on socially and economically disadvantaged groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. The establishment of Special Education Zones in areas of high SEDG population and a greater role of private HEIs in ensuring equity through scholarships and remedial intervention is likely to enhance GER and graduation outcomes among this segment 451 per of India's universities at present are unidisciplinary around 40 lakh learners or 11 per cent of the total higher education enrolments in India are through ODL. Improving access and equity through Open Distance Learning and online programmes will likely see a significant increase in the coming few years to help double India's Growth

Focus on quality faculty at the core of higher education transformation

Faculty shortage and quality: the current faculty-student ratio (FSR) of 1:29 and taking 1:20 as a healthy ratio, a minimum of five lakh faculty members would need to be hired to optimize teaching loads of faculty. The quality of the faculty also needs to be addressed. The quality-related improvements are likely to impact faculties motivation levels and, in turn, graduation outcomes of students

Catalyzing research: The NEP provides for a research ecosystem under the National Research Fund (NRF). It aims at providing the required push to grow the Research and Development agenda by way of building a research ecosystem comprising the government, universities, research institutes and industry. The NEP is likely to create a dedicated focus towards quality research, improving efficiency of funding processes and having a more targeted approach to more funding research initiatives and including widening the research funding by making it competitive

Promoting excellence through internationalization

Internationalization: it is beneficial for any knowledge based economy if there is a two-way exchange of knowledge across borders. The New Education Policy 2020 takes a step towards the internationalization of education by proposing a legislative framework that allows foreign universities to operate in India, and similarly, encourages high performing Indian universities to set up campuses in other countries. This will result in India's

heightened presence in the global higher education map by allowing both Indian HEIs to expand their footprint abroad as well as reputed foreign players to set up institutions in India. Collaboration with foreign universities by Indian HEIs will aid in integration of global skills in Indian curricula, thereby creating an international education ecosystem in India for Indian students and faculty. The framing of a new, liberal legislative framework will also be crucial to attract foreign investments in Indian higher education

Accountability and transparency as levers for improved governance

Improved governance, efficiency and accountability: A single regulatory body and a suggestion to have a Board of Governors is likely to improve governance and systemic efficiency. Existing institutions are likely to have a lesser administrative burden in dealing with multiple. The New Education Policy (NEP), lays down that all higher education institutions will have to transparently disclose fees charged by them and any profits have to be reinvested in the education sector this will lead to increased deployment of data tracking, auditing and information systems, both at the state and the institutional level, improving the overall accountability.

Advantages for Faculty

Service environment for faculty in terms of access to infrastructure across basic requirements as well as educational technology required in classrooms will improve

Career advancement opportunities for faculty

through operationalization of career progression mechanisms, professional development opportunities and improved incentivization structures. Also, inclusion of teaching courses and stints in Ph.D. programmes will better prepare future faculty for a career in the academia enrolment, faculty motivation levels and so on) Opportunities for expansion and increasing enrolments in terms of ODL and online programmes and branch campuses in other countries Enhanced opportunities for private HEIs to obtain research funding owing to emphasis on merit-based and peer reviewed funding processes Minimal career gap and continuous learning opportunity for trainers through use of technology platforms such as SWAYAM and DIKSHA, system-wide mentoring missions with senior faculty to ensure continuous training opportunities while pursuing their careers Rationalization of teaching duties and greater autonomy to faculty to design curricular and pedagogical approaches will lead to improved teaching outcomes. Also, reduced focus on non-academic work will allow faculty to give more time for student support and research activities

Advantages for Students

More opportunities to enter the higher education system through enhanced scholarships, quality

ODL and online degree programs that permit remote studies Greater flexibility for students for course choices and pace of study Digitally stored credits to enable easy transfer, self-paced study and verification by third parties (such as employers) in the future Hands-on learning and practical exposure through short-term skill certificates, internships, research-based curriculum etc Improved transparency by HEIs would lead to informed decision-making Reduced pressure on students through introduction of one common entrance exam with the option to choose subjects for UG admission Global exposure for Indian students through exchange programmes and setting up of foreign university branch campuses in India

References

1. Impact of National Education Policy 2020 and opportunities for stakeholders-<https://home.kpmg/in/en/home/insights/2020/08/impact-of-national-education-policy-2020-and-opportunities-for-stakeholders.html>
2. New education policy document issued by the government of India - https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_Engl

Expression
An International Journal of Social Sciences
(A Blind Peer Reviewed Refereed Indexed Half Yearly Journal)

Subscription Form

I/ We wish to subscribe to "EXPRESSION-An International Journal of social sciences"
for Year. A Bank Demand Draft Bearing No.
Dated..... for Rs..... drawn
in favor of, towards subscription is enclosed.

Name:

Designation:

Qualification:

Subscription Type: Individual () Institutional () Corporate ()

Delivery Address:

.....
.....
.....

Contact No.....

Email.....

Annual Subscription Rates

Subscriber	Cost (Rs.)	Overseas
Individual	Rs. 1000.00	\$ 60.00
Institutional	Rs. 2000.00	\$ 100.00
Corporate	Rs. 3000.00	\$ 120.00
Life Time Subscription	Rs. 2500.00	\$ 1500.00

The subscription and all related correspondence should be addressed:

Chief Editor

"EXPRESSION-An International Journal for Social Sciences"

Modern College of Professional Studies, 431, Anand Industrial Estate, Mohan Nagar, Ghaziabad,
Pin Code: 201007



MODERN COLLEGE OF PROFESSIONAL STUDIES GZB

Website : www.modemcollege.org, E-mail : journal.expression@gmail.com