

Futuristic Trends in
Social Sciences

Volume 3, Book 11, 2024, IIP Series



Futuristic Trends in

SOCIAL

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PREFACE

The idea of this book series is for the scientists, scholars, engineers and students from the Universities all around the world and the industry to present ongoing research activities, and hence to foster research relations between the Universities and the industry. The purpose of this book is to provide a focal forum to share the latest research findings, knowledge, opinions, suggestions, and vision, while also providing a variety of interactive platforms in the field of Social Science.

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PART 1

Futuristic Trends in Social Sciences

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GENDER PREDISPOSITION IN INDIAN SOCIETY: A STUDY ON VIOLENCE AGAINST WOMEN

Abstract

Gender discrimination, characterized by unequal or disadvantageous treatment based on one's gender, remains a pervasive issue worldwide, particularly affecting women. This study delves into the various forms of violence experienced by women, encompassing both physical and sexual violence. The research reveals a heightened vulnerability among women in developing countries, with a specific focus on the substantial challenges faced by Indian women. Among developing nations, Indian women stand out as enduring significantly higher rates of both sexual and physical violence. Specifically, this study finds that 10% of Indian women experience sexual violence, while 35% endure physical violence. Comparatively, Poland reports 9.9% in sexual violence and 32% in physical violence, Australian women face 8% in sexual violence and 25% in physical violence, United States women contend with 7.7% in sexual violence and 22% in physical violence, and South African women encounter 4.4% in sexual violence and 12% in physical violence. One prominent finding of this study is that many women, particularly in India, lack a fundamental understanding of how socio-economic and political forces influence their lives. Through this research, we aim to shed light on the pressing issue of gender discrimination and the unequal treatment experienced by women in India.

Keywords: Equal Opportunities, Gender Inequality, Patriarchy, Social injustice and Empowerment.

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I. INTRODUCTION

In the context of Indian society, being born as a woman often entails confronting gender discrimination across various aspects of life. The term 'gender' encompasses a broad spectrum of socially constructed roles, relationships, personality traits, attitudes, behaviors, beliefs, and the relative allocation of power and influence that society assigns to individuals based on their sex. Gender is an interconnected concept, involving roles and traits that are not independent but rather defined in relation to one another through interactions between individuals of different genders, such as girls and boys, women and men, and individuals of diverse gender identities (Vlassoff, 2007).

Distinguishing between 'gender' and 'sex,' the former pertains to societal distinctions, while the latter refers to biological differences. Gender inequality is a complex issue that affects both men and women in India. While some argue that certain gender equality indices disadvantage men (Sundar, 2017), a comprehensive examination reveals that women face significant challenges when considering the entire population of India. Discriminatory attitudes have persisted in Indian society for centuries, impacting the lives of individuals of all genders. Despite the Indian Constitution guaranteeing equal rights, gender disparities continue to exist.

These gender inequities, rooted in deep-seated social factors, affect critical dimensions of women's lives in India, including the sex ratio, women's lifelong health, educational attainment, and economic circumstances (Karak, 2016). Collectively, disparities in health, education, economics, and politics are referred to as gender inequality (Karak, 2016a). India's rankings vary across these metrics, and its overall position in numerous global gender disparity indices remains a subject of debate (Sharma, 2015).

Studies consistently reveal that gender discrimination tends to favor men in various contexts, including employment. Discrimination permeates multiple aspects of women's lives, impacting their career advancement and mental well-being. Despite Indian laws aimed at protecting women's rights in areas such as rape, dowry, and adultery, these overtly discriminatory actions continue to occur at an alarming rate, adversely affecting the lives of many individuals today. Discrimination against women and girls remains an enduring issue deeply embedded in Indian society.

Gender inequality in India encompasses disparities in education, economics, and politics (Karak, 2016a). India's rankings on these metrics vary, and its overall standing in global gender disparity indices is a subject of debate (Sharma, 2015). Research indicates that gender discrimination often privileges men, impacting various aspects of women's lives, including their career advancement and mental well-being. Despite legal provisions aimed at safeguarding women's rights, such as laws concerning rape, dowry, and adultery, these discriminatory practices continue unabated, negatively affecting the lives of many individuals today.

Discrimination against women and girls remains a deeply ingrained and pervasive issue in Indian society. Despite India's relatively robust economic growth, progress towards gender equality, as reflected in indices like the Gender Development Index, has been disappointingly slow. Over the past decade, despite a 6 percent increase in India's GDP,

female labor force participation has significantly declined, dropping from 34 percent to 27 percent. The persistent 50 percent wage gap between men and women remains unchanged. Incidents of violence against women, particularly heinous crimes like rape, dowry killings, and honor killings continue to rise. These trends are concerning, as one might expect that development would be accompanied by increased knowledge, prosperity, and a shift away from traditional norms and socially prescribed gender roles that impede women's progress.

II. GENDER-BASED VIOLENCE

Gender violence in India can manifest through domestic abuse, rape, and violence related to dowries. According to the National Crime Records Bureau's 2013 annual report, India recorded 24,923 rape cases in 2012. Alarming, 24,470 of these cases involved perpetrators who were either family members or neighbors, indicating that in 98 percent of these instances, the victim knew the alleged rapist. Addressing gender-based discrimination in India necessitates ensuring that girls have the opportunity to access education and personal growth. This not only empowers them economically, but also equips them to contribute positively to their own advancement and that of society as a whole.

Gender inequality and societal expectations regarding gender-appropriate behavior are deeply influenced by cultural norms in India, particularly those related to patrilineality (inheritance through male descendants) and patrilocality (married couples residing with or near the husband's parents). The cultural preference for sons often stems from their perceived role as caregivers to parents in old age, resulting in adverse outcomes for daughters. Another institution perpetuating gender inequality is the dowry system, which involves payments made by the bride's family to the groom's family, either in cash or in-kind, at the time of marriage. Regrettably, the practice of demanding dowries often leads to various forms of abuse against women and contributes to instances of intimate partner violence.

In the Figure 1, we will try to explore the situation of percentage of violence's committed by intimate partners;

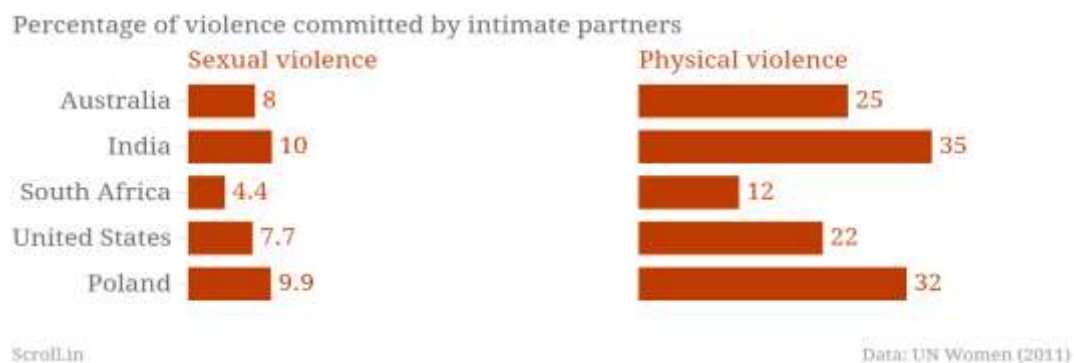


Figure 1

Source: Gender-Based Violence table in India - Bing images: <https://www.bing.com/>

In Figure -1, which presents data on the percentage of violence committed by intimate partners in five countries, India stands out as having the highest rates of both sexual and

physical violence. India reports the highest levels of violence against women, with 10% experiencing sexual violence and 35% enduring physical violence. Poland ranks second, with 9.9% experiencing sexual violence and 32% facing physical violence, followed by Australia with 8% in sexual violence and 25% in physical violence, the United States with 7.7% in sexual violence and 22% in physical violence, and South Africa with 4.4% in sexual violence and 12% in physical violence.

Dowry payments have been on the rise across all socioeconomic classes and regions, often resulting in dowry-related violence against women by their husbands and in-laws, especially when the dowry is perceived as insufficient or as a pretext to demand additional payments. Such practices discourage parents from having female children or investing adequately in the health and education of girls. In India, the increasingly skewed sex ratios reflect these parental decisions.

Gender disparity plagues the Indian economy, extending its influence into other domains like healthcare, education, economics, and politics. These sectors have traditionally been male-dominated, illustrating the deeply rooted sexism in Indian society. Despite advancements in gender equality since independence, persistent efforts are required to bridge the gap and ensure equal opportunities for men and women.

In recent times, women have actively participated in economic activities and the labor force, with women constituting 74 percent of the agricultural workforce. However, despite the advocacy of reformists and feminists for equal pay, gender-based wage disparities persist across the Indian economy. It's crucial to recognize that women are not inferior to men but complement them. Historically, women in India have been marginalized and viewed as an oppressed group. While the birth of a son is celebrated, the birth of a daughter is often met with disappointment (Amutha, 2017). Gender-based stereotypes persist, with girls being encouraged to stay at home and be reserved while boys are urged to be assertive and outgoing. These gender-based distinctions negatively impact development goals and hinder economic progress. Restricting women from participating in social, political, and economic activities has far-reaching consequences for society, undermining overall well-being. Therefore, gender inequality is a unique form of disparity that necessitates distinct attention due to its significant impact on various aspects of society.

In India, gender inequality remains a significant and persistent challenge. While women in India have made notable strides across various fields, a substantial portion of the female population continues to face discrimination and gender inequity (Rane, 2014). According to the UNDP report's Gender Inequality Index (GII), India is ranked 132 out of 187 countries, underscoring the need for ongoing efforts to address and rectify these disparities.

India's low ranking in gender equality can be attributed to several factors, as per official data. One significant issue is the imbalanced sex ratio, with just 914 females for every 1000 males. UNDP data from 2011 reveals that only 29 percent of Indian women over the age of 15 were employed, compared to 80.7 percent of men. The 2011 census highlights the skewed birth sex ratio in various states: Jammu and Kashmir had 128 boys per 100 girls, Haryana had 120, Punjab had 117, Delhi had 114, and Uttarakhand had 117.

Female foeticide is a growing concern in India, often linked to the misuse of sex-determination tools like ultrasound scans. In some rural areas, female infanticide, the killing of girl infants, remains prevalent, largely driven by economic factors. These factors include men's perceived greater earning potential as primary breadwinners, concerns about dowry payments, and the expectation that girls who marry will leave their families. While dowry demands are illegal in India, they persist in some socioeconomic strata, contributing to female infanticide, as girl babies are viewed as a financial burden.

Despite laws such as the Pre-conception and Pre-natal Diagnostics Technique Act of 1994, which prohibit gender selection and selective abortion, these practices continue. Islam, one of the world's major religions, strictly forbids female foeticide. However, many Muslims, especially those living in secular nations, may disregard these religious teachings due to the influence of other cultural customs or external pressures.

Efforts to improve the status of girls and combat female infanticide include initiatives such as government campaigns labeling female foeticide as a sin, as well as observances like Girl Child Day. Gender discrimination continues to manifest in various ways and remains a significant challenge.

III. MENTAL HEALTH CONCERNS

In India, the ratio of male to female adult suicides has been steadily increasing. This male-to-female ratio aligns with global trends (Kolves, 2022). The suicide rate in India showed an upward trend between 1987 and 2007, with higher rates observed in the southern and eastern states of the country (Radhakrishnan & Chittaranjan, 2012). In 2012, states like West Bengal, Tamil Nadu, and Maharashtra had the highest percentage of female suicides. Among states with significant populations, Tamil Nadu and Kerala reported the highest female suicide rates per 100,000 residents in the same year.

Research conducted in South India has linked gender-based disadvantages, including societal attitudes that hinder women's empowerment, to suicidal behavior and common mental health issues such as anxiety and depression. Women's mental health, influenced by various social factors, can be examined across different settings, including family, workplace, and educational institutions. A study conducted in 2001 by U. Vindhya and others found that, compared to men in the study, women tended to experience a higher prevalence of conditions like depression, somatoform disorders, and dissociative disorders (Undurti, Kiranmayi, Vijayalakshmi, 2001).

IV. INEQUALITIES IN POLITICS

When assessing gender disparity, the differences between men and women in political decision-making at the highest levels are taken into account. India has consistently ranked among the top 20 nations globally in this regard, achieving the 9th-best ranking in 2013. This ranking reflects that India exhibits lower gender inequality in political empowerment compared to countries like Denmark, Switzerland, Germany, France, and the United Kingdom.

India has a history of electing a substantial number of women to its state legislative assemblies and national parliament, including positions such as the prime minister and chief ministers of various states. In the 2014 parliamentary elections held in April and May, a remarkable 260.6 million women exercised their right to vote.

The 73rd and 74th Constitutional Amendments in India, ratified in 1993, mandated a quota of 33 percent for women's representation in local self-government institutions, and these amendments came into effect in the same year. According to research by Ghani and colleagues (2014), these amendments have had a significant positive impact on women's empowerment in various areas.

However, it's important to note that whether women's leadership styles are more effective or respected than men's is subjective and may vary depending on individual perspectives and contexts. Leadership effectiveness is not solely determined by gender but by a combination of skills, qualities, and circumstances.

V. GENDER INEQUALITY CAUSED BY CULTURAL FACTORS

In India, a strong preference for male offspring persists due to deep-rooted cultural norms and biases that affect both men and women to varying degrees across different contexts (Vlassoff, 2007a). This preference is evident in practices such as female infanticide and sex-selective abortions, which reflect the lower status of women in Indian society. Activists estimate that around eight million female fetuses may have been aborted in the past decade, contributing to a decline in the number of girls under the age of seven according to the 2011 census. Additionally, the 2005 census reports that infant mortality rates for males and females are 61 and 56 out of 1000 live births, respectively, with females being more vulnerable to abortion due to biased attitudes, cultural stereotypes, and insecurity.

Despite women having equal legal rights to own and inherit property, practical disparities persist. National laws like the Married Women Property Rights Act of 1974 offer protection, but legal action is rarely pursued. When considering gender disparity, it's essential to recognize that economic disparities aren't the only differentiating factor between the rich and poor. Even in the presence of cultural influences, underdevelopment can exacerbate gender inequalities, as it often amplifies cultural forces that favor men.

One significant cultural practice contributing to gender disparity is the custom of a woman joining her husband's family upon marriage, leaving her biological family behind. In this system, parents may prioritize investing in a son's health and education over a daughter's, as sons typically remain members of the family after marriage, while daughters do not (Ebenstein, 2014). Gender disparity tends to be more pronounced in northern India compared to the south due to the stronger prevalence of patrilocal (and patrilineal) systems in the north (Dyson & Moore, 1983). Historical data from the 1901 Indian Census, as explored by Chakraborty and Kim (2010), also reveals a less skewed sex ratio in the southern regions, which persists today.

Gender disparities in access to education, healthcare, and nutrition may arise from these cultural practices, particularly if parents do not fully internalize the potential benefits of investing in their daughters. In reality, parents often invest disproportionately in their sons

due to longer shared time and pooling of resources. For instance, when faced with a sick child, parents are more likely to seek medical attention for a son than a daughter. A study by Ramakrishnan et al. (2011) found that after a year, 70 percent of males, but only 44 percent of females, underwent surgery for a congenital cardiac issue. This underscores the prevalent belief that raising daughters is akin to benefiting someone else's interests, as expressed in Indian and Chinese proverbs.

Poverty can exacerbate this tendency to invest more in sons than daughters. When both boys and girls would benefit from medical treatment, with boys having slightly higher returns, a family with limited resources might prioritize their son's healthcare. However, with greater means, they may seek treatment for both their son and daughter, demonstrating that the marginal spending of parents may not necessarily favor the disadvantaged group, as suggested by theoretical models (Kanbur & Haddad, 1994).

Notably, improved access to healthcare in India, as suggested by Oster (2009), initially widens the gender disparity in vaccination rates, but subsequent advancements reduce this gap. Gender inequality is a longstanding global issue rooted in human-created gender stereotypes and norms (Scott, 1986). It is linked to cultural practices and family structures that shape social life and relationships and perpetuate the subordination of women within societal hierarchies. While cultural factors contribute to the prevalence of son preference, a major element in daughter neglect in India, the causes of gender inequality are multifaceted and interconnected. Figure 1 illustrates these underlying causes of gender inequality.



Figure 2: Causes of Gender Inequality

Source: Gender Inequality Caused by Cultural Factors - Bing images

VI. GENDER INEQUALITY IN INDIA IS DRIVEN BY SEVERAL FACTORS, INCLUDING

- 1. Literacy and Education:** Gender-wise, literacy rates in India reveal a significant gap between men and women. Despite continuous improvement, the female literacy rate remains lower than the male literacy rate (Singh, 2015). According to the 2011 Census of

India, female literacy rates stand at 65.46 percent, while male literacy rates are at 82.14 percent. Girls' school enrollment rates are also lower than boys, especially in states other than Kerala and Mizoram, where female literacy rates are closer to universal. Educational disparities persist, with fewer girls completing secondary education compared to boys (Sundar, 2017).

- 2. Patriarchal Culture:** India adheres to strict patriarchal and patrilineal traditions, where men hold power over female family members and have entitlements to inherit family wealth and titles. Examples of patriarchy in India include passing inheritance from father to son, newlyweds moving in with the husband's family, and practices like bride prices or dowries. These traditions confer societal and financial advantages for raising sons while disadvantaging daughters.
- 3. Son Preference:** The preference for sons, based on the belief that they are more economically valuable, is a significant driver of gender inequality (Pande & Malhotra, 2007). Sons are seen as essential for carrying on the family name, providing labor in agriculture, and conducting certain religious rituals, which are typically male-only. The cost of dowries and the fear of daughters being absorbed into the husband's family further discourage the birth of girls.
- 4. Prejudice against Women:** Despite surveys showing that most women prefer to have at least one son, evidence suggests that discrimination against girls persists once they are born. Discrimination in healthcare access and vaccination rates, particularly in low-income families, contributes to health and survival disparities for girls.
- 5. Dowry System:** The practice of dowry in India, where gifts or cash payments are given to the groom's family along with the bride, adds to gender inequality. The belief that girls are a financial burden on families restricts resources allocated to daughters and bargaining power within families. Although laws like the 1961 Dowry Prohibition Act exist, the institution of dowry continues to exert influence.
- 6. Entrepreneurship:** Women's participation in entrepreneurship is low, with less than 5 percent of enterprises owned by women (Rao et al., 2011). Despite comprising more than 50 percent of the population, women make up only 7 percent of all Indian entrepreneurs, with men dominating the field. Women entrepreneurs face obstacles such as limited access to institutional finance, which hinders business growth.
- 7. Scientific Professions:** Discrimination against women in science and technology fields has been reported, with female faculty members experiencing gender-based discrimination in hiring and promotion (2003 research on Indian institutes). Biased recruiting practices have been noted, with concerns about work-family balance and perceived lower commitment to jobs after marriage. These challenges have slowly improved over time.

Addressing gender inequality in India requires comprehensive efforts, including improving educational opportunities, challenging patriarchal norms, promoting gender-neutral practices, and supporting women's participation in various sectors of society.

VII. ECONOMIC UNDERDEVELOPMENT AS A CAUSE OF GENDER INEQUALITY

In India, gender inequality persists across various indicators, often resulting in unfavorable outcomes for women compared to men. This inequality extends beyond differences in earnings patterns and encompasses various aspects influenced by economic potential. Lower labor productivity among women can explain disparities not only in income but also in other areas.

- 1. Education and Labor Allocation:** In India, certain societal and economic factors contribute to gender disparities. For example, the primary benefit of education is often seen as the ability to secure higher wages in the labor market. This perspective can lead parents to invest more in the education of their sons, particularly when men specialize in physically demanding jobs while women engage in mentally demanding roles. As a result, boys may receive more schooling during early development. However, as the economy shifts towards industries that rely on cognitive skills rather than physical strength, girls may catch up in terms of education. In fact, if the returns on education are higher in industries that require cognitive abilities, girls may even surpass boys in educational attainment. This shift can be attributed to greater returns on education, which, in turn, can have spillover effects on gender equality in various domains.
- 2. Patriarchal Culture:** Patriarchal traditions, which are prevalent in much of India, grant men power over female family members, including control over inheritance, property, and political leadership. These customs, such as the passing of inheritance from father to son and the practice of newlyweds moving in with the husband's family, often result in advantages for raising sons and disadvantages for raising daughters.
- 3. Son Preference:** The preference for sons in India, based on the belief that they are more economically valuable, remains a major driver of gender inequality. Sons are seen as crucial for carrying on the family name, providing labor in agriculture, and conducting certain male-only religious rituals. The cost of dowries and concerns about daughters leaving the family after marriage further discourage the birth of girls.
- 4. Prejudice against Women:** Despite surveys indicating a preference for at least one son, evidence suggests that discrimination against girls continues after birth. Discrimination in healthcare access and vaccination rates, particularly among low-income families, results in health and survival disparities for girls.
- 5. Dowry System:** The practice of dowry in India, where gifts or cash payments are given to the groom's family, perpetuates gender inequality by reinforcing the belief that girls are a financial burden on families. Despite legal measures like the Dowry Prohibition Act, the institution of dowry remains influential.
- 6. Entrepreneurship:** Women's participation in entrepreneurship is limited, with a small percentage of enterprises being owned by women, despite comprising more than half of the population. Barriers, such as limited access to institutional finance, hinder the growth of women-led businesses.

- 7. Scientific Professions:** Discrimination against women in science and technology fields has been reported, with female faculty members experiencing gender-based discrimination in hiring and promotion. Biased recruiting practices and stereotypes about work-family balance continue to affect women in these professions.
- 8. Economic Development and Changing Roles:** Economic development in India has led to shifts in employment patterns, with women entering new sectors such as business process outsourcing (BPO). These opportunities have expanded women's choices and aspirations, delaying marriage and childbirth and increasing school attendance among younger generations. Economic development has also reduced the amount of domestic work through technological advancements like electrification.

In summary, gender inequality in India is a complex issue influenced by a combination of cultural, economic, and social factors. While progress has been made, there is still much work to be done to achieve gender equality in all aspects of society.

VIII. CONCLUSION

In conclusion, it is evident that legislative measures aimed at empowering women are imperative, given the ongoing gender disparities in India despite the country's economic progress. Both men and women play vital roles in the development of their families and society as a whole. The global women's movement has long advocated for gender equality, and recent literature provides insights from successful policy interventions.

One notable policy experiment involved village administration, mandating a minimum of one-third female representation in local leadership positions. This initiative yielded positive outcomes, with female residents' preferences better represented in villages governed by women. Women felt more confident in reporting offenses that were previously considered too stigmatizing to bring to light. Female leaders served as role models, inspiring young women and their parents to pursue education and careers. Although there may be a short-term backlash from men as established gender norms are challenged, studies indicate that negative perceptions eventually diminish. This underscores the importance of sustained affirmative action to reduce gender bias.

Responses to another policy adjustment aimed at equalizing land inheritance rights between sons and daughters have been mixed. While it led to increased educational attainment and delayed marriages for girls, it also raised issues of spousal conflict and domestic violence. Improved employment opportunities can contribute to women's independence. Research has shown that informational visits by job recruiters to communities increased young women's participation in the labor market and enrollment in professional training.

To achieve gender parity in India and maintain its position as a global growth leader, coordinated efforts at the local, state, and national levels, as well as involvement from the private sector, are essential. While increasing the representation of women in public positions is a necessary step that can be achieved through affirmative action, a change in attitudes is also crucial to ensure equal treatment of women in their homes and society at large.

Educating Indian children early about the value of gender equality would be a significant first step in this direction.

Gender disparities persist in the lives of girls and boys in India, affecting their opportunities and outcomes. Girls face unique challenges related to societal norms, customs, and traditions, limiting their freedom and decision-making power in areas like education, employment, and marriage. These disparities widen as children grow into adulthood, with only a quarter of women in formal employment. The deeply entrenched patriarchal attitudes and systems in India restrict the full realization of women's rights.

Despite these challenges, some Indian women have emerged as global leaders and influential figures in various fields. Girls and women continue to face hazards, abuses, and vulnerabilities, especially during crises and natural disasters. This review-based study highlights the significant gender gaps that persist in developing countries and raises important questions about the potential for these gaps to narrow and eventually disappear over time.

While economic modernization may naturally diminish cultural practices favoring males and contribute to closing gender gaps, policymakers also have a role to play in expediting progress toward gender equality.

RURAL WOMEN ENTREPRENEURSHIP AND RURAL DEVELOPMENT

Abstract

Rural entrepreneurship is a dynamic concept and is defined as entrepreneurship that originates in rural areas and acts as an effective element of economic development. Rural entrepreneurship has its roots in non-urban areas and has great potential for a variety of businesses, industries, agriculture, etc. Rural entrepreneurs are those who work in the villages using local resources. Rural entrepreneurs increase people's purchasing power and standard of living by providing job opportunities to rural residents. Women entrepreneurs play an important role in globalization and economic liberalization. Women's entrepreneurship is an important concept in the development of rural life. Need for Rural Women Entrepreneurship is that it contributes to Economic Development creates employment generation, improves living Conditions, reduces migration of villagers and leads to rural Women's Self-Sufficiency. Rural women entrepreneurs face a variety of obstacles and issues in running their businesses. A few problems include a lack of education, difficulty juggling a family and career, a male-dominated society, a lack of funding, a low risk tolerance level. Dairy Farming, Poultry Farming, Seeds and Fertiliser shop, Organic Vegetables and Fruits Business, Rental Agriculture Machinery, Agarbatti/candle making, handmade Items, Roti/chutney powder making are the few enterprises which can be taken up by the rural women. By providing employment opportunities to villagers, rural entrepreneurs may raise the standard of living and purchasing power of rural residents and those at the bottom of the food chain. The government can support female entrepreneurs by setting up programs for training, growth, and capacity building. This will motivate the women farmers to take up enterprises.

Keywords: Rural Women, Entrepreneurship, Rural Development, Need, Enterprise

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I. INTRODUCTION

India is a nation of villages, with the bulk of its citizens residing in rural areas. The problems faced by the rural population include poverty, inadequate infrastructure, unemployment, and reduced job opportunities in the primary industries due to the migration of the young population to the cities in search of jobs. This can be overcome by supporting the rural entrepreneurs

II. RURAL ENTREPRENEURSHIP

The term 'Entrepreneur' comes from the French word 'Entreprendre' which means 'to undertake'. According to P. P. Drucker an entrepreneur is someone who is always looking for change, reacts to it and takes advantage of it. According to E. E. Hagen an entrepreneur is a person who makes money by innovating. An entrepreneur is someone who takes risks and starts a new business, creates a useful asset and provides value to the customer.

An entrepreneur can be described as a person who starts a business called entrepreneurship to realize his idea and who combines capital and labor to produce goods or services for profit.

Rural entrepreneurship is a dynamic concept and is generally defined as entrepreneurship that originates in rural areas and acts as an effective element of economic development. Rural entrepreneurship has its roots in non-urban areas and has great potential for a variety of businesses, industries, agriculture, etc. Companies are generally engaged in agricultural and related activities. These activities ensure the livelihood of the majority of people living in rural areas. Rural entrepreneurship can be seen as an attempt to establish appropriate risk management and mobilize human, material and financial resources to realize projects in rural areas (Saxena, 2012). Rural entrepreneurs discover new business opportunities not because they have extraordinary perceptual abilities, but because they consciously invest in current and specific information that reduces risk (D. Joel Edwin Large).

According to the Khadi and Village Industries Commission (KVIC), "the importance of rural life industry or village industry which is an enterprise or industry located in any rural area, having a population not exceeding 10,000 or another number producing and supply of goods or services with or without the use of force and where the fixed capital investment per worker or artisan does not exceed Rs. 1000 andquot;. The Government of India has issued a revised specification to broaden its scope. The Government of India defines and quot; Any business or industry started in a rural area, village or town with a population of at least 20,000 people and investing 3 billion rupees in some plant and machinery is classified as a village industry.

Rural entrepreneurs are those who operate in the countryside using local resources. Rural entrepreneurs increase people's purchasing power and standard of living by providing job opportunities to rural residents. Women entrepreneurs play an important role in globalization and economic liberalization. Women's entrepreneurship is an important concept in the development of rural life.

Rural Entrepreneurship creates opportunities for economic development and empowerment of women. It provides an opportunity for the development of rural or semi-rural people who migrate to urban areas in search of job.

Women entrepreneurs are all women who accept the challenge and play an important role in fulfilling their individual needs and becoming financially independent. The Government of India defines "a male-owned business as a business owned and controlled by women, with a financial contribution of at least 51 percent of the investment and providing at least 51 percent of the jobs created by their business to women."

According to J.A. Schumpeter: "Every woman who builds, adopts or reproduces a business is called a female entrepreneur". Simply put, women entrepreneurs are those who organize and manage a business or industry and employ others. Rural women's entrepreneurship is the activity of women who set up their own business or industry in rural areas and use agricultural resources to create jobs for rural people. The fundamental principles of rural entrepreneurship that were used in rural development were:

- Making the best use of local resources in a business venture by rural residents will improve the distribution of farm products in the rural community.
- In rural areas, entrepreneurial occupations provide alternative employment opportunities and lessen discrimination.
- To make the "6M" system, which consists of money, material, labor, machinery, management, and marketing, operational in rural areas.

III. NEED FOR RURAL WOMEN ENTREPRENEURSHIP

The developing country's future depends upon rural economy. The rural economy in turn depends on doubling of farmers' income and rural Women Entrepreneurship.

- 1. Rural Women Entrepreneurs' Contribution to Economic Development:** Rural women serve as catalysts for economic development, social transformation and act as change agents by making efficient and effective local resources. They are critical to economic progress in the following ways:
- 2. Capital Formation:** In order to ensure private participation in the industrialization process, rural enterprises present attractive commercial concepts to attract investment. Idle savings are then channeled for investment in business ventures that produce a profit. Savings are consequently reinvested, which has a multiplier effect on capital development.
- 3. Regional Development:** Entrepreneurs take the benefit of government schemes, subsidies and infrastructure to establish their enterprise in rural/underdeveloped areas, thus contributing to regional development.
- 4. High potential of Employment generation:** Being an entrepreneur requires this as a fundamental trait. They create and offer jobs to others rather than looking for work themselves.

5. **Improved Living Conditions:** Through entrepreneurial endeavors, jobs are created, which increases income and the amount that can be spent on consumer goods. More goods and services are in demand, which boosts industrial output. A nation's income and wealth are increased by the entrepreneurs' growth in income per capita, which transforms resources like land, labor, and capital into goods and services. The increase in the nation's net GDP is reflected in the growth of the national income.
6. **Removes Income Disparities:** Rural Women Entrepreneurship improves people's economic situations in rural areas and by ensuring that they earn their livelihood in the village rather than migrating to metropolitan and suburban areas for survival. Rural women entrepreneurs make a significant contribution to the growth of rural areas and the reduction of poverty.
7. **Rural Women's Self-Sufficiency and Increased Literacy Rate:** The rural women entrepreneurs by establishing their own business, earn their livelihood and support by satisfying their other needs of family apart from basic needs. This will lead to increased literacy rate of rural families
8. **Reduces Migration of Villagers:** Employment is the main driver of rural migration. Rural migration can be somewhat reduced as the entrepreneurial professions offer alternative employment opportunities that lessen discrimination.
9. **Safe Guard's Indigenous art and Craft:** For rural areas, the handicraft industry is a significant source of income. It employs millions of artisans, many of whom are women and members of underprivileged social groups. Handicrafts currently make a significant contribution to exports and the creation of jobs. They protect indigenous art and craft as a result.
10. **Efficient and Effective use of Local Resources:** The rural enterprises are mainly based on supply of local resources. The resource efficiency is a key approach to economic growth as it stimulates innovation, creation of new industries and boosts economic competitiveness.

Rural Women Entrepreneurship: Issues, Challenges, and Problems in India Rural women entrepreneurs face a variety of obstacles and issues in running their businesses. A few problems include a lack of education, difficulty juggling a family and career, a male-dominated society, a lack of funding, a low risk tolerance level, etc. They are discussed in detail.

- **Lack of Education:** The literacy rate of women in India is very low. Even in the 21st century, women in rural India still lag far behind their urban counterparts in terms of education. Rural women tend to be less educated. Educated women in rural areas are usually less educated or less educated than men due to reasons such as poverty, early marriage, low socio-economic status, and sons' higher education. She says one of the biggest obstacles for rural women who want to start their own business is lack of education. Without quality education, women entrepreneurs do not adopt new developments in technology, marketing trends, manufacturing techniques, and other government initiatives that motivate women entrepreneurs.

- **Balancing between Family and Career:** Indian women have a strong emotional bond with their families. They are of little use. They are expected to take care of the whole family, children and other family members. They spend a lot of time and energy caring for and regulating their husbands, children, and other family members, in addition to their increased family responsibilities. In such a situation, it is very difficult for women to concentrate and run the company successfully. Married entrepreneurs need to find the right balance between their personal and professional commitments.
- **Male Dominated Society:** Our constitution guarantees equal rights for men and women, but in reality there is no equality in rural areas. Women do not receive the same rights as men. In rural areas, there is often a stereotype that women can only do housework. Women require approval from the head of the family to enter the labor market. Historically, entrepreneurship has typically been associated with and dominated by men. All of these types of stages pose obstacles to the growth of women entrepreneurs. Therefore, male entrepreneurs hinder the success of female entrepreneurs.
- **Shortage of Finance:** There are many demanding situations that rural girls enterprise proprietors have to triumph over that allows you to improve cash and meet their company's economic requirements. This sort of economic trouble impacts girls and small enterprise proprietors due to the fact they may be unnoticed with the aid of using lenders, creditors, and economic establishments because of their decrease credit score worthiness and improved threat of failing their businesses. Because there's a loss of dependable safety and credit score withinside the market, they may be not able to get right of entry to out of doors funding. Due to the dearth of belongings of their names, in addition they revel in economic difficulties.
- **Low Ability to Bear Risk:** Indian women are usually sensitive and emotional by nature. Because women lead secure lives, they have less ability to bear financial and other risks than men. For entrepreneurs to be successful, they must be able to take risks. However, women may not be able to take the risks necessary to run a business. The ability to accept the risks associated with a business are also affected by the lack of adequate education, training and external financial support.
- **Lack of Entrepreneurial Skills:** For rural women, a major problem is a lack of entrepreneurial skills. They lack an entrepreneurial mindset. Even after enrolling in various entrepreneurship training programs, female entrepreneurs occasionally struggle to overcome the dangers and challenges that could arise in an organizational setting.
- **Limited Managerial Skills:** Only capable managers can perform a specific job that management has developed. Women entrepreneurs struggle to succeed in managerial tasks like planning, managing, directing, staffing, controlling, coordinating, monitoring, motivating, etc. because they lack the necessary knowledge. Therefore, rural women's limited managerial skills have made it difficult for them to manage their businesses successfully.

- **Lack of Technological Awareness:** Rural business owners struggle greatly with a lack of technological knowledge. The development of rural women's entrepreneurship is hampered by a lack of training services and comprehensive services.
- **Shortage of Raw Materials:** The struggle to purchase raw materials and other necessary materials is greater for female business owners. Women struggle to find raw materials from a variety of sources. They use scarce or handy raw material sources. The lack of sufficient supply of forest-based raw materials in 1971 was a major factor in the demise of many women's cooperatives, including those engaged in basket manufacturing. Many raw materials are quite expensive.
- **Finding of Raw Materials:** For rural business owners, locating raw materials is a significant task. Poor raw material quality and storage and warehousing issues could force them out of business.
- **Socio Cultural Barriers:** Indian cultures' prevalent civilizations and customs toward women can occasionally make it difficult for them to advance and prosper. Religions and castes rule with one more addition, and they also impede female entrepreneurs. Since they are frequently observed with suspicion in rural areas, women entrepreneurs face more social and cultural restrictions.
- **Social Attitudes:** The biggest issues facing female entrepreneurs are social assertiveness and the limitations placed on their ability to live and work. Despite having legal equality with men, women still experience discrimination. According to the cultural norms of the society, men have stereotypes about the value and potential of women. In rural areas, women encounter opposition not only from men but also from senior women who have come to terms with gender inequality.
- **Absence of Motivation:** In order for an enterprise to succeed, motivation is crucial. Because of their inherent nature, female business owners occasionally lack the confidence that is essential for driving them to succeed. Striking a balance between managing a family and a business is difficult for rural women.
- **Legal Formalities:** Due to illiteracy and ignorance, rural entrepreneurs find it extremely difficult to complete the numerous legal requirements to obtain licenses.

IV. RURAL ENTERPRISES IN INDIA

There is immense scope for small enterprises in rural areas. The rural enterprises generates employment opportunities and bring an economic value to the rural sector and thereby ensuring continuous rural development. The following are the list of few enterprise which can be taken up by the rural women.

1. **Retail Store:** The retail stores are the best option as traders in villages get the material quickly at a low cost. These stores can be established with low investment and provide the essentials to villagers locally. Ex.: Kirana store, electronics shop, salons, sweet shops, mechanic and plumbing services, electronics repair shop etc.

2. **Dairy Farming:** The dairy farming is a lucrative business idea in rural areas especially for the farming community. It is high margin business and it is a daily used product which has no recession time. One can earn money by selling the milk products viz., pure butter, paneer, ghee apart providing nutrition to the family and farm yard manure to the farm.
3. **Poultry Farming:** This is another productive rural enterprise which requires less investment, land and labour. Many government schemes are also helping people to set up livestock and poultry businesses by giving them loans
4. **Seeds and Fertiliser shop:** Agriculture is the primary occupation in Indian villages. Therefore, agriculture-related products like fertilizers and pesticides are always in need and demand. It is more beneficial for farmers as the seeds are available locally. This can reduce the expense of going to the town to buy seeds and fertilizers.
5. **Organic Vegetables and Fruits Business:** This the most uncomplicated and ordinary business for anyone, primarily for native villagers. Every farmer does not grow fruit and vegetables and villagers also need to buy fruits and vegetables. Organic farming can make a massive profit if organically grown fruits and vegetables are sold in supermarkets through tractors.
6. **Rental Agriculture Machinery:** Recently, renting farm machinery is the most economical way of using Agriculture Machinery for marginal farmers. So, this rural business idea is affordable and beneficial for villagers. This can make enormous profits to the entrepreneur.
7. **Oil/flourmills:** The Oil/flour mills are a demanding shop because everyone wants refined oil, organic oil, and their grains to be milled. Hence it has great scope in rural areas.
8. **Agarbatti/Candle Making:** Agarbatti and candle are the need of every home and shop and temple. This rural business idea can be profitable because of its demand. These enterprises need minimum investment and other resources as well as human resources also. So, it can be an excellent option for a startup.
9. **Handmade Items:** Villagers are very creative in making bags, cotton chunnis, decorating items for home and many more. By selling in the market these items at an affordable range can attract customers and also you can start an online business of selling handmade items to make a good reach.
10. **Roti/Chutney Powder Making:** The rural women are born with skill of cooking. They can utilize the skill and start such enterprise with zero investment. They can earn money by working at home.

V. BENEFITS OF RURAL ENTERPRISES

Due to illiteracy and ignorance, rural entrepreneurs find it extremely difficult to complete the numerous legal requirements to obtain licenses. One way to combat poverty, migration, unemployment, and to develop rural areas is through rural entrepreneurship. By

providing employment opportunities to villagers, rural entrepreneurs may raise the standard of living and purchasing power of rural residents and those at the bottom of the food chain. In addition to these, the additional advantages are covered below.

- 1. Lack of Competition:** The benefit for rural areas is that there are fewer competitors there. This makes it easier for the business owners to establish themselves and carve out a niche. Additionally, access to underserved markets or customer segments that are disregarded by larger competitors may be provided by rural areas.
- 2. Low Budget Start-Up:** Another benefit of starting a business in villages is that it is much cheaper than in cities. The land is more economical, be it on rent or on lease. And other things like materials, products, labour etc., are economical in almost every way.
- 3. Loyalty of Community:** Villagers are more trustworthy, and their friendly attitude continues to be your buyer if you keep the same quality and service they want.
- 4. Minimum Investment Required for Rural Business:** For starting a rural business, there is no fixed amount. But we can take an approximate amount that will be around 50,000. And here you get to know about how to operate businesses, their investment provisions, other involvements, necessities and more. Also, Rural Marketing Strategies are helpful, making it easier for you to decide on your business.
- 5. Tax Advantage:** The burden of Tax burden in rural areas is low, which increase the competitive strength of rural industry.
- 6. Low Investment:** As the rural industries are small scale industries, they can be started with low investment. Further the production can be carried out at a lesser cost due to easy availability of resources.

VI. CONCLUSION

Rural Women Entrepreneurship is not a novel notion in India. The concept of village self-rule (gram-swaraj) is indigenous to India. The rural Women Entrepreneurship will accelerate India's economic development because most of the population still lives in villages. They contribute to rural economy there by contributing to national economy. The government supports female entrepreneurs by setting up programs for training, growth, and capacity building. It is crucial to develop rural women's entrepreneurial skills and provide them with a path to success. To alter the unfavorable social attitudes toward women, education and awareness programs should be set up. The structure of the training programs should be improved while taking into account the socioeconomic status of female entrepreneurs. Emerging rural women entrepreneurs should receive counseling to help them deal with psychological issues like lack of confidence and a limited capacity for risk-taking.

PART 2

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MANIPULATION OF PUBLIC PERCEPTION BY NEWS ORGANISATIONS BY SPREADING PROPAGANDA

Abstract

As a key source of information, news outlets have a significant impact on how society views the world. The purpose of the media or press is to educate and enlighten the people about events that are or may be happening around them. However, in recent years, the spread of misinformation via news outlets has accelerated. News outlets have a propensity to impose their story on the opinions of individuals. These organizations frequently value sensationalism in today's culture over factual accuracy in an effort to draw viewers and increase their ratings. As a result, information is exaggerated, misrepresented, and sometimes just one side of a story is reported. Most news is editorialized to promote the channel's agenda or chosen viewpoint. The majority of news organizations affiliate themselves with a certain political group or ideology. This is one of the primary causes of biased reporting. News channels exploit public emotions by broadcasting only compelling news items that provoke emotions such as fear, rage, or hatred. These organizations have a tendency to impact public opinion and persuade people to support their agenda. Press agencies have started skipping extensive fact-checking and verification in the rush to be the first to report a breaking news item, which has caused the proliferation of false information. This is one of the most serious challenges to modern society. Propaganda spread through news outlets poses a serious danger to the credibility of journalism and free societies. News Organizations must keep their obligation to the public by promoting ethical journalism, ensuring fact-checking, and offering fair news.

Keywords: Misinformation, propaganda, news-outlets, sensationalism, persuade, fact-checking.

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I. INTRODUCTION

Propaganda, misinformation, and false news all share identical meanings. They are often connected to the propagation of a particular moral or political cause or point of view and are used to describe a range of scenarios in which the distribution of information causes harm, either knowingly or subconsciously. Websites, social media, radio, television, e-mail, and blogs all play a significant part in reinforcing prevailing attitudes and views. Social media and mass media may "activate" underlying attitudes and validate them, which encourages individuals to take action. Mass media and social media, to various extents, also play an important role in influencing public opinion and giving political leaders access to large audiences.

In this sense, the media facilitates the spread of public opinion over large populations and geographical areas. Spreading the word occasionally fulfils the same functions as the press and broadcasting, yet at a smaller scale, in places where access to social media is restricted or the mass media is not widely available, such as developing countries or countries where print and electronic media are strictly regulated. It is common in developing countries for literate people to read newspapers to illiterate people, or for large groups of people to gather around a village radio or a community television. Following then, the information is disseminated further through community or market word-of-mouth. In countries where the government restricts important news, rumours are the primary means of information dissemination.

The Oxford Dictionary defines sensationalism as "the presentation of stories in a way intended to provoke public interest or excitement, at the expense of accuracy." This form of narrative is intended to evoke emotions such as dread, rage, or exhilaration. Many media outlets use sensationalism to create eye-catching headlines and thought-provoking content, but it can also increase anxiety. In India, for example, most news channels tend to exaggerate news and try to oversell it, at the expense of accuracy however.

Republic TV is a perfect example of how the news media sensationalizes news. Arnab Goswami, is a popular news anchor and journalist known for sensationalizing and manipulating news. One of the most famous scams that he and his company are known for is the 2020 TRP Manipulation Scam. In 2020, a TRP manipulation fraud allegedly involved certain television broadcasters inflating their viewing figures. The inquiry was conducted as a result of a Mumbai Police complaint. Target Rating Point (TRP) is crucial for television channels, as evidenced by the fact that 70% of their revenue comes from advertising. Police claim that the station paid low-income individuals, particularly those who had trouble understanding English, to keep their televisions on and set them to Republic TV.

With an exaggerated TRP, ARG Outlier Media was able to negotiate additional funds from advertisers. On October 21, the inquiry expanded to include the entire nation and could subsequently involve all Indian news channels under CBI (Central Bureau of Investigation) inspection. TV Today Network Ltd (Aaj Tak and India Today) was fined 5 lakh by the Broadcast Audience Research Council (BARC) for manipulating viewership. The BARC Disciplinary Council (BDC) was instructed by the Bombay High Court to take disciplinary action against TV Today Network until the company paid a fine of Rs. 5 lakh.

In the United States, the Sinclair Editorial Scandal is one of the most popular. Dozens of anchors delivered an identical message to millions of viewers in March 2018 on local news stations around the nation. They asked viewers to comment on the station's website, "if you believe our coverage is unfair" and included a warning about fake news, a vow to report honestly and properly, with a false news disclaimer. To certain viewers, it might not have appeared unusual. However, Timothy Burke, the Deadspin video director, had seen an article from CNN the previous month that identified local station anchors that seemed concerned with the address. Burke located the stations and discovered the times that each had broadcast what he referred to as a "forced read." Then he pieced together the multiple broadcasts to make a super cut of anchors who oddly repeated the identical sentences. The nation's largest broadcaster, Sinclair Broadcast Group, which controls or operates 193 television stations, provided the script. Regulators are delaying the \$3.9 billion acquisition of Tribune Media by the business due to antitrust concerns. Burke's video and a like one made by the left-leaning news source Think Progress swiftly gained popularity on social media over the weekend, drawing harsh condemnation of Sinclair. Rupert Murdoch's News Corporation's long standing president and media investor Peter Chernin referred to it as "insidious."

David E. Price, a Democratic North Carolina congressman, called the video "pro-Trump propaganda". The nation's largest broadcaster, Sinclair Broadcast Group, which owns or runs 193 television stations, provided the script. The corporation was attempting to acquire Tribune Media for \$3.9 billion, but authorities prevented the deal due to antitrust concerns. The weekend that followed saw widespread social media condemnation of Sinclair as a result of Mr. Burke's film and a similar one produced by the left-leaning news organization Think Progress.

II. MEDIA MANIPULATION AND POLITICAL LOBBYING

Lobbying, any attempt by people or private interest groups to influence government decisions; in its original sense, it refers to efforts to influence legislators' votes, often in the lobby outside the legislative chamber(Chen, 2023b). Any political system is bound to involve some type of lobbying. In media discourse, the persuasive process makes conscious and intentional efforts to affect the general public's opinion in favour of the goals of the state or non-state entities providing the messages.

One of the most famous examples of media persuasion or propaganda is the Radia Tapes Controversy. The controversy surrounding the Radia tapes concerns phone conversations recorded by the Indian Income Tax Department in 2008–2009 involving major journalists, politicians, and business entities and Niira Radia, an Indian political lobbyist, A. Raja, the country's (then) telecom minister, and Radia. The tapes were leaked to the press, where they finally appeared in publications and on television. Many of these individuals accused one another of misbehavior in response to the tapes' revelations, which also acted as a prelude to the 2G scam and tougher controls for the media. The CBI conducted investigations into Niira Radia's former public relations company, "Vaishnavi Communications."

In November 2010, OPEN magazine published an article that included transcripts of some of Nira Radia's phone conversations with top journalists, politicians, and business entities. Many of the people Radia spoke with have refuted the claims. Radia's attempts to

arrange transactions in connection with the sale of the 2G spectrum are detailed in part of the 5,851 recordings of phone calls that the Central Bureau of Investigation claims to hold. According to the tapes, Radia attempted to influence the selection of A. Raja as telecom minister by using various members of the media, notably Barkha Dutt of NDTV.

The lobbying action opposing Dayanidhi Maran's reappointment to the position of Union IT and Communications Minister under the UPA administration in India was mentioned in the transcripts of the recordings. At 0948 IST, a conversation with journalist Barkha Dutt took place. In a subsequent discussion at 1047 IST, Barkha claimed that it was "not a problem" to send the message to the Indian National Congress, which was in power at the time. She also stated that she would speak with Ghulam (Nabi Azad), an Indian politician and Congress member. Later, Ranjan Bhattacharya, who also seemed to be serving as a conduit to the Congress, was the subject of a conversation with Radia (Kumar & Kumar, 2018). She also noted during the conversation that Airtel CEO Sunil Bharti Mittal had been lobbying (Desk O.W., 1970). Barkha Dutt always denied being involved in this incident, emphasising that it was just a case of poor judgment. Despite this Dutt is the subject of an investigation by the CBI.

III. MEDIA NEGLIGENCE

It is a well-known fact how Barkha Dutt made a tremendous error during the Kargil conflict. Everyone believed that Kargil's experience would have helped the alleged journalist gain maturity in these areas since the mistake was made. During the Mumbai terror attack on November 26th, she made the same error once more, digging her own grave. Due to her negligence, hundreds of civilians stranded in terrorist-attacked areas were put in danger. The former NDTV journalist can be heard reporting that "her sources are on the 19th floor where the terrorists are currently in their murderous frenzy" in one of the films of the coverage of 26/11. Before sharing such an important piece of information live, she did not stop or hesitate for a split second. She acknowledged in an interview that by failing to exercise restraint during the broadcast, the media were contributing to the risk to both the lives of civilians and security officers. Barkha admitted that during the Mumbai siege, possibly in hindsight, journalists committed errors. She then made another attempt to downplay the situation by claiming that the media was unaware that the terrorists' managers were watching news broadcasts. Later, when questioned about her involvement in the attacks by a journalist at Newslandry, Barkha didn't offer any regrets. She spoke without expressing regret or making an acknowledgment of error. Blogger Chaitanya Kunte questioned her journalistic ethics, and the "journalist" responded by serving him with a legal letter and threatening to remove the post. Speaking about this in the interview, she stated that she did not regret sending Kunte a legal notice because the site had accused her of being responsible for a Mumbai terror attack victim's death.

Fascinatingly, the Supreme Court concurred that the media's involvement during the events of September 11, 2008, was reckless and hazardous. It had dedicated an entire section to criticising the media for its part in amplifying the seriousness of the assaults. The apex court stated on August 29, 2012, in the case of Md. Ajmal Md. Amir Kasab vs. the State of Maharashtra, "From the transcripts, especially those from Taj Hotel and Nariman House, it is evident that the terrorists who were entrenched at those locations and more than them, their collaborators across the border, were watching the full show on TV." The media reports and

the images on the TV screen are frequently mentioned in the transcripts. The transcript further mentions that the accomplices informed the terrorists inside the Taj Hotel that the building's dome was on fire. Unaware of this were the terrorists who had taken up residence in a room. The terrorists' accomplices also persuade them that the greater the fire, the better it will be for them. The court went on to explain that because of how the security forces' activities were shown on the TV screen, it is impossible to determine if they truly suffered any casualties or injuries. But there is no question that the security forces' mission was made more difficult, hazardous, and dangerous by the manner their actions were openly displayed. Ironically, Barkha Dutt received the Padma Award 2009 for her journalistic style from the Sonia Gandhi-led Manmohan Singh administration just a few months after the 26/11 blunder (NewsBharati, 2022b). This is a fitting example of media negligence, showcasing how journalists and news channels sensationalize news with total disregard for human lives and emotions, for their viewership's.

IV. AIM OF THE STUDY

This research seeks to demonstrate definitively how news organisations and channels sway public opinion by disseminating disinformation and seeking out substitutes. The study's objective is to identify alternative news sources that a general literate public may use in place of news channels. These sources should primarily be trustworthy, objective, and free of any bias or tendency to shape general perceptions. The study's primary goal is to understand and analyze popular perceptions on the manipulation of public perception by news channels and journalists and the sources most of the people, in the present day trust. This study has applied a quantitative method with the use of cross-section survey methodology by the circulation of a survey questionnaire to a specific demographic group. The conclusions drawn were based on the majority opinion obtained from the questionnaire.

V. OBJECTIVE OF THE STUDY

The study's objective is to identify alternative news sources that a general literate public may use in place of news channels. These sources should primarily be trustworthy, objective, and free of any bias or tendency to shape general perceptions.

VI. METHODOLOGY

In order to understand and examine the opinions of the public regarding the manipulation of public perception by news channels and journalists and identify alternative news sources that a general literate public may use in place of news channels which are trustworthy, objective and free of any bias or tendency to shape general perceptions, the researcher took over a quantitative method along with the use of cross-sectional survey, by the circulation of a questionnaire to a specific demographic group. The study was carried out online using Google Forms by the researcher, who circulated a survey questionnaire consisting of 10 questions to 101 members, consisting of whatsapp contact list i.e. college students, educators, medical professionals, lawyers and employees from IT and software firms make up this group.

VII. FINDINGS AND DISCUSSION

People were asked whether the concept of "Media Ownership" is appropriate or necessary in the first question of the survey questionnaire.

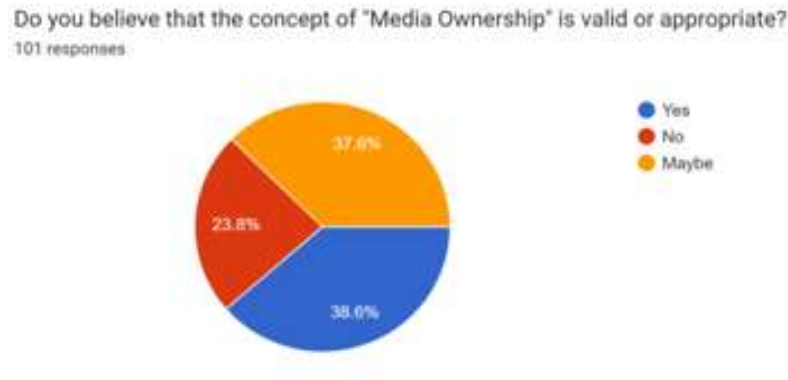


Figure 1

The majority of the respondents i.e. 38.6% of the people agreed with the concept of "Media Ownership" while the percentage of people that disagreed is about 23.8% , while 37.6% only partly agreed with the concept.

In the next two questions of the questionnaire people were asked whether they believed political parties have a major influence on news channels and then asked about their opinions about "Media Censorship".

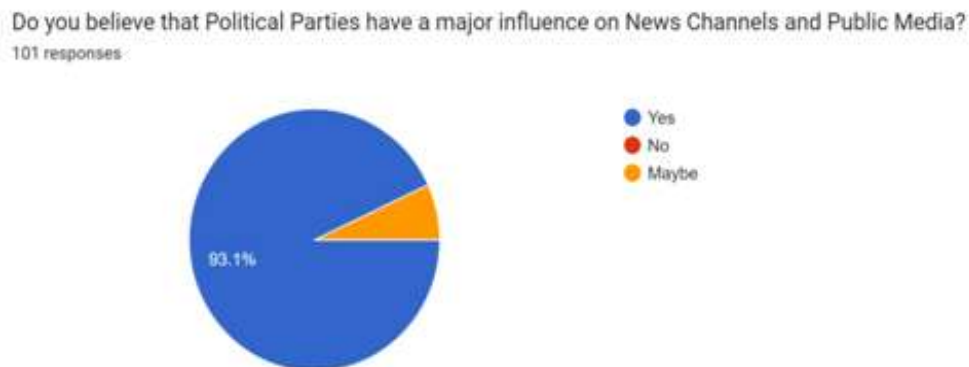


Figure 2

For the first question, as we can see, the majority of the people, roughly around 93.1%, which is the majority of respondents, agreed that political parties have a major influence on news channels, whereas 6.9% only partly agreed with the statement.

Do you believe that "Media Censorship" should be allowed?
101 responses

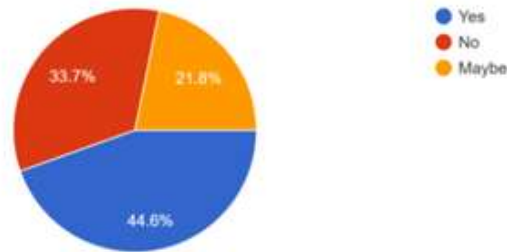


Figure 3

For the next question, when questioned about their views on media censorship, mixed responses were received from the public. The majority of the people (44.6%) agreed with the concept of “media censorship” while about 21.8% of the people only partially agreed with this concept and 33.7% of the people disagreed with it.

Do you believe that News Channels have their own personal propaganda?
101 responses

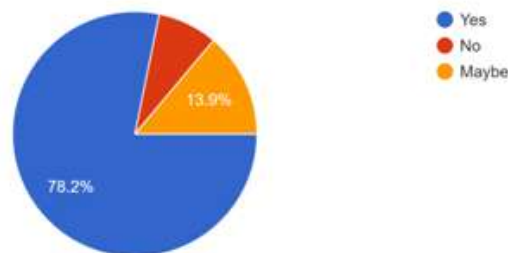


Figure 4

Upon inquiry, the majority of the people i.e. 78.2% believed that news channels have their own personal propaganda, whereas about 7.9% disagreed with the statement while 13.9% relatively agreed with the statement.

Would it be appropriate to say that News Channels and Organisations manipulate facts and figures to favor their personal agenda?
101 responses

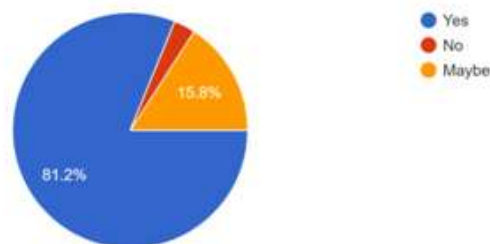


Figure 5

When called into question, the majority of the people (81.2%) concurred that News Channels and Organizations manipulate facts and figures to favor their personal agenda, when in fact 3% of individuals outright rejected the question, leaving 15.8% of the people conflicted with their opinion.

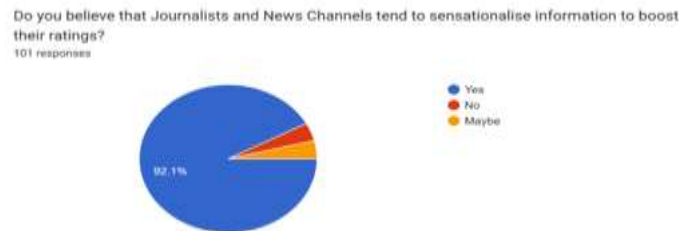


Figure 6

After examination, 92.1% of individuals, which is the majority of respondents, scrutinized Journalists and News Channels for sensationalizing information to boost their ratings, in contrast to the 4% of individuals who did not believe so? This left 4% of people, who remained neutral on the topic.

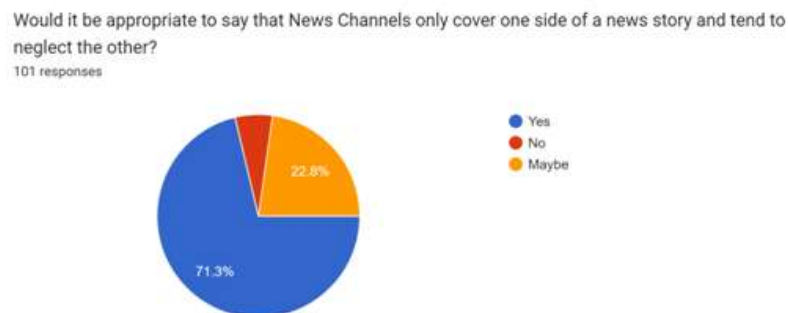


Figure 7

Individuals were asked whether News Channels only cover one side of a news story and tend to neglect the other. The results showed that the majority (71.3%) of the public undoubtedly agreed, 22.8% were hesitant and 5.9% failed to agree.

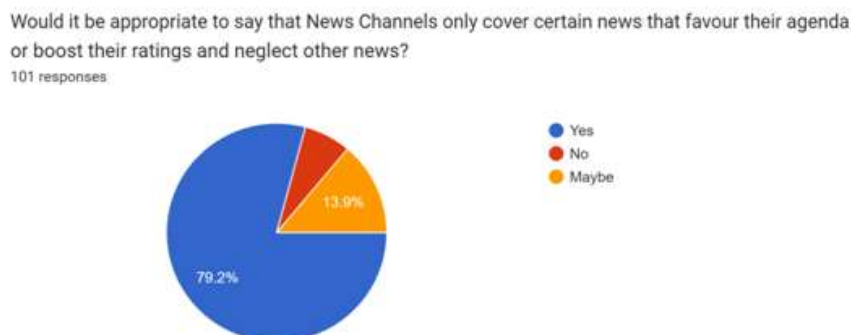


Figure 8

Majority of the respondents i.e. 79.2% of people found it appropriate to say that News Channels only cover certain news that favor their agenda or boost their ratings and neglect other news. On the contrary, 6.9% of people did not believe so while 13.9% chose to remain impartial.

Do you believe that News Channels misuse fear in people to enforce personal beliefs?
 101 responses

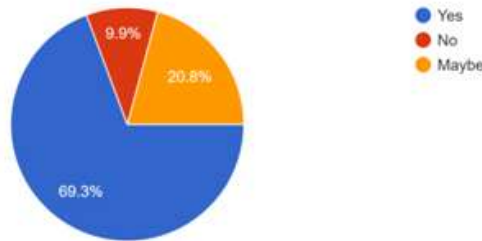


Figure 9

Individuals were cross-questioned to understand whether they believe that News Channels misuse fear in people to enforce personal beliefs. The majority (69.3%) of people were in harmony with the question whereas 9.9% did not see eye to eye. Yet 20.8% of individuals remained disinterested in taking a side.

What other News Sources apart from News Channels and Newspapers do you find reliable for any news information?
 101 responses

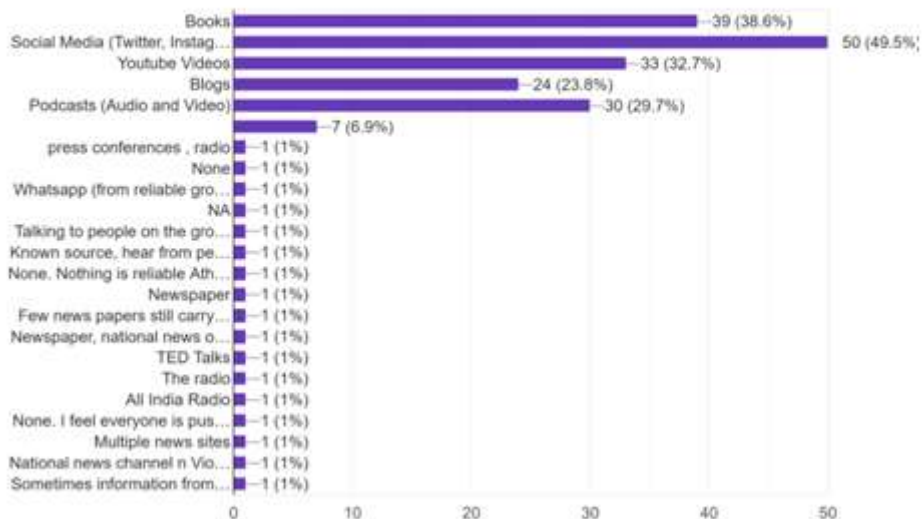


Figure 10

To discern other sources of reliable information, individuals were asked an open-ended question to state their personal references for news information. The majority of results were directed towards books (38.6%) , social media (49.5%), Youtube Videos (32.7%), blogs

(23.8%) as well as both audio and video podcasts (29.7%). The minority consisted of various different sources such as radio, press conferences, TED Talks.

The purpose of this study is to demonstrate decisively how news organisations and channels affect public opinion by disseminating incorrect information and to provide possible alternatives. The project's aim is to identify alternative news sources that an educated general audience may use in place of news channels. These sources must be trustworthy, objective, free of bias, and without a tendency to sway public opinion. A cross-section survey methodology was applied in this investigation. The study was conducted via Google Forms, and 101 people who fit a particular demographic were given a survey form with 10 questions. This group included university students, educators, medical professionals, and employees from IT and software personnel. According to the findings of the study, social media may be used as an alternate channel for news information. The second-most popular choice, which may be used as a substitute for media organizations, was books. Following Social Media and Books, respectively, YouTube Videos and Podcasts (Audio and Video) were the next most popular choices. Additionally, it was shown that most individuals think political parties have a significant impact on news organizations. The majority of journalists and media outlets are not reliable because they may be swayed by political lobbies. Information may be manipulated in a variety of ways by news outlets and organizations to achieve certain agendas, change public opinion, or boost reading and viewership. Sensationalism, prejudice, and financial interests are just a few of the variables that might lead to manipulation in particular situations. A minority percentage of the group also believes that reputable sources include radio, press conferences, and TED Talks. A few individuals additionally believe that speaking with witnesses or getting firsthand accounts might be reliable sources. However, this might not be feasible or practical in every situation or for every person. News outlets and groups are also prone to sensationalizing information, which must be avoided, and facts and data must be presented as they are. Hence, finding an objective, reliable, and trustworthy news source has become vital during these times.

Future research might address the limitations of the presented study because the responses were only gathered from a small population (101 participants) in the study. The research focuses only on the negative parts of the media and demonstrates how often news organizations sensationalize and misrepresent the truth in order to sway public opinion in favor of their own ideology. Only literate people have been investigated by the researcher, thus future research can be done on other populations.

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BOOSTING MEDIA LITERACY TO COUNTER AI-GENERATED FAKE NEWS: STRATEGIES FOR THE YOUNG GENERATION

Abstract

The proliferation of AI-generated fake news in the digital era poses a critical challenge to society. This research paper examines the impact of AI-generated fake news on the young generation and proposes strategies to enhance media literacy as an effective countermeasure. By reviewing relevant literature, we explore the consequences of AI-generated fake news, including its potential to erode public trust and manipulate opinions. We emphasize the pivotal role of media literacy in enabling young individuals to identify and critically evaluate information sources. By promoting media literacy, individuals can discern between credible and false information, reducing the influence of misinformation. This chapter underscores the importance of media literacy in formal systems and through collaborations among parents, educators, and media organizations. It evaluates the current initiatives aimed at enhancing media literacy among the young generation. The assessment analyzes the strengths and weaknesses of these efforts and examines successful media literacy campaigns. The study also explores innovative educational tools and technologies that engage young individuals and foster media literacy skills. Furthermore, the chapter discusses the roles of companies, governments, and organizations in countering AI-generated fake news. Companies should strengthen algorithms and content moderation practices, while prioritizing transparency in information dissemination. Governments can enact legislation, integrate media literacy in education, and support research and innovation. Media and journalism

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organizations, fact-checking organizations, and educational institutions play essential roles in promoting responsible journalism, fact-checking practices, and media literacy education.

Keywords: Media Literacy, Artificial Intelligence, Fake News, Young Generation, Fact-checking

I. THE AI-FUELED MISINFORMATION ECOSYSTEM

In this complex and dynamic ecosystem of AI-generated misinformation, algorithms play a pivotal role in perpetuating the dissemination of fake news. These algorithms, designed to maximize user engagement and interaction, inadvertently contribute to the creation of echo chambers where individuals are exposed only to information that aligns with their pre-existing beliefs. The combination of AI and social media has led to the creation of filter bubbles, limiting exposure to diverse viewpoints and fostering a sense of validation for users. This phenomenon poses a unique challenge to the young generation, as they are exposed to a curated reality that may not accurately reflect the complexities of the world.

Furthermore, the virility of AI-generated fake news is amplified by the emotional triggers it exploits. These algorithms are adept at identifying and capitalizing on human emotions such as anger, fear, and outrage. This emotional manipulation enhances the content's share ability, as individuals are more likely to share information that evokes strong reactions. Consequently, AI-generated fake news can rapidly infiltrate social media feeds, reaching a vast audience before corrective measures can be taken. Understanding the intricate interplay between AI, emotional triggers, and information dissemination is vital in formulating effective strategies to counter the propagation of misinformation.

II. MEDIA LITERACY AS A SHIELD AGAINST MISINFORMATION

Media literacy is not merely about imparting technical skills; it's about nurturing a cognitive resilience that enables individuals to critically engage with information. Equipping the young generation with media literacy skills involves instilling a sense of curiosity, skepticism, and information triangulation. The goal is to enable them to ask probing questions about the source, intent, and verifiability of the information they encounter. By fostering these skills, media literacy acts as a protective shield against the corrosive influence of AI-generated fake news.

Central to this approach is the cultivation of a mindset that transcends binary categorizations of truth and falsehood. Media literacy empowers individuals to recognize the shades of gray within information landscapes, understanding that credibility is often nuanced. This skill set equips them to decipher the subtle tactics used by AI-generated fake news, such as deepfakes and algorithmically tailored content. As AI evolves, media literacy provides a foundation for staying ahead of deceptive technologies, nurturing a generation of discerning individuals who can adapt to the ever-changing information landscape.

III. EMPOWERING THE YOUTH THROUGH COLLABORATIVE EFFORTS

Empowering the young generation to navigate the intricacies of the digital age requires a collaborative effort that spans educational institutions, families, media organizations, and technology companies. Educational institutions can integrate media literacy into curriculum across disciplines, fostering a culture of critical inquiry. However, the responsibility extends beyond the classroom. Parents play a critical role as the first line of defense, engaging in open conversations about the complexities of the online world and teaching responsible digital citizenship.

Collaboration among media organizations and technology companies is equally crucial. Media outlets can prioritize transparency in reporting and amplify fact-checking initiatives. Technology companies, recognizing their role in shaping information consumption, can design algorithms that prioritize accuracy over sensationalism. Additionally, partnerships between educational institutions, media organizations, and tech companies can yield innovative solutions, such as interactive online platforms that gamify media literacy education, making learning an engaging experience.

IV. EVALUATING MEDIA LITERACY INITIATIVES

The effectiveness of media literacy initiatives hinges on their ability to engage the young generation and cultivate lifelong learning habits. Initiatives that resonate with youth leverage multimedia approaches, blending text, visuals, and interactive elements. Gamified platforms, where individuals actively discern credible information in a playful context, offer a promising avenue. These initiatives not only impart skills but also foster a positive attitude towards critical thinking and information analysis.

A key consideration in evaluating media literacy initiatives is their adaptability to technological advancements. The digital landscape evolves rapidly, and initiatives should equip individuals with the tools to navigate not only current challenges but also those that emerge in the future. Evaluating the impact of media literacy programs through longitudinal studies can provide insights into their long-term efficacy in fostering media-savvy individuals capable of countering AI-generated fake news.

V. REDEFINING THE ROLES OF STAKEHOLDERS

As the battle against AI-generated fake news intensifies, stakeholders across various domains must redefine their roles to collectively address this challenge. Companies operating social media platforms have a responsibility to prioritize user well-being over engagement metrics. This involves developing and refining algorithms that promote diverse perspectives and filter out disinformation. Transparent content moderation practices also form an integral part of the solution, ensuring that malicious content is swiftly identified and removed.

Governments can play a pivotal role by integrating media literacy education into formal curricula. This proactive approach equips the young generation with essential skills early on, fostering a population that can critically assess information and resist manipulation. Fact-checking organizations and journalism institutions should collaborate to amplify accurate reporting and counteract the spread of misinformation. By fostering a culture of ethical journalism, these entities reinforce the importance of accurate information in maintaining a healthy democracy.

The battle against AI-generated fake news requires a multipronged approach that acknowledges the intricate interplay of technology, human behavior, and information dissemination. By cultivating media literacy, empowering the youth through collaborative efforts, and redefining stakeholder responsibilities, we can counter the insidious impact of misinformation. As technology continues to evolve, the resiliency of our society hinges on the ability to navigate the digital landscape with discernment and critical acumen. This research underscores the urgency of fostering media literacy as a cornerstone of informed

civic engagement and presents actionable strategies for a collective response to the challenges posed by AI-generated fake news.

VI. CONCLUSION

To conclude, chapter highlights the urgent need to enhance media literacy among the young generation to combat AI-generated fake news effectively. By implementing comprehensive strategies and fostering collaboration among stakeholders, including individuals, companies, governments, and organizations, we can mitigate the impact of misinformation and cultivate a more informed and resilient society. This chapter provides valuable insights and recommendations to develop effective initiatives in addressing the challenges posed by AI-generated fake news. In the face of AI-generated fake news, the importance of media literacy cannot be overstated. Empowering the young generation with critical thinking skills and digital resilience is essential for the preservation of informed democratic discourse. By fostering collaboration among parents, educators, media organizations, governments, and technology companies, we can curtail the influence of misinformation and safeguard the integrity of our democratic processes. This research underscores the urgency of action and provides actionable insights to foster media literacy as a potent antidote to AI-generated fake news, paving the way for a society empowered by informed decision-making.

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PART 3

Futuristic Trends in Social Sciences

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TEACHERS' ATTITUDES TOWARDS THE USE OF ICT IN EDUCATION

Abstract

Nowadays, science and technology have become an essential part of our life. We cannot imagine anything without science and technology. From old people to children, they are familiar with technology. Its affects in our lives from morning to until sleep. From here we can easily estimate the role ICT if we look at the field of education sector it is fundamental devices which make teaching learning process more attractive, enjoyable, effective and productive for both the teachers and learners. Although education is learner- centered though any educational success basically depends on the teacher's cognitive, teaching skill, methods, techniques and attitudes. This present paper tries to show the attitude towards the use of ICT in education. The present paper tries to show the teachers attitude towards the use of CT in education.

Keywords: ICT, ICT In Education, Teacher, Attitude.

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I. INTRODUCTION

In the era of globalization, world like a village, this is made possible by technology. For that may be we can't think of anything without technology. It not only affected in our daily life but also widely used in the field of teaching, training and educational sector. In the very previous day, most teaching learning process depends almost entirely on verbal or written communication between teachers and students. But now with the technological magic touch, a simple school house turns into a systematic learning centre. That why When a teacher teaches using technology, it becomes easier to understand the subject matter, the reason is that when a student sees and hears ,he understand better and help in acquiring correct knowledge by the learner and they can change their behavioural attitude by expanding their knowledge through this technology. There is a popular saying that I hear, I forget. I see, I remember .I do, I understand.

II. TEACHERS' ATTITUDES TOWARDS USE OF ICT IN EDUCATION

Altitude refers to an individual's evaluation feelings, or disposition towards Something whether it's an object, Person, idea. Teachers' attitudes towards Information and Communication Technology in education can vary widely depending on factors such as their experience training and Personal Preferences. Technology is making education accessible though, there are some teachers who are resistant to ICT in the classroom. They may prefer traditional teaching methods and be uncomfortable with technology as a threat to their role.

III. USE OF ICT IN EDUCATION

The earlier education system was limited to chalk and talk. But now the educational process is child- centered, so a teacher needs to have comprehensive knowledge especially on the use of ICT. The present trend of education is towards the 'seeing and doing' types of schools, where If there is knowledge of ICT, teaching learning becomes very creative and constructive for both teacher and learner. ICT is a device without which people find it difficult to live nowadays especially in education, It has impact on global society and the implications for education. ICT is supplementary devices by the teacher; through the utilization of more than one sense organ which can develop the power of perception, the power of feeling and willing to do of the pupil to the maximum. In this case it is very necessary to have a positive attitude of the teacher. Although we say we can't do anything without use of technology but there are still many classrooms that are far from technology.

IV. OBJECTIVES

To investigate the attitude of male and Lady high school educators regarding the utilization of information technology in education of Barpeta District.

1. To identify differentiation in attitudes towards teaching ICT between senior teachers and younger teachers of Barpeta District.
2. To make a comparison study between city or town(urban) and village(rural) areas high school educators use ICT in the classroom proceedings, especially Barpeta District under Keotkuchi Block.

3. To investigate the attitude of parochial and govt high school teachers of Barpeta District regarding the use of information technology in their teaching.

V. METHODOLOGY

The purpose study, mainly based on primary and secondary data. The study is planned to carry out through descriptive survey, Interview, observation. The investigator also collected some data from various journals, newspapers and reports.

VI. SAMPLE

In the present study, random sampling techniques are used. For this purpose, one developmental block of Barpeta District namely Keotkuchi Block is taken into consideration. Six schools have been selected randomly from the Keotkuchi block. Two from urban namely Jaruram Girls High School and Jibanlata Girls High School. Two from rural namely Nehru Girls High School and Chikarbhitha Radhakuchi High School and two private schools namely St. Paul English Medium High School and St Teresa English Medium High School. Therefore total 20 respondents are selected for detailed study.

VII. DATA ANALYSIS AND INTERPRETATION

In the present study the investigator has tried to find out the statistical analysis and all the interviews were digitally recorded with the consent of each participant.

Table 1: Showing the Score of Male and Female Teacher towards Use of Information Technology in the Classroom

Attitudes of teacher towards the use of ICT in classroom	Number of Teacher	Favourable Attitude	Percentage	Neutral	Percentage	Unfavourable	Percentage
Male	10	7	70	1	10	2	20
Female	10	6	60	1	10	3	30

From Table 1- it can be observed that the highest percentage i.e 70% male teachers have favourable attitude, 10 % have neutral and 20% have unfavourable attitude towards ICT. Regarding 60% female teachers have a favourable attitude, 10% neutral and 30% unfavourable attitude. Hence, it can be said male teachers showed more attitudes towards the use of ICT as compared to female teachers.

From the interview it was explained that teachers were interested in using technology as part education, but they lacked high quality resources and well designed ICT infrastructures which resulted into difficulties in successful use of ICT in the classroom .In explaining the reasons one teacher saying “sometimes I ask my students to send their assignment to my email address; some manage to do and the majority fail due to internet

connectivity at our school. We are ready to use ICT even in sharing the information and creating solutions but the infrastructures are not ready to support the usage.”

Table 2: Showing the Attitudes of Urban and Rural Teachers Regarding the Implementation of ICT in the Teaching-Learning Process

Category	Number of teacher	Favourable	Percentage	Neutral	Percentage	Unfavourable	Percentage
Urban	10	7	70	2	20	1	10
Rural	10	3	30	5	50	4	40

The above table 2, shows that the highest percentage i.e 70% of urban teachers have a highly favourable attitude towards using ICT in the teaching-learning process, 20% percent have neutral attitude and 10% percent unfavourable attitude. On the other hand, 30% of rural teachers show favourable attitudes, 30% neutral and the table further shows that 40% highly unfavourable attitude towards the use of ICT. From the interview, a female teacher from rural school responded to the investigator about her feelings towards the use of ICT in the classroom in her school was quoted saying “In my view, ICT is not used in our school, basically in the classroom. We have enough computers and TV rooms but most of us don’t use them because we don’t have sufficient training about them”. On the other hand, an urban High School teacher explained his opinion as “It is true that we enjoy using computers and other digital tools in our teaching, but available tools are not enough to accommodate our needs. At our school, we have a computer room which is open to both students and teachers”.

Table 3: Showing the Level of Percentage of Govt. And Private High School Teachers on Attitude towards using ICT

Category	Number of teacher	Favourable	Percentage	Neutral	Percentage	Unfavourable	Percentage
Govt. School Teacher	10	5	50	2	20	3	30
Private School Teacher	10	8	80	0	0	2	20

The above table 3, shows the level of percentage Govt. and Private High School teachers on attitude towards using ICT. The table indicates that 50% of Govt. School teacher showing favourable attitude, 20% neutral and 30% unfavourable attitude. The table further depicts that 80% of Private teachers have a favourable attitude, 0% neutral and 20% show unfavourable attitude towards using ICT. From the interview a Private school teacher quoted “The use of modern technology eases the teaching learning process and helps the student

understand the things better than the conventional method". Young teachers said that when we teach with electronic devices, students understand well.

VIII. FINDINGS

The investigator came to following conclusions from the analysis and interpretation of result.

1. Male teachers have a different attitude towards the use of ICT than Female teachers.
2. Compared to rural area school teachers, urban high school teachers showed a different attitude regarding the use of information technology in the teaching-learning process.
3. Private school teachers had a higher interest in the use of ict in education than the government school teachers.
4. Teachers who are under the age 40 showed a higher interest in the use of ICT than those who are over the age of 45.

IX. SUGGESTIONS

ICTs tools and devices are used in almost every field of life. It is Crucial to understand that changing attitudes takes and a Patient Supportive and inclusive approach is essential. To Provide Comprehensive training to the teachers on how to use ICT effectively in the classroom This can be boost their confidence and reduce resistance. Encourage teachers who are already Proficient in ICT to guide their colleagues creating a encouraging environment. By appreciation provide proper training, organize workshops and support and focus on the benefits of negative and Positive attitude, and Information Communication Technology in education gradually be replaced with enthusiasm and acceptance.

X. CONCLUSION

A picture is worth a thousand words. In analyzing teacher's attitudes towards ICT in education it is evident that there is complex interplay of factors influencing their perceptions and acceptance of technology in the classroom. The study shows that there are still some old teachers who cannot use ICT properly caused by insufficient training but who are youth teachers who convey a positive mindset regarding the use of automated devices in the classroom.

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EFFECT OF SOCIO-PSYCHOLOGICAL FACTORS ON ACADEMIC ACHIEVEMENT OF SCHEDULED TRIBE STUDENTS - A CASE STUDY

Abstract

Notwithstanding differing opinions regarding the purpose of education, academic accomplishment has always been a key component and focal point of educational research. The basic tenets of psychology—that there are variations within the individual from time to time, place to place, circumstance to scenario, and class to class—serve as the foundation for the rationale for gauging academic achievement. Unfavorable school climates cause psychiatric illnesses that influence teachers, making them unhappy and influencing how they behave at work. Based on data from the National Sample Survey, school-related causes account for a minimum of 22–25 percent of children's absence from primary school. The Gross Enrollment Ratio (GER) for secondary school in China is as high as 69%, compared to just 48% in India. Furthermore, not all tribes and subcastes have had equal access to schooling.

This paper examines the cause of low academic achievement in scheduled tribe children who are lagging behind others in spite of various special incentives and facilities provided by the Govt. Necessary data for the study has been collected from the secondary schools of Dhemaji district which has a dominant portion of scheduled tribe population. The problem under investigation focuses on the influence of personality traits, family factors, socio-economic status and school factors on the selected sample. In spite of all facilities, there are drawbacks and limitations at the developmental process, implementing and proper management of

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it. As such an in depth study in this regard is likely to highlight many factors related with educational backwardness of Scheduled Tribe students.

Keywords: Academic achievement, psychological sickness, scheduled tribe, socio-economic status.

I. INTRODUCTION

Academic achievement serves as a measurement of performance results that reflect the degree to which an individual has successfully attained particular objectives that formed the core of their activities within educational settings, particularly in primary and secondary schools, colleges, and universities. Typically, educational institutions establish cognitive objectives that are either applicable across diverse subject areas or encompass the acquisition of knowledge and comprehension within a specific intellectual field.

Academic achievement has consistently stood as a critical focal point within the realm of educational research, despite the varying perspectives on the objectives of education. While it's acknowledged that educational institutions aim to fulfill a range of educational objectives, the undeniable fact remains that fostering a comprehensive scholarly development in students is a fundamental responsibility of these institutions, as established by society. An individual's academic achievement is perceived to be influenced both by their capacity to adapt to their environment and by their specific abilities, intelligence, and aptitude, all of which constitute integral components of their personality. Furthermore, it is shaped by the intensity of their drives and motives, serving as the driving forces behind their actions. Academic achievement pertains to the level of success and proficiency attained within specific domains related to scholarly and academic pursuits. Notably, authors such as Goods (1953), Biswal, and Aggarwal (1971) share a consensus, emphasizing knowledge acquisition and skill development in academic subjects, often measured through test scores.

The rationale for assessing academic achievement is rooted in core psychological principles, which acknowledge that variations exist within individuals across time, location, situation, and even among different classes. Furthermore, individual differences persist, even among individuals of the same age group and with similar potential abilities, ultimately leading to variations in academic proficiency. This proficiency can be assessed through a variety of means, including Standardized Achievement Tests, teacher evaluations, or test and examination scores. Numerous studies have explored how performance in specific subjects, such as mathematics and reading, correlates with verbal behavior in the classroom, differentiating between high-achieving and low-achieving students. It's generally assumed that students who exhibit superior performance in their early academic years continue to excel in subsequent academic endeavors. Over the past two decades, there has been a significant surge in research literature and reviews addressing indicators of academic achievement, with a growing focus on the debate of whether traditional measures of academic performance are the most accurate predictors of future academic success at the university or higher education level, or if more innovative measures are necessary.

In the realm of academic achievement research, it's quite common to find that socio-economic status stands out as a key variable when attempting to predict academic performance. A study by Considine and Zappala (2002) revealed that children originating from families with lower income levels tend to exhibit more recurring challenges in terms of learning outcomes. These challenges include lower literacy levels, reduced retention rates, issues with school behavior, and often, a negative attitude toward their studies and school in general. Furthermore, it is widely accepted that the quality and type of educational institution where students receive their education significantly impact children's learning outcomes and academic performance. Several factors contribute to a child's academic setbacks,

encompassing physical, genetic, psychological, social, and economic domains. Children with academic difficulties typically require specialized educational approaches, and students can enhance their knowledge of these issues by exploring the problem from multiple perspectives. The research suggests that a harmonious home environment, the quality of maternal care, the dynamics between parents, and the prevalence of reading habits among family members all play crucial roles in a child's academic accomplishments.

II. REVIEWS OF LITERATURE

Srivasturah(1969) studied reading ability of four groups of 150 boys each representing four categories(under, over, low and high achievers) and found that in comparison with high achievers, under achievers and slow readers as their comprehension are related , lack the capacity to derive much meaning from what they read and found that under achievers had a poor stock of words and consequently lacked the power of expression.

Rao(1970) found out that factors of intelligence , socio-economic status, study habits etc. with the scholastic achievement relates more strongly to their intellectual level than to any other characteristics. There was a negative but low correlation between study habits and scholastic achievement , but a substantial positive correlation between socio-economic status and intelligence.

Nagpal's (1979) study revealed that academic adjustment was an important factor of over or under achievement. Under achievers reported a greater number of emotional problems typical to youth. Non-intellectual factors related to acquisition of knowledge resulted in over and under achievement.

John and Abraham (1981) in their study identified the non-intellective variables which discriminate between achievers and under achievers as optimism-pessimism, goal perception, delayed gratification, self-effort, attitude towards teachers and attitude towards academic work .

In his research on the educational experiences of scheduled castes and tribes, Kumar (1983) discovered that a dual administrative system involving the welfare officers of the SC and ST department, along with the school inspectorate, has had a detrimental impact on these schools. The issues of teacher absenteeism, the absence of mid-day meals, and the lack of essential facilities seem to be overlooked, leading to a decline in the quality of education provided.

Mohapatra(1983) In his examination of the school climate within secondary schools in specific tribal districts of Orissa, it was observed that the task force on education established by the Orissa government to develop its Vision-2020 document portrayed a grim scenario regarding the existing conditions in tribal-dominated regions of Orissa.

Jha(1988) Discrepancies were primarily detected in general perceptions and socio-psychological aspects among the four groups that participated. The study revealed that teachers and parents appeared to hold distinct views on underachievement in gifted children. They tended to underestimate the significance of peer relationships, psychological surroundings, and the social environment in children's academic performance.

Ambedkar Research Institute (1991) carried out a number of surveys and studies on the socioeconomic status of SC/ST, as well as research in both general and specific areas to conduct anthropological and ethnographic studies on castes and sub-castes in relation to reservation policy, conduct evaluation studies to support M.Phil. and Ph.D. research scholars, and look at the effects of government welfare schemes that are implemented by both the Central and State governments. Not only are these studies necessary for planning and developing, but they also cover the general growth of these communities throughout various time periods.

In a project funded by UNICEF, NCERT (2002) examined the educational challenges faced by tribal children and mapped out the basic education resources now available in the tribal areas, as well as how the recipient population uses them. Seven DPEP States have participated in it: Assam, Karnataka, Kerala, Maharashtra,

Tamil Nadu; Orissa; Madhya Pradesh. The aspects that were examined included the availability of educational facilities and infrastructure, the condition of teachers in tribal communities, the curriculum and instructional materials, the usage of tribal language, the enrollment and dropout rates in schools, monitoring, assessment, and community involvement.

The Government of India's Annual Report for 2001–02 highlights the state of minority education and reports that while the proportion of SC/ST students enrolled in all classes is rising, there are still issues and constraints with policy creation, implementation, and appropriate management at the developmental stage. However, due to social discrimination and exploitation, poverty and backwardness, a lack of political will, a flawed educational system, a lack of realistic approaches, and the non-implementation of education policies for the advancement of tribal communities, the majority of tribal people remain far from being able to access education.

Diverse studies have been incorporated into research concerning scholastic backwardness in general. Even in the world research scenario, a thorough yet condensed research work addressing upon closely associated socio-psychological elements in low academic accomplishment could not be discovered. Therefore, as indicated by the theories and the empirical findings of the previous researchers, a great deal of effort needs to be done with regard to each variable and its interaction with each other. This study attempts to address the requirement to show the epidemiology of the disorder and the factors associated with it from a fresh angle. I hope that the study's conclusions will provide professionals with the knowledge they need to address the poor accomplishment situation. In summary, although this research is still in its early stages, it may prove valuable to other individuals who are connected to the issue of low academic accomplishment.

1. Objectives of the Study: Following are the major objectives of the present investigation.

- To compare each of the Psychological and Social variables of Under Achievers and Normal Achievers in various school subjects studied in secondary level.
- To obtain a reasonably dependable and generalizable perspective of the problem under investigation.

- To test mental ability and achievement level of Scheduled Tribe students of the study area.
 - To find out the discrepancy between intelligence test scores and achievement test scores.
2. **Hypothesis :** The study has been designed around the major hypothesis that each of the independent variables selected for the study will significantly discriminate between underachievers and normal achievers performance in various school subjects studied in the Secondary Level.

Selection of Variables (Independent and Dependent Variables)

Following Psychological and Social variables have been used as **Independent Variables**.

- **Personality Traits** which consists of 3 basic Gunas i.e. Enlightened(Sattawic), Dynamic(Rajasic), and Lethargic(Tamsic), each and every person is a combination of these three gunas.
- **Emotional intelligence** which consists of - Emotional stability, Self-motivation, Empathy, Self- awareness, Managing relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour.
- **Socio-Economic Status** which consists of – Socio-Cultural Component, Economic Component, Possession of Goods and Services, Health Component and Educational Component.
- **Dependent Variables** – The following variables are used for the purpose of classification of students into different categories namely –
 - Schedule Tribe Children and Children of General Categories.

III. METHODOLOGY

Methodology is the plan, structure, and strategy of investigation conceived as to obtain answers to research questions and to control variance. Here the investigator used descriptive analysis method and collected the data through primary sources. For collection of relevant data for the study the investigator used a variety of psychological tests, such as –

- **Socio-Economic Status Scale (Urban and Rural)** developed by Dr. Ashok K. Kalia, Professor of Education , Maharshi Dayanand University, ROHTAK (Haryana) and Dr. Sudhir Sahu, Assistant Professor, Vikramaditya College of Education, Morkheri, ROHTAK(Haryana).
- **Personality Assessment Profile (PAP-DPD)** developed by Dr. Upinder Dhar, Vice-Chancellor, JK Lakshmipat University, JAIPUR(Rajasthan) and Dr.Sapna Parshar, Assistant Professor, Institute of Management, Nirma University,

AHMEDABAD(Gujrat) and Dr. Santosh Dhar, Professor, JK LakshmiPat University, JAIPUR(Rajasthan).

- **Emotional Intelligence Scale (EIS-HPD)** developed by Dr. Anukool Hyde, Assistant Professor, Shri Vaishnav Institute of Management, INDORE (M.P.) and Sanjoy Pethe, Lecturer, Nirma Institute of Management, AHMEDABAD(Gujrat) and Dr. Upinder Dhar, Vice-Chancellor, JK LakshmiPat University.

All the above mentioned psychological tests were applied on the randomly selected sample of population covering five different secondary schools in Dhemaji district which has a large population of schedule tribe people. The investigator also used a **School Schedule Questionnaire** which contains detailed information about the particular secondary schools visited for collection of primary sources of data.

The secondary data are related to infrastructural bases of tribal schools from the official website of SSA and also from the Office of the District Inspector of Schools in Dhemaji district.

1. **Administration of the Tools:** On the selected sample, the investigator applied the four types of questionnaire one by one in a single sitting in the respective schools. Here, the Socio-Economic Status Scale (SESS) having 40 questions, Personality Assessment Profile having 95 questions divided into three parts, Emotional Intelligence Scale having 34 questions and Questionnaire on skills in Maths, Science and English containing 30 questions. It was observed that maximum number of students responded to all the questions without the effect of mental fatigue.
2. **Results and Findings:** From the collected responses of the sample population, following results and findings were available —
 - **Socio-Economic State Scale (SESS-UR):** The purpose of this scale is to measure socio-economic- states of the family. The scale is composed of 40 statements on different dimensions of socio-economic position.

Sl.No	Name of the School	Component scores				
		I	II	III	IV	V
1	Kerokoni Adarsha High School	5	5	4	4	3
2	Lalung Tinali High School	6	4	5	3	4
3	Surjyadoi Adarsha High School	7	3	4	3	4
4	Nilakh High School	6	3	3	4	3
5	Sissimukh High School	5	3	3	3	3

Here →I → related to family type, parents
 II→ Income source,
 III→Materials and land resource
 IV→health status
 V→type of schooling, occupation of parents

- **Personality Assessment Profile (PAP):** Here questions are presented with a list of certain attributes in three sections, which are to be answered against five alternatives.

Sl.No	Name of the School	Attributes of Personality		
		Sattwa Guna total 32	Rojo Guna total 27	Tamo Guna Total 37
1	Kerokoni Adarsha High School	26	23	31
2	Lalung Tinali High School	22	21	30
3	Surjyadoi Adarsha High School	28	25	30
4	Nilakh High School	29	25	32
5	Sissimukh High School	25	23	30

- **Emotional Intelligence Scale (EIS):** Here some statements are given which are to be answered against five alternatives.
Question are related to the mental state and opinion.

Sl.No	Name of the School	Strongly Agree	Agree	Un certain	Disagree	Strongly Disagree
1	Kerokoni Adarsha High School	8	10	02	12	14
2	Lalung Tinali High School	10	8	04	14	11
3	Surjyadoi Adarsha High School	12	8	04	11	12
4	Nilakh High School	8	12	16	12	10
5	Sissimukh High School	11	10	02	11	14

- **School Questionnaires on skills in Maths, Science and English**

Scoring Table

Sl. No	Name of the School	Part A Maths 10 Questions	Part B English 10 Questions	Part – c Science 10 Questions
1	Kerokoni Adarsha High School	6	5	7
2	Lalung Tinali High School	7	6	6
3	Surjyadoi Adarsha High School	5	4	5
4	Nilakh High School	4	4	5
5	Sissimukh High School	5	6	5

Part A → It measures the performance of basic arithmetic operations and solve problems that involve fundamental concepts on arithmetic.

Part B → The questions of this tests are of two main type –

- (a) Sentence Correction
- (b) Construction skill in writing

Part C → Questions are related to life science, physical science, technology, and computer.

All the above mentioned result table shows that there is variation in response to all the questionnaires applied on the sample population. Again, among the different sample schools selected for the study, response in one questionnaire was very good but same sample of students performed not so well in another type of questionnaire and in some questions the student replied “uncertain”. Regarding performance in school subjects, the investigator found good response in Science and Maths but poor response in English.

IV. CONCLUSION

Academic low accomplishment is a problem that stems from a variety of elements, including the neurological system and neighborhood. Only a complete and comprehensive assessment can identify the harmful factors causing this achievement gap. To comfort the inner cries of those who are connected to this silent childhood ailment, every effort has been made to be respectful when gathering the necessary information. One of the main issues that parents and teachers in India bring up in their clinics and classrooms is the fact that 39% of the normal and 44% of the disturbed, aged 12 to 16, are said to have academic backwardness. This fact is further supported by the replies that were gathered for the sample population from the current inquiry. This study attempts to address the requirement to show the epidemiology of the disorder and the factors associated with it from a fresh angle. I hope that the study's conclusions will provide professionals with the knowledge they need to address the poor accomplishment situation.

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PART 4

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A STUDY ON PHYSIOLOGICAL PROFILE AND SOCIO-ECONOMIC STATUS OF FEMALE FARM WORKERS IN RUDRAPUR TAHSHIL

Abstract

In this study exit information about socio economic condition of female farm workers through SESS scale. Socioeconomic status is indict condition of respondent that includes such factors as like age, education, family type , family size and income, occupation, sanitation facility and agriculture land etc. and these socio-economic profile is provide the appropriate perspective of social background of the respondents. The present data was carried out Rudrapur Tahsil. The results Defined that maximum female farm workers were the age group of up to 35 years and most have living type of house is kaccha and some have no drinking water facility so they have use another source of water. Here also present Physical fitness of respondent level of female farm worker who engaged in paddy cultivation. Physical characteristics were judge by using Harvard step stool test and VO2 Max, BMI,. Majority of respondents were having mesomorphic body type and female farm workers physical fitness was unsatisfactory.

Keyword: Female Farm Worker, Socio economic status, Physical Fitness, Physiological assessment.

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I. INTRODUCTION

Female farm worker participation give a important and vital role in agriculture sector and allied field They give necessary contribution to the farming growth and different activity of house hold and substance strategies. Female farm worker compered to male take away a very heavy working load both in the house and on the house, with very limited approach and control over the resources essential for farming or home circle. Their role and limit of involvement in farm activity is varieswidely among splitsecological sub-zones,, farming system, caste, class, socio-economic status of families, etc. Female farm worker's work in agriculture has become more revealed over the last few decades as female farmers get more involved in agricultural activities, and we get result productivity is more increasing in crop production. Agricultural work is more laborious and energy demanding, with tasks that vary according to the farming needs of transplanting, winnowing, harvesting, and storing cereals & grains. This study is conducted female farmer's socio-economic condition and Physical fitness on the basis of vo2max BMI and Harvard step stool test. Fitness is the term in which the capacity to carry out every time activity without exorbitant fatigue and with sufficient energy in reserve foe emergency. It supply appropriate energy to perform greater amount of work. Physical fitness also determined by the maximum oxygen intake or maximum aerobic capacity. In our economy system, very few scientific effort have been formed to examine the actual participation of female farm labor in crop cultivation and other auxiliary activities at the farm level while evolutive and disseminating suitable agricultural technology for the small and marginal farmers.

II. METHOD AND MATERIAL

The location of the study was Rudrapur Tahsil in Eastern Uttar Pradesh . The descriptive data was collected all 120 response using the interview schedule on personal and socio economic status of farm women carried out in 12 village in RudrapurTahsil. A meeting was made to all the selected respondents anterior to data collection in order to establish a report with the respondent as well as with owners to ensure full cooperation from them. The socioeconomic Status scale was adopted to find out the back ground information of the respondents. In this investigation was involved 120 farm women were selected out through randomly selected for the study. The detailed schedule was formulated and use to get the information on various aspect related to the factors such as education, age , size of family. The information covered different facet pertaining to general information about the family, land holdings, crops cultivated, livestock and other assets. It was pretested before undertaking the socioeconomic survey by administering the schedule to selected farmers whose primary occupation is agriculture. The respondent physical fitness is also assessed by taking different measurement of height and weight, BMI. The collected **data** was analyzed using descriptive and **frequency analysis** techniques by **IBMSPPSS Software**.

$$\text{Physical Fitness Index} = \frac{\text{Duration of stepping} \times 100}{\text{Sum of I II III min recovery heart reat}}$$

Classification of physical fitness based on the physical fitness score physical fitness index Upto 80-Poor, 81-100 Low average, 101-115 High average, 116-135 Good, 136-150 Very good, Beyond 150- Excellent. Source: Varghese et al (1994)

Physical fitness on the basis of aerobic capacity (VO2 Max) is present the maximum capacity of Oxygen consumption. VO2 max was estimate by using the following formula to determine the physical fitness.

$$\text{VO2 Max (l/min)} = 0.023 \times \text{Body weight (Kgs)} - 0.034 \times \text{Age (yrs)} + 1.65$$

$$\text{VO2 Max (ml/kg/min)} = \frac{\text{VO2 Max (l/min)}}{\text{Body weight (kgs)}} \times 100$$

BMI (Body mass index)

Body mass index or Quetelet index was derived by measuring weight and height of the respondent using given formula.

$$\text{BMI} = \frac{\text{Weight(kg)}}{\text{Height}^2(\text{m})}$$

Classification of BMI is less than 18.5 - 20 Low weight normal and 20 – 25 is coming in category normal If BMI is greater than 25 - 30 is categorized as obese grade I and if BMI is greater than 30 it is categorized obese Grade II.

Physiological Workload of respondents during Paddy cultivation

$$\text{AHR} = \text{Average working heart rate} - \text{Average resting heart rate}$$

$$\text{Total cardiac cost of work (TCCW)} = \text{CCW} + \text{CCR}$$

$$\text{Cardiac cost of work (CCW)} = \text{AHR} \times \text{Duration of work}$$

$$\text{Cardiac cost of rest (CCR)}$$

$$= (\text{Average recovery heart rate} - \text{Average resting heart rate}) \times \text{Duration of recovery}$$

$$\text{Energy Expenditure (KJ/min.)} = 0.159 \times \text{Average working heart rate (bpm)} - 8.72$$

$$\text{Physiological Cost of work} = \frac{\text{TCCW}}{\text{Total time of activity}}$$

Physiological Workload Index

Physiological work load	Physiological variables	
	Energy Expenditure (Kj /min)	Heart Rate(beats/min)
Very light	Up to 5	Up to 90
Light	5.1 -7.5	91 – 105

Moderately heavy	7.6 – 10	106 -120
Heavy	10.1 – 12.5	121 – 135
Very heavy	12.6 – 15	136 -150
Extremely Heavy	>15.0	>150

III. RESULT AND DISCUSSION

In paddy cultivation mostly activity are women dominated activity. In Uttar Pradesh more than 70% female farm workers are involve in paddy cultivation such as seedling, transplanting, winnowing, harvesting, sun drying, sieving, cleaning and storage. In all activity of paddy they expense more energy during performance. The energy costs of work is therefore, a measure of physiological work load in a task and thereby the given occupation.

- Socio- Economic Characteristics Of Female Farm Worker In Rudrapur Tahsil:**
 Socio economic characteristics, it is found that the the given graph present of living in a type of the house of the female farm workers in which 29% respondent living in mixed house and 24% respondent belonged to the Kaccha House and the lowest percentage of the respondents 11% living in Juggi .

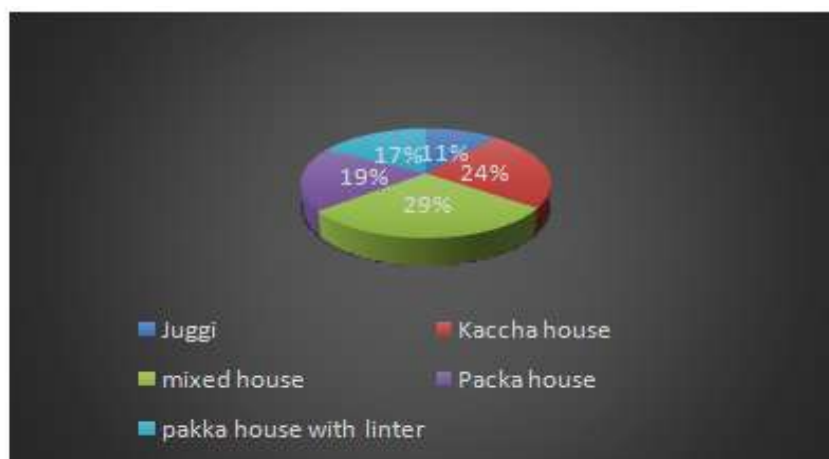


Figure 1: Distribution of respondent on the basis of living type of house

Figure 2 further revealed that the majority of the respondent more 32.5% were won agriculture land (less than one acr.) followed by 18.3% were farming on own agriculture land but no irrigation facility. Only 4.2% respondent no agriculture land and they do labour work another’s farm.

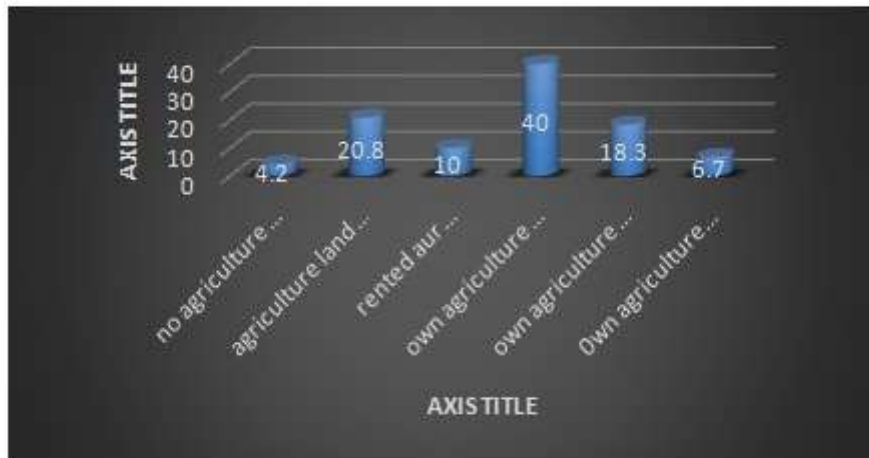


Figure 2: Distribution of respondent on the basis of agriculture land

Figure: 3 revealed that more than 30.8% were multiple sources of drinking water with pakka drainage and 28.3 % were individual water facility along with kaccha drainage and only 1% were suffering from drinking water is arrange from other sources.

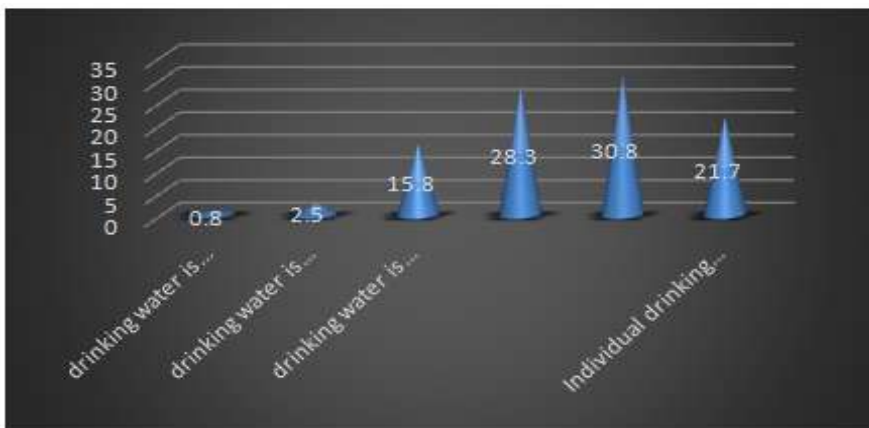


Figure 3: Distribution of respondent on the basis of Drinking water facility

Figure: 4 present the data of sanitation facilities in this 47.5% of the farm women have individual toilet facility without water compared 15 % farm women have individual toilet facility with water and more critical condition 14.2 % farm women have no availability of toilet facility and 4.2% farm women were use individual pit toilet. it was also fund that the majority of respondent 14.2% were use community sanitation facility without water compared 5% use community toilet facility with water.

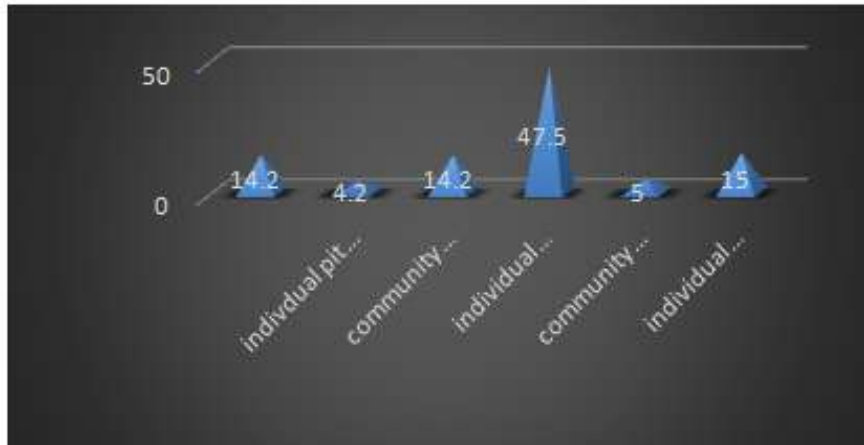


Figure 4: Distribution of respondent on the basis of sanitation facility

Table 1: Socio- Personal Characteristics of Female Farm Worker in Rudrapur Tahsil

S.No.	Categories	Frequency	Percentage
1.	Age		
	Young (up to 35 year)	48	40.00
	Middle (36 to 55 year)	43	35.83
2.	Education		
	Old (above 55 year)	29	24.16
	Illiterate	32	26.66
	Primary education	67	55.83
3.	Family type		
	High school	16	16.33
	Intermediate	05	4.16
4.	Family size		
	Nuclear family	56	46.66
5.	Social participation		
	Joint family	64	53.33
	Small (1 – 4 member)	29	24.16
5.	Social participation		
	Medium (4 – 8)	61	50.83
	Large (above 9)	30	25.00
	Without any official position	12	10.00
5.	Social participation		
	No position but active participation in village activity.	52	43.33
	Official in more than one organization	40	33.33
	Financially contribution and raising fund.	16	13.33

Table:1 It is clear from the result the majority of the farm women (40%) were up to 35 age group and higher percentage of farm women (55.83%) were educated up to primary level and more than half and the total respondent (53.33%) were from nuclear family group and followed by most of the farm women had medium size of family and the higher percentage of the farm women (43.33%) had no position but active participation in village activity and lower percentage of respondent (10%) had without any official position.

- 2. Assessment of Physical Fitness of Rural Women, who involved in Farming Activity:**
 The term physical fitness was commonly defined as the capacity of the body to carry out of the hole day’s activities without any fatigue. In present context, this term is considered as a measure of the physical ability work efficiently and effectively in leisure activities, to be healthy to protest hyperkinetic syndromes and to meet emergency situations.

Table 2: Physical Fitness Test of Respondents

PFI Level	No. of women workers (%)	
	Frequency	Percentage
Poor		
Low average	24	20
High average	14	11.66
Good	65	54.16
Very good	17	14.16
Excellent	---	---

Table 2 showed that the majority 54.16% of respondents was good category, and 20 % respondents was belonged to the low average category.

- 3. Physical Characteristic of Women Respondents:** The physical fitness level was considered as the good measure of individual capacity for doing manual work. The basic need for maintaining productivity is a higher capacity to perform efforts proficiently.

Table 3: Physical Characteristics of the Selected Respondent.

Physical characteristic	Mean ± Standard deviation	
Age	41.18	± 11.3
Hight	151.93	± 5.1
Weight	56.15	± 10.9
BMI	24.33	± 4.7
VO2 Max	27.57	± 8.03

Table 3: show that the physiological characteristics of the female farm worker selected for agriculture activates to carryout the identified maximum drudgery prone activities in agriculture land. The mean age of the female farm workers was 41.18 years and height was 151.93 cm. The mean body weight was 56.15 kgs. The calculation of Body Mass Index (BMI) revealed that the average BMI was 24.33 and almost all the female farm workers fell in the normal range. The VO2Max estimated based on heart rate was 27.57.

4. BMI of the Respondents: Body Mass Index is a simple index of weight for height that is commonly used to classify underweight, overweight and obesity in adults.

Table 4: BMI of the Respondents Involved in Paddy Cultivation.

BMI categories	Frequency	Percentage
<18.5 Underweight	32	26.66
18.5 – 22.9 Normal	69	57.5
23.0 – 24.9 at risk of obesity	28	23.33
25.0 – 29.9 Obese- I	11	9.16
>30 Obese – II	---	---

Table: 4 The majority of respondents 57.5% normal BMI and only 9.16% respondent to belonged to obese-I category, underweight respondent are 26.66% and no any respondents in obese grade II.

5. Physiological Workload of Respondents during Paddy Cultivation: Physiological workload is influenced by the physical fitness, number of hours spend in sleeping, types of food consumed, nutrition, basal metabolic rate (BMR) and energy expended while working which can be indirectly measured by measuring oxygen consumption and heart rate. Physiological workload of farm women in storage of paddy was studied in term of heart rate and energy expenditure

Table 5: Physiological Workload of Respondents.

S.No.	Physiological parameters	Respondents Mean ± SD
1.	Average resting heart rate, (beats/min)	87.86 ± 1.15
2.	Average working heart rate (beats/min)	105.31 ± 1.58
3.	Average energy expenditure (Kj/min)	6.99 ± .34
4.	Average TCCW (beats)	791.50 ±122.13
5.	Average physiological cost work (beats/min)	26.38 ± 4.07

IV. CONCLUSION

It can be concluded that the higher percentage belonged that Young female farm worker mostly engaged in farm activity and mostly farm women educated primary level education and some farm women have no own sources of drinking water facility the

dependent other sources of water. Female farm workers have more agriculture activity but their physical fitness is After investigate the physical fitness of female farm workers involved in agriculture activity be said that the physical fitness level of respondents was unsatisfying. It can be concluded that the physical fitness of female farm workers in involved in paddy cultivation was unsatisfactory due to heavy work load, poor nutritional status, less resting period etc.

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WELL-BEING OF CHILDREN: CREATING POSITIVE ECOSYSTEM IN SCHOOLS

Abstract

Well being of children is a multifaceted set up with psychological, social and physical module. The theory of this concept is made understand by that theoretical basis and its relation with school, the self determination theory, which resists the self determined stimulation and personality integration, development and well being. These are dependent on healthy balance inherent psychological needs of anatomy, relatedness and competence. So the current scenario indicates the effect of school on children well being, in various methods which have been inspect. Some of these are explained in this chapter, mainly the eco system of positive schooling, education policy, building the positive ecosystem in schools and roles of parents, teachers, families and school for the betterment of children. All these parameters have an influence in promoting optimal functioning among children and increasing their well being by meeting the aforementioned needs. The empirical support for the importance of school indicated significant small effect which often translates into important real life effects as it is admitted at present. The conclusion is that schools do make a difference in children's relationship and well being.

Keywords: These are dependent on healthy balance inherent psychological needs of anatomy, relatedness and competence.

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I. INTRODUCTION

Well-being of individuals, families, communities and societies has emerged as prime developmental concern of the positive psychology. Positive psychology strives to achieve “a scientific understanding and effective interventions to build thriving individuals, families and communities” and to “build those factors that allow individuals, communities, and societies to flourish (Seligman & Csikzentmihalyi, 2000). A few decades ago, when the western world was witnessing fast economic growth and bringing fortunes to individuals, families and communities, it was being assumed that wealth will automatically enhance elements of good life, bring life satisfaction and happiness. But, later decades proved the widely prevailing assumption as not so true. Money could not buy happiness. Depression among the well-earning individual and families became the unsurprising norm. People could understand that lack of money can be source of miseries and sorrows but affluence can't ensure well-being. Psychology provided remedial services but such services could at best lead a person from languishing state to a neutral point. Seligman and other leaders in this field have emphasized that basic research and application are not meant to supplant the more traditional emphasis on problems, their prevention and repair. But rather to complement such work through recognition and promotion of positive aspects of individuals, groups and their environment (Huebner et. al. 2009). Such efforts have brought attention to the ecosystem within which individuals learn, behave and grow.

Varied indicators are applied to define health, good life and well-being; and, many approaches and perspectives bring with them a new understanding for promotion of well-being. “An individual's quality of life can be conceptualized within an ecological perspective, which reflects the notion that individuals live in a number of interlocking systems that influence the development of their physical, socio-emotional and cognitive competencies” (Huebner et. al. 2009). Bronfenbrenner (1979) has described about four such systems:

- 1. Microsystem:** The institutions and groups that most directly influence the child's development and include family, school, peer group.
- 2. Mesosystem:** Mesosystem consists of interconnections between microsystems. For example interaction between parents and teachers at the school.
- 3. Exosystem:** Included in this category are distal contextual factors like neighbours, mass-media, social services which exist in interaction with the microsystem and mesosystem on one side, and, the macro-system on other side.
- 4. Macrosystem:** The macrosystem comprises the “Overarching institutional patterns of the culture or the subculture, such as the economic social, educational, legal, and political systems, of which the microsystem, mesosystem, and exosystem are concrete manifestations”
 - (Bronfenbrenner, 1979). Macrosystem indirectly influences the state of life through its manifestations.
 - Bronfenbrenner's ecological model illustrates a broad range of systemic factors which positive psychologists should pay attention to for promotion of well-being.

II. IMPORTANCE OF CONTEXT FOR WELL-BEING

“What ever the evolutionary origins, genetic basis, or physiological substrate of personality, both its level and channels of expression will be strongly affected, in complex ways, by the multiple dimensions of social context: not only by the immediate situational context, but also the larger contexts of age cohort, family, institution , social class, nation/culture, history and (perhaps supremely gender)” (Winter & Barenbaum, 1999). Importance of life context/space in determining our personality and behavior was, very early, recognized by Lewin (1935). Contextual variables and social factors such as health, social relations, marriage, work, and income impact our happiness and well-being (Diener et. al. 1999 Helliwell & Putnam, 2004) across the macrolevel of society, the mesolevel of organisations, and the micro-level of individuals (Veenhoven, 2015).

For people to live a good life efforts have to be made at the levels of individuals and their context of life across their life span. Contextual features influence human endeavours by fostering – or, conversely, hindering personal competences. Under certain circumstances, the only way to enable people thrive is to change their surrounding context (Martino et. al. 2018). Howeveras kloos et. al. (2012) noted “We tend to minimize contextual factors and overlook ecological level of analysis” (p. 140). People can have many types of interaction/relationship with their situation or context: (i) they can choose some aspects of the environment or ignore them; or (ii) they can “seek out, modify or even create environments that are consistent with their individual characteristics” (Atherton et. al. 2020). Two way transaction with the environmental forces is observable but arrangement created by the agencies functioning outside the inner/organismic life space of individuals can facilitate the process of flourishing. Ecological perspective of well-being enhancement during childhood becomes even more important because (i) the school as an organisation influences the children during formative years of personality, and, (ii) the ecosystem at the school includes many layers of influences : the peer relationships, the teacher, parents-teachers interactions, the content of education and the learning teaching approaches, the values represented and emphasized. By creating an ecosystem which makes it easier for children to flourish, schools can be enabled to deliver well- being education. Penn Resilience Program (PRP), implemented by the Pennsylvania University. Geelong Grammar School (GGS) in Australia, Gross National Happiness (GNH) program in Bhutan, Tecmilenio University in Mexico and New Horizon Academy (NEHA), India (Rai, A.N. 2023) have strived to build an ecosystem suitable for enhancement of positivity and well- being. Experiences from the above organisations provide evidences (quantitative and qualitative both) of well-being and flourishing life. Such an ecosystem involves working with all the stakeholders- students, teachers, parents, principal and supporting staff, beside creating a safe and secure environment.

III. AN ECOSYSTEM FOR POSITIVE SCHOOLING: STAKEHOLDERS IN THE SCHOOLS

Schools (refer to all the organisation providing education upto the university level) as an organisation have many stakeholders. While students are at the centre of all the objectives of education, the teachers, parents, principal and the supporting staff and agencies assisting the schools in various ways, the education policy, and providers and facilitators of education, are present physically or psychologically Stakeholders are involved in policy framing, envisioning the strategies, decision making, supporting and facilitating best outcome for

the students, Parents" and teachers" interaction is an example of moving in tandem for the overall well-being of the students. To be able to enhance the quality of life of the children- in the present as well as for their future- stakeholders need to modify and transform what traditionally exists. Teachers have to be enabled to become enablers for the children. Parents and teachers, and all others there, need reeducation in the psychology of well-being. This kind of transformation is always an ongoing process reflecting the growth in the area of knowledge about what makes the life of children good, and what helps them flourish. Parenting practices (teachers and other caregivers are also alloparents) have to be modified. Parents, caregivers and teachers will require understanding how authoritarian, liberal or neglectful parenting harms the well-being of children and what is good about authoritative parenting. Experiences from GGS and elsewhere tell us that only sustained training of teachers along the spectrum of positive education content can bring the desired result. Parents and teachers are more than likely to carry forward their personal experience received in interaction with their parents and teachers and hold high regard for them.

Enabling the Stakeholders: Stakeholder in the schools are resources present in the community there who are to function as enablers for flourishing in the life of children. To be good enablers they have to be enabled at first. Well-being education, positive education are newly found concepts of positive psychology. "Interventions based on an understanding of what makes life worth living, what makes individuals grow to the state of well-being and flourish, may adopt two complimentary directions. One helping individuals build on their positive traits and experiences, helping them learn and acquire optimism, become resilient and flourish in their personal lives, Two, an ecosystem of enabling factors may be built which may provide suitable and sustainable context for individuals, families, communities and societies to grow towards collective well-being" (Rai, 2023). The second option prompts positivity psychologists to enable the enablers. Advocacy for transformation and training/education of parents, teachers and other stakeholders, in principles of positive psychology; components of positive education; psychology of behavioural and emotional problems of children, for a period stretching over a week or two, enables them to practice positive education and thus they become enablers. This is what has been the strategy at GGS and GNH intervention programme. GGS and GNH programs involved a thorough training of teachers from all subjects for about 10 days. Seligman (2011, pp. 88-92) describes GGS approach by dividing the whole positive education activity into: „Teaching Positive Education“, „Embedding Positive Education“ and „Living Positive Education“ and that can be possible when the school/teachers focus on the strength of stakeholders, identifying the strengths present in the ecosystem and finding the ways to further build on them.

IV. EDUCATION POLICY: TRANSFORMING THE OBJECTIVES AND PRACTICES OF LEARNING & TEACHING

Education policies are at the heart of learning and teaching, policies define and guide the objectives, aims and practices. Traditionally policies implemented at schools are more concerned with acquisition of knowledge. UNESCO report „Learning: The Treasure within“ prepared by Delors et. al. (1996) describes learning as an ongoing process with 4 pillars. One more such pillar has been added to this list by the „Unesco report on Education for Sustainable Development“ (2005-2014). These pillars are (i) Learning to know; (ii) Learning to do; (iii) Learning to live together; (iv) Learning to be; and (v) Learning to transform oneself and society. Traditionally schools focus on the first objective and to some

extent good professional education programs aim to achieve the second objective, “Positive education is not just about some additional content of education, it is about the whole environment that is functional in the campus. For the well-being education approach, to flourish life of the individuals, families, communities, organisations and societies, to succeed we need to create/build positive ecosystem with an education policy which emphasizes on all the five pillars of learning by transforming the content of education, and, suitable teaching and learning practices. Thinking critically, analytically and creatively is important for good life.

Cultivating positivity broadens mind and builds resources of the individual (Fredrickson, 1998, 2009) and thus helps students perform better academically besides functioning as an antidote to depression and vehicle for increased life satisfaction (Seligman, 2009). The content of well-being education includes: Positive emotion and cognitions, positive engagement, positive relationships, meaningfulness in life, and accomplishment (PERMA); and resilience training, development of physical health, virtues and character strengths, cultural values GNH curriculum emphasizes on 10 non-academic life skills for students of classes 7-12.

Transforming the content of education to include well-being education is one part of creating a positive ecosystem. The other part is transforming the learning/teaching practices, the physical and the social environment of the schools. The whole environment in the schools should provide sense of belongingness, safety, self-assurance, enthusiasm and will-power (Goldstein & Brooks, 2005). For this to happen school campus should build a positive community of parents, teachers, principal, supporting staff, students, the government agencies.

Learning method must not be limited to acquiring knowledge through books – supported by rote memory – as disseminated by the teachers. But teaching/learning processes must also include opportunities for exploration, discovery, experimentation, creative thinking, cooperative undertakings (e.g. in sports and cultural programs). Students/children should be enabled to explore how the knowledge obtained through the class room teaching relates to their real life context.

V. BUILDING THE POSITIVE ECOSYSTEM IN SCHOOLS: WHAT STAKEHOLDERS CAN DO?

The description enclosed above emphasizes the importance of and pathways to building positive school environment through transformation of the content of education – to include well-being education – and through transformation of learning/teaching practices. For smooth progress in the direction of well-being education, importance of positive context in the life of children, as it may unfold in the school environment, becomes naturally salient. Some resources, strengths are always available in any community which can be further built upon. The preceding section of this chapter: enabling the stakeholders/the enablers, is just one part of the whole story. The other part of the story is that all the stakeholders can contribute to enrich the school environment positively while executing their roles, and, their contribution to the ecosystem of the schools would facilitate the growth of well-being and good life among children. Efforts to develop a positive ecosystem involves: (i) Creating those conditions which are missing, and (ii) building those which are available but have weak strength. Roffey (2021) has presented some ideas about the actions to be taken by the

parents, the families, the teachers, the school and the governments to develop a healthy environment for well-being education. Fortunately, the authors have their own experiences related to issues, challenges and implications gained from their close association in implementation of such program at the New Horizon Academy, Ghazipur (India). We can build the ideas presented by Ruffy by suitably adding insights emerging from our qualitative experiences (a broad outline of our experiences may be found in Rai, 2023). Parents, families, teachers, schools and governments can all contribute staying within their defined roles. Environmental perspective of the development of personality and behavior “posits that stability and change are a result of contextual factors including social interactions, life experiences, social roles and major life events” (Atherton et. al., 2000) and it is possible for the stakeholders in the school to facilitate positive development of children there. All the organs/stakeholders must act in unison.

VI. WHAT TO DO? PROPOSITIONS FOR

1. The Parents: It must be borne that parents are first teachers/educators of children besides being caregivers and guardian. Hence, role of parents” is very wide. They need to practice methods of positive parenting but here propositions are presented in the context of their role in strengthening the positive ecosystem for the schools. Parents” activities at home are extensions to some extent, of the school activities or facilitators of the learning/education processes to be executed at the school. Some of the roles proposed from this perspective are:

- Parents may/should take time off the internet and engage with children to explore, discover the surrounding; help children innovate ideas for activities at home (for all the family members)
- Challenge the wrongly held views/ ideas/beliefs of the child; ask them to validate/verify their false views/beliefs and help them think like a scientist questioning their cognitive structures before holding on them .
- Be listeners and not teachers/preachers; give them questions to find answers; pretend as though you don’t know the answer; let the children play the role of a teacher and thus help them become curious to learn in the class room.
- Talk positively about the school, the teachers and the supporting staff there.
- Leave behind power and ego-system when attending the parents-teachers meeting; engage positively with all the organs of the school.
- Give choices to the children to choose from alternatives, followed by task of rethinking about the wisdom of their choices. If required ask the child to rethink about and see if there could be better choice.

[For parents becoming able to play the above rules training workshops for parents may be required so as to enable them to successfully play their wide roles.]

2. For Families:

- All the members of the family may do the best by imbibing values of life and allowing values colour the collective ambition and aspiration of the life in their families.
- Help children understand the importance of learning to do, learning to be, learning to

connect with others, learning to transform oneself and contribute for others – whether children are at home or in the school. “Emphasis on learning to know” might be helpful in staying ahead in the academic race but not for meeting out the challenges of the life as it unfolds through the life span.

- Celebrate the achievement of the child across various activities at the school. Don't limit celebration just to academic achievement.
- Encourage the schools to bring out the best potential of children; along with teachers be the gardeners of your child to allow them flourish and not becoming carpenters by felling down the natural branching out the children's natural growth. Such attempts may only dwarf down the flourishing.

3. The Teachers: It must be remembered that many of the propositions presented for parents stand equally good to teachers. Teachers are not merely agents for transfer of knowledge contained in the books. They are all parents and share the parenting roles with their biological parents as students spend a large part of their developmental years in schools and colleges.

- Active listening with positive attitude (ALPA) approach is good for parents and teachers both. Listening the mind and heart of children/students opens their minds and hearts to flourish. Active listening (involving challenging the wrong ideas, beliefs etc. of children) creates a healthy connect with the child/students and thus opens the doors to hope, trust, belongingness.
- Find something to like about every student and let them know (Sue Roffey, 2021).
- Deal with children's learning, behavioural and emotional issues in manners supported and validated by psychology as a science.

4. The Schools: Organisation can be better equipped to outperform individuals' contribution. School must not remain confined to conducting class for „learning to know or do“. As an organismic body involving so many stakeholders schools can become instrumental to flourishing the life of students, teacher and parents by what Seligman (2011) called embedding positivity in the culture of the school. Presented here are so many ideas put forward by Roffey (2021).

- Ensure that wellbeing is at the heart of all policies and practices.
- Have strengths and solution focused approaches.
- Safety and security needs of the child must be met.
- Develop behavior policies that promote positive relationships, and a sense of belonging.
- Develop a school culture that is inclusive, safe and respectful, and, no to discrimination of any kind.
- Acknowledge the importance of play for resilience and wellbeing.
- Focus of identifying „personal bests“ rather than a competitive culture.
- Have protected time for social and emotional learning, and embed this learning throughout the school day.
- School should arrange for well-being/positivity education for all; the parents, teachers and students and other allied organs.
- Adverse conditions and events taking place at home, or in the school is natural part of life course. Teaching „how to bounce back“ and „how to be resilient“ must be part of

well-being education.

5. The Government: The government policies determines the approach to schooling, priorities of the nation and the allocation of resources. The gross national happiness (GNH) curriculum and the priority allocated to GNH by the government of Sikkim shows how the state of the nation, well-being of its people can be assured. Hence, the government and education policy should focus to:

- Invest resources for well-being education for all its citizen.
- Education policy should reflect the importance of all the five pillars of education as described in the UNESCO report by Delors et. al. (1996).
- All the stakeholder be provided training in the lessons from the psychology of positive parenting, positive schooling; and the psychology of dealing with the learning deficiencies, and, the behavioural and emotional problems.

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ANALYSING THE CITIZENSHIP (AMENDMENT) ACT, 2019

Abstract

The Citizenship Amendment Act (CAA) has emerged as a contentious legislative measure sparking debates, protests, and legal challenges across India. Enacted in December 2019, the CAA introduces amendments to India's Citizenship laws, providing a pathway to Indian citizenship for undocumented migrants from specific religious minorities in neighbouring countries. However, the Act excludes Muslims, leading to accusations of discrimination and concerns regarding its compatibility with India's secular constitution. This chapter aims to provide a concise overview of the Citizenship Amendment Act, exploring its historical context, key provisions, controversies, and implications. It delves into the socio-political dynamics underlying the enactment of the CAA, including its intersection with identity politics, religious tensions, and national security concerns. Furthermore, it examines the legal challenges mounted against the Act, highlighting debates surrounding constitutional validity and human rights implications.

Keywords: Citizenship Amendment Act, Constitutional Provisions

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I. INTRODUCTION

India is indeed known for its incredible diversity because of which framers of our Constitution faced so many challenges and complexity while making of the constitution.¹ They want to protect some of the principles that include freedom of religion, equality before the law, and secularism, which means that the government does not favor any particular religion or religious group. There is a need to promote unity in diversity to ensure that all citizens of India are treated fairly and equitably.² As Mahatma Gandhi famously said, “Our ability to reach unity in diversity will be the beauty and test of our civilization.”³ By valuing and guarding the principles of freedom, equality, secularism, and liberty, India can continue to move towards a more just and harmonious society for all of its citizens. India adopted a secular principle which provides that no one should be discriminated on the grounds of their religion or someone’s belonging to particular religion. Everyone on our country is treated equality and no one is faced partiality on the basis of religious matters. In India, there are many religions practised by the people but Hindus form the majority at 83 per cent, followed by Muslims and Sikhs. The existence of diverse religious groups sometimes leads to demands for separate sovereign states based on religious identity. The principles reflect the core values and aspirations of the Indian Constitution and guide the functioning of the Indian state and society. The principles of the Indian Constitution such as equality, fundamental rights, fundamental duties, the nature of the state, and fraternity, shape the rights, responsibilities, and sense of belonging associated with citizenship in India.

II. CONCEPT OF CITIZENSHIP

Citizenship is a fundamental concept in modern democracies, it confers legal recognition, a set of rights and responsibilities, shared values and beliefs, and political capacity. Only citizenship can ensure a continuous relationship between people, based on equality and mutual respect, which is crucial for the health and stability of a modern democracy.⁴ Citizenship has indeed become a prominent issue in today’s world due to various global developments and challenges to the traditional boundaries of the nation-state. The modern concept of citizenship recognizes that individuals have the capacity to shape their own lives and make decisions that are not solely determined by factors such as race, religion, class, gender, or any other single aspect of their identity.

III. DEFINITIONS

*“Participation in a political society is what it means to be a citizen, and it implies a duty of loyalty on the part of the adherent as well as a duty of protection on the part of society. These are collective responsibilities, with one serving as atonement for the other.”*⁵

¹ Ashok Acharya, *Citizenship in A Globalizing World* 49 (Pearson Education India, 1st edn., 2012).

² *ibid* at 52.

³ Available at: <https://atpolgar.wordpress.com/2013/05/29/our-ability-to-reach-unity-in-diversity-will-be-the-beauty-and-test-of-our-civilization-what-will-it-take-to-reach-the-human-developmental-potential/> (Visited on July 02, 2023).

⁴ Bellamy Richard, *Citizenship: A Very Short Introduction* (Oxford University Press, Oxford, 2008)

⁵ *Luria v. United States* (Decided on October 20, 1913)

*Citizenship is portrayed as the state's retribution in the exodus law's application. Citizenship law paradox... Citizenship legislation... turns into a site where one can see a cutting depiction of the perplexing nature of globalization: both inclusions and exclusions are increased here.*⁶

Catherine Dauvergne

*The participation in jurisdictional or dogmatic office is the best way to define a citizen in the true sense of the word.*⁷

Aristotle

It means that, Citizenship entails certain right and responsibilities, which includes right to vote and to participate in a political process. The concept of citizenship has various dimensions that encompass legal, political, social, and cultural aspects. Here are some key dimensions of citizenship⁸:

- Citizenship has a legal dimension that defines the rights, privileges, and responsibilities of individuals as members of a particular nation-state.
- Citizenship carries a political dimension, as citizens have the right to participate in the political process of their country, which includes the right to vote, run for public office, and engage in political activism.
- Citizenship has a social dimension that relates to the interactions and relationships among citizens within a society and it involves the sense of belonging, identity, and solidarity that individuals share with their fellow citizens.
- The cultural dimension of citizenship refers to the shared values, traditions, and cultural practices that shape a particular community or nation. It encompasses language, customs, traditions, and the cultural heritage that defines a sense of national identity and belonging.
- Citizenship also has an economic dimension that relates to the rights and responsibilities of citizens in economic activities. This includes access to employment, education, social welfare, and economic opportunities.
- In an increasingly interconnected world, there is a growing recognition of the global dimension of citizenship. Global citizenship emphasizes the responsibilities and rights of individuals as members of the global community, transcending national boundaries.

It's important to note that the dimensions of citizenship can vary across different countries and cultures, as each nation may have its own specific laws, rights, and expectations associated with citizenship.

⁶ Aoileann Ní Mhurchú, *Ambiguous Citizenship in an Age of Global Migration 1* (Edinburgh University Press Ltd., 2014)

⁷ Donald Morrison, "Aristotle's Definition of Citizenship: A Problem and Some Solutions" 16 *JSTOR* (1999).

⁸ *supra* Note 1.

IV. EVOLUTION OF THE CONCEPT OF CITIZENSHIP

The inkling of citizenship has advanced over several historical periods as its form and substance have not remained the equivalent, but have rehabilitated according to precise bygone contexts. The idea of the citizen as an individual with rights regardless of caste, class, color, gender, ethnicity, and other factors was established in Ancient Greece and the Roman Empire before changing with the growth of capitalism and liberalism.⁹

The concept of citizenship has gone through several distinct eras from ancient Greece to the modern era. In ancient Greece and Rome, citizenship means participation in the political life of the city-state.¹⁰ Children, adult, male residents usually born to citizen parents enjoyed full citizenship rights as it conferred political rights, such as the right to vote and hold office, as well as legal protections. During the Middle Ages, citizenship was closely linked to feudal relationships and the hierarchical structure of society. Citizenship rights were granted by feudal lords to individuals within their domains, often in exchange for military service or agricultural labor. Commoners had limited rights compared to the nobility. The Renaissance and Enlightenment periods marked a shift in the concept of citizenship. Influenced by philosophical ideas of individual rights and social contracts, citizenship began to be associated with natural rights and the consent of the governed.¹¹ Thinkers like John Locke and Jean-Jacques Rousseau played significant roles in shaping these ideas. The late 18th and early 19th centuries witnessed revolutionary movements, including the American and French Revolutions, which further transformed the concept of citizenship.¹² These revolutions emphasized the idea that citizenship is a right bestowed upon individuals by virtue of their humanity, and not just by birth or social status.

This period saw the rise of notions such as equality, individual rights, and representative government. The 19th and early 20th centuries saw the rise of nation-states and the consolidation of citizenship based on nationality. Citizenship became linked to the idea of belonging to a particular nation or ethnic group. Nationality and birth within the territory (*jus soli*) or descent from citizen parents (*jus sanguinis*) became the basis for citizenship rights and obligations. Throughout the 20th century, citizenship expanded to include broader rights and protections.¹³ Women's suffrage movements led to the granting of voting rights to women in many countries. Civil rights movements fought against racial discrimination and advocated for equal citizenship for all. The Universal Declaration of Human Rights and subsequent International human rights instruments further reinforced the idea of universal citizenship rights. In the modern era, globalization and increased migration have raised questions about the boundaries and obligations of citizenship. Dual citizenship, multiple allegiances, and the emergence of global citizenship as a concept challenge the traditional understanding of citizenship tied to nation-states. Discussions on the rights and responsibilities of non-citizens and the integration of diverse populations have gained prominence. The evolution of citizenship continues to be a dynamic process, shaped by ongoing social, political, and legal developments.

⁹ *supra* Note 1.

¹⁰ Robert F. Gorman, "Citizenship, Obligation, and Exile in the Greek and Roman Experience" 6 *JSTOR* (1992).

¹¹ Available

at: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/26438/etd4.pdf?sequence=11&isAllowed=y>

¹² <https://www.britannica.com/event/French-Revolution> (Visited on: May 23, 2023).

¹³ Graziella Bertocchi, Chiara Strozzi, "The Evolution of Citizenship: Economic and Institutional" 53 *JSTOR* (2010).

V. CONSTITUTIONAL AND STATUTORY PROVISIONS REGARDING CITIZENSHIP IN INDIA

The need of defining “who is the Citizens of India” commenced at the time of adoption of the Citizenship on 26 November, 1949. The date of the adoption of the Citizenship on 26 November 1949, the date on which the Constitution of India was adopted by the by the Constituent Assembly because the status of people of India changed after partition.

The provisions regarding the citizenship are mentioned from Article 5-11¹⁴. Various amendments had been made in the Constitution of India with regard to Citizenship with the changing time.

The Citizenship Act, 1955 is an important legislation in India that governs matters related to Indian citizenship. The Act defines who is considered an Indian citizen, the modes of acquisition and loss of citizenship, and the procedures for registration and renunciation of citizenship and it provides provisions for the modes of acquisition, renunciation and termination of citizenship.¹⁵ There is an addition of Article 6 by the amendment made in 1986 in the Citizenship Act 1955 which provide the provisions regarding the special provisions for ‘citizenship of persons covered the Assam Accord’. After this, Citizenship (Amendment) Act, 1986, deals with the eligibility criteria for acquiring Indian citizenship were relaxed for these specific religious minority groups. It allows them to apply for citizenship through naturalization if they have resided in India for a minimum of six years, instead of the usual requirement of 11 years.¹⁶ Citizenship Amendment Act, 1992 says that if a child is born outside of India and if his mother was Indian citizen then he is able for the acquisition of Citizenship of India. Prior to this act, any child born outside India could acquire citizenship of India only if his father was Indian Citizen. The 2003 amendment introduced the concept of “illegal Immigrants” and it mandates the Government of India for the application of National Register of Citizens (NRC). Sec 14A was inserted that provided for conducting headcount of Indian citizens and preparation of the NRC.¹⁷ On February 27, 2015, the Amendment Act was introduced in the Lok Sabha, and on March 2, 2015, it was approved by the Lok Sabha. After that, it was presented in the Rajya Sabha, where it was approved on March 4, 2015. The law is considered to have entered into force on January 6, 2015, having acquired the President of India’s assent on March 10, 2015.

The focal modification introduced by the Amendment Act is the concept of an ‘Overseas Citizen of India Cardholder’ (OCI Cardholder). This new category essentially replaces and merges the previously existing categories of ‘Overseas Citizens of India’ (OCIs) and ‘Personsof Indian Origin’ (PIOs). This consolidation simplifies the status of individuals of Indian originliving abroad.

¹⁴ Anupama Roy, *Mapping Citizenship in India* 36 (Oxford University Press, New Delhi, 2010).

¹⁵ *ibid.*

¹⁶ Available at: <https://www.drishtiias.com/to-the-points/Paper2/citizenship-of-india> (Visited on June 20, 2023).

¹⁷ Prabhas K. Dutta, “Nationwide NRC: Why there is no need to a new law” *India Today*, December 26, 2019.

VI. CITIZENSHIP (AMENDMENT) BILL, 2016

On 19 July 2016, the Citizenship (Amendment) Bill, 2016 was drafted by the Ministry of Home Affairs, Government of India to amend the Citizenship Act, 1955. After being endorsed by individuals and associations/ held for consideration, the bill was referred to the joint parliamentary committee for examination and presentation of a report. The basic objective of this bill is to allow illegal migrants belonging to Hindu, Sikh, Buddhist, Jain, Parsi or Christian religious communities, coming from Afghanistan, Bangladesh or Pakistan, not to be deported. imprisonment or deportation. To apply for citizenship, a person must have resided in India for 11 years, but this bill calls for a reduction in this period.¹⁸

Some of the Most Important point raised in the report¹⁹:

In this report certain important issues were raised. Such as giving fair-treatment to those who had migrated because of cruelty etc. There is a demand to decrease the time of stay to 3 years under Section 4. If action is being taken against any person who is covered under section 7D (da) then reasonable opportunity of being heard should be given to him. People from Nepal, Bhutan, Sri Lanka, Myanmar and Maldives be made eligible and all non-Muslims and all non-Bengali speaking persons in Pakistan and Bangladesh be made eligible for Indian citizenship. There a need to reduce the time to get citizenship by naturalisation i.e., from 12 years to 5 or 6 years and changes should be made under the definition of “illegal migrant”. The automatic grant of citizenship should be made to Hindus who entered from Bangladesh to India. Due to oppression faced by minority immigrants from Afghanistan, Pakistan and Bangladesh they may be eligible for applying for Indian Citizenship. They are minorities in that countries. Overseas Citizenship of India cancellation on the basis of violation of provisions of Citizenship Act and any other law should be removed because it is ambiguous.

To get first hand inputs at the field level, the study visit was undertaken by the Migrants/ NGOs/Public Representatives. The study visit was made at three places i.e., Jodhpur, Ahmedabad and Raikot.

In these places, migrants were forced to convert their religions, girls were forcefully converted to Islam. In Pakistan ladies have to wear Muslim dress ‘Burka’ and in case of men they have to wear skull cap. Hindus are suppressed there as untouchability was practiced in Pakistan. There were many cases of discrimination among Hindu children in schools and they tortured them mentally in school or college. Medium of study in Pakistan was Urdu language only.²⁰

¹⁸ *Ibid.*

¹⁹ *id.*

²⁰ *id.*

- 1. Citizenship (Amendment) Act, 2019:** Both the houses of parliament passed the *Citizenship (Amendment) Bill, 2019* (CAB) and it got assent of President and become Citizenship (Amendment) Act, 2019. The CAA provides a path to Indian citizenship for certain religious minorities who are residing in India illegally or are undocumented immigrants from Afghanistan, Bangladesh, and Pakistan. The religious communities worthy for this route to citizenship are Hindus, Sikhs, Buddhists, Jains, Parsis, and Christians. The CAA sparked significant controversy and protests across India due to its religiously discriminatory nature. However, the countries mentioned in CAA are duty bound but failed in their duty to protect minorities in their countries.
- 2. Analysis of Citizenship (Amendment) Act, 2019 and Basic Structure Doctrine of the Constitution:** There are three reasons for the rejection of The Citizenship (Amendment) Act, 2019. There is a lot of criticism against this act such as it is violating the letter and spirit of Constitution of India, it violate the human rights and the third one is that there is lot of tussle between the tworeligions in India that is Muslim and Hindu, so it impose the politics and philosophy of Hindutava. Our constitutional tenets are in jeopardy, and no individual who has faith in our egalitarianism can afford to be inaudible and detached in what is happening around us.²²

The deployment of creed for dogmatic tenacities in India has a long history, but recent attempts to reorganize citizenship along religious outlines are new-fangled. This challenge to interpret Indian citizenship as faith-based is in contour with the idea of a Hindu majoritarian homeland, where Hindus are natural citizens and Muslims belong to Pakistan or Bangladesh.²³

The recognition of legal status as citizen's places immigrants and undocumented aliens on par with other citizens and with the current legislative enlargements in India introduce a distinction based on religion that violates the right to equality under the Indian Constitution. The proposal to put into effect the National Register of Citizens seeks to administer a test of citizenship to those who have been residing within its borders, under the official presumption that not everyone is actually a citizen.²⁴

The annihilation of the Babri Masjid in 1992 was significant momentous in this excursion and the BJP's ascension to power in 2014 gave an stimulus to the project of Hindutva.

- **CAA and basic Structure Violation:** The Citizenship Amendment Act (CAA) has been criticized by many legal experts, activists, and citizens of India, who argue that it violates the basic structure of the Indian Constitution.

²¹ Press Information Bureau Government of India, "Parliament Passes the Citizenship (Amendment) Bill, 2019" (Ministry of Home Affairs 2019).

²² Pinarayi Vijayan, "Time to defend India's secularism" *The Hindu*, December 20, 2019.

²³ Niraja Gopal Jayal "Reinventing the Republic: Faith and Citizenship in India" 10 *SAGE* 2022.

²⁴ *Ibid.*

Critics of the CAA argue that it violates the basic structure of the Constitution in two ways. Firstly, by discriminating on the basis of religion, the CAA violates the fundamental right to equality enshrined in Article 14 of the Constitution.

Secondly, the CAA is seen as a threat to India's secular character. India is a secular country, and its Constitution provides for the separation of religion and state. Critics argue that the CAA violates this principle by granting citizenship on the basis of religion and by creating a religious test for citizenship. They also argue that the exclusion of Muslims from the CAA violates the Constitution's guarantee of secularism.

The constitutionality of the CAA has been challenged in several courts, including the Supreme Court of India, and the matter is still pending before the courts. The issue is a contentious one, and it remains to be seen how the courts will ultimately decide on this matter.

VII. CONCEPT OF SECULARISM IN OUR CONSTITUTION

The word 'secular' was inserted in the Indian Constitution in 1976 through the 42nd Amendment to the preamble. The addition of the word made explicit what was already implicit, i.e., the state's commitment to secularism. Secularism is sceptical of dutiful truth and is contrasting to devout education. Secularism, therefore, must mean brashness or methodology which is fretful with the affairs of this world and which does not regard anything as sacred or as not open to question.²⁵

"A secular State is a State which pledges distinct and communal freedom of religion, deals with the individual as a citizen irrespective of his religion, is not constitutionally connected to a particular religion nor does it seek either to promote or interfere with religion."²⁶

However, the current debate surrounding the word 'secular' in the Indian Constitution is related to the Citizenship Amendment Act (CAA) and the National Register of Citizens (NRC). Critics argue that the CAA and NRC discriminate against the Muslim community, violating the secular principle of equal treatment of all religions. There have been calls to remove the words 'secular' and 'socialist' from the Constitution's preamble, arguing that secularism means irreligion and that the state should not force anyone to be secular when the Constitution guarantees freedom of religion. However, the Supreme Court has held that secularism is an unamendable basic feature of the Constitution, and any attempt to remove it would be unconstitutional.

²⁵ Justice R.A. Jahagirdar (Retd), "Secularism: The Road Behind and the Road Ahead" Rationalist Foundation (1927-2011).

²⁶ Robert Neil Minor, *The Religious, the Spiritual, and the Secular: Auroville and Secular India* 3 (State University of New York Albany, 1998).

S. R. Bommai v. Union of India²⁷, The court's decision in the Bommai case emphasized that any action taken under Article 356 must be based on objective and relevant material, and the satisfaction of the President to impose President's Rule should be subject to judicial review. This decision strengthened the federal structure of India by limiting the arbitrary use of central power over state governments and, indirectly, helped protect the secular character of the Indian state by upholding constitutional values and principles.

Again, in **M. Ismail Faruqui v. Union of India**²⁸, The constitution guarantees equality in matters of faith to all entities and groups, regardless of their faith, emphasizing that the state itself has no religion. The Preamble to the Constitution, read especially in articles 25 to 28, emphasizes this aspect and indicates that it is the concept of secularism personified in the constitutional project, understood in a platform approved by the Indian people in probing the constitutional value of all legal documents according to the Constitution. The concept of secularism is just a right-wing façade.

1. CAA is Unconstitutional or not: Is this Act being against Constitutional fundamental rights i.e., Article 14 and 25?

We have read what is written in Article 14 and Article 25. The right under Article 14 is not absolute one, so, CAA does not violate Article 14, it passes the test of reasonable classification. There is no arbitrariness in passing this act.

I want to explain this by mentioning case:

- **Case: Ram Krishna Dalmia v. Justice S R Tendolkar**²⁹: In this case reasonable classification is defined as classification must be founded on the basis of intelligible differentia and it makes a distinction between those persons who are grouped together from those who left out from this group and another is that there must be a rational relation to the object sought to be achieved by the statute in question.

So, this act passes this principle because reasonable ground to pass the act was to rectify the wrongs of partition and the object behind passing this act is to achieve the Nehru-Liaquat pact which says that both the countries protect minorities. The fact is that the minorities included in the act are persecuted minorities. As Pakistan and Bangladesh failed to protect the minorities in their country, so this act came into existence.

- **Case: Clarence Pais v. Union of India**³⁰: Supreme Court in this case held that 'Historical motives may uphold differential treatment of dispersed geographical provinces provided it abides object and just relation to the matter in respect of which differential treatment is accorded.'³¹

²⁷ 1994 AIR 1918, 1994 SCC (3) 1.

²⁸ AIR 1995 SC 605 A.

²⁹ (1957) 59 BOMLR 769.

³⁰ Writ Petition (C) No. 137 of 1997 etc. with W.P. (Civil) No. 694 of 1998.

³¹ Shriya Gune, "Fact Check: Does Citizenship Amendment Act violates Article 14 of the Indian Constitution" *OpIndia* December 26, 2019.

Regarding Article 25, it is clear from the wording of this article that everyone is having freedom of conscience and right to profess, propagate and practice their religion. There is no such provision in this act that is preventing people from practising their right. Nor is this act forbidding Muslims from worshipping their religion. Then how are people saying that this act is violating Article 25.

2. **Reason behind Non-Inclusion of Sri Lanka and Myanmar:** Asked to state the reason for excluding other neighboring countries such as Sri Lanka, Myanmar, etc., the parliamentarian justified it as follows: “The Government of India has issued a void Standard Operating Procedures (SOP) letter dated December 29, 2011 for dealing with foreign nationals in India claiming to be refugees. These guidelines apply to refugees from various countries including Sri Lanka, Myanmar, etc.” Myanmar and Sri Lanka are not included in the bill because they are not Islamic countries.
3. **Inclusion of Afghanistan in CAA:** Experts/stakeholders expressed surprise at the inclusion of Afghanistan in the proposed amendment. The committee asked why Afghanistan was aligned with countries like Bangladesh and Pakistan, which were part of India before independence.

In response, the Ministry of Home Affairs presented as follows:

“There have been many incidents against Indian forces in Afghanistan from Pakistani forces sponsored by LET, Haqqani Network and Taliban. Furthermore, the minority communities in Afghanistan migrated to Afghanistan from the Pakistani region before India's independence. They constantly face brutality due to their Indian origin.”³²

4. **The Ministry of Home Affairs (MHA) Elaborated as Follows:** “Some people from the minority community from Afghanistan have also come to India due to religious persecution or fear of religious persecution. Therefore, it was decided to bring Afghanistan under the scope of the notification issued on 7 September 2015 by issuing two more notifications on 18 July 2016.”³³
5. **Regarding Protests in Assam:** The people of Assam are going on to protest, against this act because there is a fear of losing their cultural rights. We read in history how the lands in Assam were empty due to which the forest itself was forest. For the development of their country, they started taking people to their country, many Bangladeshi also migrated to Assam due to which this state started being developed, now the people of Assam are talking about removing those people from their country.

For example, this is exactly what happened when Shahjahan had cut off the hands of those who built the Taj Mahal after the construction of the Taj Mahal.

6. **Discretionary Power of Legislature:** Under Article 11, Parliament has been given discretionary power to pass any law related to citizenship which they feel is right. So, CAA was passed because those six communities were badly persecuted in those countries and they have been fighting for their rights for many years. Arguments in favour of CAA

³² Available at: <https://crsreports.congress.gov/product/pdf/R/R46955> (Visited on June 25, 2023).

³³ *ibid.*

- This bill is not against Muslims. The leaders of opposition parties misguided the people regarding this Act. Muslims have right to register themselves as citizens of India by registration and by naturalisation. This act has been passed to give citizenship rights to the people and not to take away the rights of the people. Harish Salve, one of India's biggest names in national and international law, has stated that the Citizenship Amendment Act is not anti-Muslim.
- It does not violate Article 14 because the classification in this act is based on the reasonable grounds. So, this act also passes this principle because reasonable ground to pass the act was to rectify the wrongs of partition and the object behind passing this act is to achieve the Nehru-Liaquat pact which says that both the countries protect minorities. The fact is that the minorities included in the act are persecuted minorities.
- This act is beneficial for all those people who face persecution in their country of origin and they are living in India as refugees for many years, after this act, they can apply for Indian citizenship. They face persecution in their country of origin. The challenges faced by migrants who do not possess sufficient documentation in India, specifically in relation to obtaining an Aadhaar card and the potential impact on their access to essential services such as the right to food.
- Prime Minister Modi said in his speech that India's first Prime Minister Pandit Jawaharlal Nehru supported the protection of minorities in Pakistan. "Pandit Nehru himself was in favor of protecting minorities in Pakistan. I want to ask the Congress: Is Pandit Nehru a communalist? Does he want a Hindu Rashtra? he say."³⁴
- This bill is passed to fulfil the Nehru Liaquat, the agreement which was made between the Governments of India and Pakistan regarding Security and Rights of Minorities that was signed in Delhi in 1950 and this is an agreement which exist between the Prime Minister of India and Pakistan, Jawaharlal Nehru and Liaquat Ali Khan.³⁵

Dr. B.R. Ambedkar, further emphasized:

*"He said that at the time of partition it is difficult to cover every kind of case to save people for a limited purpose and the purpose of conferring citizenship on the date of commencement of the constitution. So, he said that the people who were left out of the provisions for the grant of citizenship then we have given discretionary power to Parliament to make provisions for them subsequent when it is necessary in the eyes of Parliament."*³⁶

³⁴ Express Web Desk, "PM Modi on CAA: Nehru was in favour of protecting Pak minorities, did he want a Hindu Rashtra?" *Indian Express*, February 6, 2020.

³⁵ Prakash K Dutta, "What is Nehru Liaquat Pact that Amit Shah Referred to Defend CAA" *India Today*, Dec 10, 2019.

³⁶ Joint Committee, Report: *Citizenship (Amendment) Bill, 2016*.

Prime Minister Jawaharlal Nehru's speech on "Tryst with Destiny" on 14 August, 1947 at Parliament House:

"We also think of our brothers and sisters who have been cut off from us because of political borders and who unfortunately cannot now share in the freedom they have gained. They are ours and will remain ours no matter what happens, and we will share their good and bad things equally."³⁷

When the partition of the country took place, this partition took place only on the basis of religion. Pakistan and Bangladesh chose Islam as the religion of their country and on the other hand, India became a secular state after partition. Those who are doing the protest have forgotten that the partition between India and Pakistan took place on a religion basis. After separation, Pakistan started harassing those who were minorities in their country. That is why it is wrong for people to say that this act is against secularism.

PM Modi said, much has been said about Citizenship Amendment Act (CAA) by those who "love getting snapped with the assemblage of people who want 'Tukde Tukde' of India."³⁸ Union Home Minister Amit Shah on Saturday unveiled over 5.5 lakh missives written by Ahmedabad populaces to Prime Minister Narendra Modi, thanking him for the Citizenship (Amendment) Act.

"Opposition leaders like Rahul Gandhi, Mamata Banerjee, Samajwadi Party (SP) chief Akhilesh Yadav and Bahujan Samaj Party (BSP) chief Mayawati are misleading those who are against the CAA. They are spreading fake news that CAA will strip Muslims of their citizenship."³⁹

VIII. DISADVANTAGES OF THIS ACT

1. If it is applied, then India's population and economy will be affected.
2. Existing linkages between Pakistani ISI and Bangladesh fundamentalist and terrorist groups are being strengthened. Their nexus with Indian terrorist groups is also well-known and it poses a grave danger to India's internal and external security,
3. It may increase the cases of smuggling, trafficking if it is implemented
4. If the immigrants in India are given citizenship, the unemployment in India will increase.
5. Many people in India are dying of hunger, after it is implemented, poverty seems to increase in India.

³⁷ *ibid.*

³⁸ Express Web Desk, "Seen with tukde-tukde crowd, now talking about CAA: PM Modi attacks opposition", *India Today*, February 6, 2020.

³⁹ Nelanshu Shukla, "Will not withdraw CAA, protest as much as you want: Amit Shah", *India Today*, January 21, 2020.

IX. SUGGESTIONS

1. Cancellation of overseas citizenship of India on the basis of violation of any law looks vague concept. It means that even if person commits petty offence then also his OCI is cancelled. Therefore, there is a need to define the specification of which citizenship will be cancelled by committing which act.
2. There is a need define clearly in the act that which persecuted minorities have been talked about means on what basis classification is done for example: ethnically, linguistic, religion or culture.
3. People have to understand this act so that they can understand that they are being misguided. Many people of India are illiterate, due to which it is very difficult to understand this act properly.
4. The government should not shutdown the internet. If it does, then it reduces India's economy and it affects the right to freedom of speech of people.
5. The Protesters have the right to be assembled, but they do not have the right create harm to anyone through this protest. Like we heard in the news that some protesters felting stone on the police then police have a right to take action against this unlawful assemble.

PART 5

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OUTCOME BASED LEARNING: IMPLEMENTATION AND CHALLENGES

Abstract

Outcome-based learning (OBL) is a student-centric approach that focuses on defining the intended learning outcomes for a course and then designing the learning activities to achieve those outcomes. Course outcomes are specific statements that describe what a student should be able to know, do, or demonstrate after completing a course. The advantages of OBL include improved student engagement, increased motivation, better alignment between learning activities and assessment, and increased accountability for both students and teachers. Key features for successful implementation of OBL in teaching environments include a clear understanding of the learning outcomes, alignment of learning activities with those outcomes, and effective assessment strategies to measure student achievement of the outcomes. Nations across the world have implemented OBL in their education systems to enhance student learning outcomes and to better prepare students for the workforce. In India, the University Grants Commission (UGC) has mandated the implementation of OBL in higher education institutions. Compared to traditional education, OBL is more focused on the development of skills and competencies required for the real world. OBL also emphasizes the importance of continuous assessment and feedback, rather than just one final exam. However, there are also potential disadvantages to OBL, such as a potential decrease in the depth of knowledge gained and a lack of emphasis on exploration and discovery in learning. Additionally, the implementation of OBL can present challenges, such as resistance from educators and the need for a shift in teaching methodologies. Overall, the implementation of OBL can significantly enhance student learning outcomes and

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prepare students for the workforce. To overcome the challenges of implementation, it is essential to have a comprehensive understanding of the learning outcomes, alignment of learning activities and assessments, and effective communication with students and educators.

Keywords: Outcome- Based Learning; Learning Outcomes; Student Centric; Critical Thinking; Feedback

I. INTRODUCTION

Outcome-based learning (OBL) is an approach to education that focuses on what students are able to accomplish, rather than just what they have learned (Spady, 1995). In this approach, the emphasis is on defining specific, measurable learning goals, or outcomes, that students must achieve in order to demonstrate their mastery of the subject matter (Asim et al., 2021). In outcome-based learning, the process of learning is often tailored to the individual student, and assessment is used to measure not just what has been learned, but how it has been applied in real-world situations. The approach is often used in education settings ranging from primary schools to higher education institutions, and can be applied to a wide range of subjects, from the traditional academic subjects to more practical or vocational subjects. Outcome-based learning aims to provide a more comprehensive and meaningful learning experience, by ensuring that students not only acquire knowledge but also develop the skills, attitudes and values that are necessary for success in the real world (Puteh Salin, 2010).

The concept of outcome-based education (OBE) originated in the United States in the late 1970s and early 1980s, as a response to a perceived lack of focus on student learning and a need for greater accountability in education. The OBE movement was influenced by a number of factors, including advances in educational research, a growing focus on student-centered learning, and a need for educational systems to be more responsive to the changing needs of society (Zhang & Fan, 2019). One of the early pioneers of OBE was a philosopher, psychologist and educator named Benjamin Bloom, who is best known for his work in the field of educational psychology (Larsen et al., 2023). Bloom's work emphasized the importance of defining specific, measurable educational goals and assessing student learning in terms of what students could do, rather than just what they knew. Another influential figure in the development of OBE was educational researcher and theorist Robert Stake, who developed the concept of "curriculum outcomes," which emphasized the need for education to be structured around clear, measurable goals and objectives (Akir et al., 2012). The OBE movement was driven by a growing recognition that traditional approaches to education were not meeting the needs of all students, and that a more comprehensive and student-centered approach was needed (Chan & Chan, 2009).

1. Traditional Approach of Teaching: The traditional approach to teaching, also known as the "teacher-centered" or "didactic" approach, is a method of instruction in which the teacher takes on the primary role of imparting knowledge to students (van den Berg & Schulze, 2014). This approach typically involves lectures, direct instruction, and rote memorization of information. In the traditional approach, the teacher is seen as the authority figure who delivers information to students in a structured and hierarchical manner. The teacher's primary responsibility is to transmit knowledge, while the students' role is to listen and absorb the information being presented. This approach is often characterized by a focus on content mastery, with little emphasis placed on student engagement or critical thinking skills (Vaughn et al., 2021). It is based on the assumption that students are passive learners who need to be told what to learn and how to learn it. While the traditional approach has been the dominant method of teaching for many years, there has been a shift towards more student-centered and experiential approaches in recent decades. These approaches focus on active student participation and engagement, with an emphasis on inquiry-based learning and problem-solving skills.

- 2. Course Outcomes/Learning Outcomes:** Outcome based learning requires the development of Course Outcome/Learning Outcomes and their necessary implementation in teaching(Alexander & November, 2010).Course outcomes or learning outcomes are statements that describe what students should be able to know or do as a result of completing a course or program of study. They are a clear and concise description of the skills, knowledge, and abilities that students are expected to acquire or demonstrate as a result of their learning.Learning outcomes serve as a roadmap for both teachers and students, as they provide a clear understanding of what is expected of students and what they can expect to learn. This helps to focus instruction and assessment and ensures that the course or program is aligned with the broader goals and objectives of the educational institution. Learning outcomes are often written using action verbs that describe the behavior or performance that will demonstrate the learning, such as "describe," "analyze," "create," "evaluate," or "solve." They should be measurable, meaning that they can be objectively evaluated using specific criteria, such as exams, projects, or assignment.

In an outcome-based education system, learning outcomes are used to guide and assess student learning throughout the course or program, and to provide evidence of student achievement and mastery of specific skills and knowledge(Bousslama et al., 2003). They help to ensure that the education system is student-centered and focused on meeting the needs and goals of learners, and they provide a framework for continuous improvement and quality assurance.

II. ADVANTAGES OF OUTCOME-BASED LEARNING

Outcome-based learning (OBL) has several advantages over traditional approaches to education(The “new Paradigm” of Outcomes-Based Education in Perspective, n.d.). Some of the key benefits of OBL include:

- 1. Focus on Student Learning:** OBL places a strong emphasis on what students are able to accomplish, rather than just what they have learned, ensuring that the focus is always on student learning. Outcome-based learning focuses on student learning by setting clear, measurable learning outcomes for each course or module. The aim of OBL is to ensure that students develop the skills and knowledge they need to succeed in their chosen field of study or career. This approach places an emphasis on student-centered learning, where students are actively engaged in the learning process, and are expected to take responsibility for their own learning.

In OBL, the focus is on what the students will be able to do at the end of the learning process, rather than simply what they have learned. This approach ensures that the learning experience is relevant and meaningful to the students, and that they are able to apply what they have learned in real-life situations.OBL is based on the principle that learning is a continuous process that should prepare students for the challenges they will face in their future careers. This approach helps students to develop critical thinking skills, problem-solving skills, and the ability to work independently and collaboratively. One of the key advantages of OBL is that it allows for greater flexibility in the design of learning activities and assessments. This approach encourages teachers to use a variety of teaching methods, including experiential learning, problem-based learning, and collaborative learning. This flexibility ensures that the learning experience is tailored to

the needs of individual students, and allows for the development of a wide range of skills and competencies.

- 2. Measurable Outcomes:** OBL defines specific, measurable learning goals that students must achieve, providing a clear and objective way to assess student progress. Measurable outcomes are a key feature of Outcome-based learning (OBL) and are essential for effective teaching and learning. Measurable outcomes are statements that describe what students are expected to know, understand, or be able to do by the end of a course or module. These outcomes are specific, observable, and measurable, and serve as the foundation for designing learning activities and assessments. By setting measurable outcomes, OBL ensures that learning is focused and targeted, and that students have a clear understanding of what is expected of them. Measurable outcomes also allow for the assessment of student learning, as they provide a clear framework for evaluating student performance. This allows teachers to identify areas where students may be struggling, and to provide additional support and guidance as needed. Measurable outcomes also help to ensure that learning is aligned with the goals of the course or module, and with the broader goals of the institution or program. This ensures that students are equipped with the skills and knowledge they need to succeed in their future careers, and that the institution is meeting its obligations to its stakeholders.
- 3. Student-Centered Approach:** OBL is often tailored to the individual student, allowing for a more flexible and student-centered approach to education which places the focus on student learning and achievement. In OBL, the learning outcomes are defined in terms of the knowledge, skills, and attitudes that students are expected to acquire, and these outcomes guide the design of the learning activities and assessments. This approach ensures that the learning experience is relevant and meaningful to the students, and that they are able to apply what they have learned in real-life situations. By focusing on learning outcomes, OBL encourages teachers to use a variety of teaching methods, including experiential learning, problem-based learning, and collaborative learning, to help students achieve the learning outcomes. This approach allows students to take responsibility for their own learning and to engage in the learning process actively. OBL also recognizes that each student has their own learning style, interests, and abilities. Therefore, this approach allows for flexibility in the design of learning activities and assessments, which can be adapted to meet the needs of individual students. This flexibility ensures that the learning experience is tailored to the needs of each student, and that all students have the opportunity to succeed.
- 4. Real-World Relevance:** By requiring students to demonstrate their mastery of the subject matter in real-world situations, OBL helps to ensure that the education they receive is relevant and applicable to the challenges they will face in their future careers and are equipped with the necessary skills and knowledge to succeed. The real-world relevance of Outcome-based learning (OBL) is a key aspect of this approach to teaching and learning. OBL focuses on the development of knowledge, skills, and attitudes that are relevant and applicable to the real-world context. The learning outcomes in OBL are defined in terms of the knowledge, skills, and attitudes that students are expected to acquire, and these outcomes are directly linked to the requirements of the real-world context. This approach ensures that the learning experience is relevant to the needs of the students, and that they are able to apply what they have learned in practical situations. OBL also encourages the use of experiential learning, problem-based learning, and other methods that promote

active engagement with the real-world context. This allows students to develop critical thinking skills and problem-solving abilities that are essential in the real world.

- 5. Greater Accountability:** OBL holds students, educators, and educational institutions accountable for student learning, ensuring that all parties are working together to achieve the desired outcomes. Greater accountability is a key aspect of Outcome-based learning (OBL), which places a strong emphasis on measuring student achievement and ensuring that learning outcomes are met. This approach provides a clear framework for assessing student progress and achievement, which enables teachers and institutions to be held accountable for the quality of education they provide. OBL ensures that student progress can be tracked and evaluated throughout the learning process. This allows for timely intervention and support where needed, to ensure that all students have the opportunity to succeed. Furthermore, the assessment of student achievement in OBL is not only focused on traditional exams and tests but also on the demonstration of skills and knowledge in real-world contexts. This provides a more comprehensive and authentic measure of student achievement and ensures that students are well-prepared for their future careers.
- 6. Improved Critical Thinking Skills:** By requiring students to apply what they have learned in real-world situations, OBL helps to develop critical thinking and problem-solving skills. Improved critical thinking skills are a key feature of Outcome-based learning, which emphasizes the development of higher-order thinking skills. OBL provides opportunities for students to engage in problem-solving, decision-making, and critical thinking activities that are designed to help them develop their analytical and evaluative skills. By setting measurable learning outcomes that emphasize critical thinking, OBL encourages students to engage in activities that require them to analyze and evaluate information, draw conclusions, and make decisions based on evidence. This approach helps to develop students' ability to think critically, which is a highly valued skill in the workforce. Furthermore, OBL encourages the use of experiential learning, problem-based learning, and other active learning strategies that promote critical thinking. These methods require students to apply their knowledge and skills in real-world contexts, which helps to develop their ability to think critically and creatively.
- 7. Improved Retention:** By requiring students to demonstrate their mastery of the subject matter in a tangible way, OBL helps to improve retention of the material, as students are more likely to remember what they have learned if they have applied it in a real-world context. Improved retention is a key feature of Outcome-based learning (OBL), which emphasizes the development of long-term understanding and retention of knowledge and skills. OBL focuses on the creation of clear and measurable learning outcomes, which helps students to focus on what they need to learn and how they can achieve it. Moreover, OBL encourages the use of active learning strategies, such as problem-based learning and experiential learning, which are proven to improve retention rates. These methods promote engagement with the learning material, which helps to establish stronger connections in the brain and improve retention. In addition, OBL promotes the use of formative assessments, which provide ongoing feedback to students and help them to identify areas of weakness and strength. This approach allows students to focus on improving their understanding of concepts, which leads to improved retention of knowledge and skills.

Thus, the outcome-based learning approach provides a more comprehensive and meaningful learning experience for students, and helps to ensure that education systems are more responsive to the needs of society and the changing demands of the workplace.

III. KEY FEATURES FOR IMPLEMENTATION OF OUTCOME BASED LEARNING IN TEACHING ENVIRONMENT

1. Implementing Outcome-Based Learning (OBL) in a Teaching Environment Requires a Focus on Several Key Elements, Including(Yusof Et Al., 2017):

- **Defining Learning Outcomes:** The first step in implementing OBL is to define clear, measurable learning outcomes that students must achieve. These outcomes should be based on a thorough analysis of the subject matter, and should take into account the needs and expectations of both students and stakeholders.
- **Designing the curriculum:** Once the learning outcomes have been defined, the next step is to design a curriculum that will enable students to achieve these outcomes. This may involve revising existing curricula, or developing new curricula from scratch, depending on the subject matter and the level of education.
- **Assessing student learning:** Assessment is a critical component of OBL, as it provides a way to measure student progress and determine whether the desired learning outcomes have been achieved. Assessment should be ongoing and should be used to inform ongoing improvements to the curriculum.
- **Providing feedback:** Feedback is an important component of OBL, as it helps students to understand their strengths and weaknesses, and to identify areas where they need to improve. Feedback should be prompt and constructive, and should be used to help students develop the skills and knowledge they need to succeed.
- **Encouraging student engagement:** OBL requires a student-center approach to education, which means that students need to be actively engaged in the learning process. This can be achieved by involving students in interactive activities, such as discussion groups, role-playing, and problem-solving exercises.
- **Building a supportive environment:** Finally, a supportive learning environment is essential for the successful implementation of OBL. This includes creating a safe and supportive learning community, where students feel free to ask questions and share their thoughts and ideas, and where teachers are available to provide guidance and support.

Implementing OBL can be challenging, but it provides an opportunity for educators to rethink the way they approach teaching and learning, and to create a more meaningful and effective educational experience for their students.

2. Implementation of Outcome-Based Education by Nations Across the World: Outcome-based education (OBE) has been implemented in a number of countries around the world(van den Berg & Schulze, 2014), including,

- **South Africa:** South Africa was one of the first countries to adopt OBE on a national scale, starting in the late 1990s(Alexander & November, 2010). The South African education system has since undergone several reforms aimed at improving the quality and relevance of education, and OBE has been central to these reforms.
- **Australia:** Australia has a long history of implementing OBE, and it has been a key feature of the Australian education system for many years. Australian educators place a strong emphasis on developing critical thinking and problem-solving skills in students, and OBE provides an effective framework for achieving these goals.
- **Canada:** Canada has also been a strong advocate of OBE, and it has been implemented in various forms in different provinces and territories. Canadian educators place a strong emphasis on student-centered learning, and OBE provides a flexible and adaptable framework for achieving these goals.
- **United States:** The United States has a long history of experimentation with OBE, and it has been adopted in various forms in different states and territories. American educators place a strong emphasis on ensuring that education is relevant and applicable to the needs of the workplace, and OBE provides a flexible and effective framework for achieving these goals.
- **United Kingdom:** The United Kingdom has also been a strong advocate of OBE, and it has been implemented in various forms in different regions. British educators place a strong emphasis on ensuring that education is relevant and applicable to the needs of society, and OBE provides a flexible and effective framework for achieving these goals.

These are just a few of the many countries that have adopted OBE in their education systems. The widespread adoption of OBE reflects a growing recognition of the need for education systems to be more responsive to the changing needs of society, and for education to be more relevant and meaningful for students.

3. **Implementation of OBL in India:** Outcome-based learning (OBL) has been gradually introduced in the Indian education system over the past few decades(Jadhav et al., 2020). The National Policy on Education (1986) and the Programme of Action (1992) provided a framework for the introduction of OBL in India, and the country has since made significant strides in implementing this approach to education. One of the key initiatives that has supported the implementation of OBL in India is the National Assessment and Accreditation Council (NAAC), which was established in 1994. The NAAC provides accreditation to educational institutions based on their performance and adherence to educational standards, and it has played an important role in promoting OBL in India.

In recent years, the Indian government has also introduced various reforms aimed at improving the quality of education in the country, and OBL has been a central part of these reforms. For example, the National Skill Development Corporation (NSDC) was established in 2009 to provide training and support for skill development in India, and OBL has been a key feature of the NSDC's approach to education.

The National Board of Accreditation (NBA) has established standards for engineering education in India, which include a focus on the development of measurable learning outcomes (Wadhwa et al., 2015). The NBA has made OBL a key requirement for institutions seeking accreditation, and the All India Council for Technical Education (AICTE) has also emphasized the importance of this approach in improving the quality of education. Many institutions in India are adopting OBL as a means of meeting NBA standards and improving the quality of engineering education in the country (Ravindran & Lenin, n.d.). OBL is seen as a critical approach to meeting these standards, as it provides a clear framework for defining and assessing learning outcomes. This approach has been adopted by many institutions as a means of improving the quality of education and ensuring that students are well-prepared for their future careers. The NBA has also recognized the importance of OBL and has integrated this approach into its accreditation process. Institutions seeking accreditation are required to demonstrate their commitment to OBL and provide evidence of how they are incorporating this approach into their teaching and learning practices.

In addition, there are various initiatives and programs in India that support the implementation of OBL. For example, the Technical Education Quality Improvement Programme (TEQIP) has been established by the government of India to improve the quality of technical education in the country. The program includes a focus on the development of measurable learning outcomes and the promotion of active learning strategies.

Thereby, India has been gradually implementing OBL over the past few decades, and this approach to education is becoming increasingly important in the country. The Indian government has made significant investments in education, and the introduction of OBL has helped to ensure that education is more relevant and meaningful for students in India.

IV. DIFFERENCE BETWEEN TRADITIONAL EDUCATION AND OUTCOME BASED LEARNING

Traditional education and outcome-based education (OBL) are two distinct approaches to education, each with its own unique strengths and weaknesses (Akhmadeeva et al., 2013). Some of the key differences between these two approaches include:

- 1. Focus:** Traditional education is often focused on imparting knowledge and memorization of information, while OBL is focused on the development of skills and competencies. In traditional education, students are expected to learn specific facts and figures, while in OBL, students are expected to demonstrate that they can apply what they have learned to real-world situations.
- 2. Assessment:** Traditional education is often assessed through exams and quizzes that test students' knowledge of specific information, while OBL is assessed through the demonstration of skills and competencies in real-world situations. In OBL, assessment is ongoing and is focused on student progress over time, rather than just a one-time exam.
- 3. Curriculum:** Traditional education is often based on a set curriculum that is taught in a sequential and standardized way, while OBL is more flexible and adaptable to the needs

of individual students. In OBL, the curriculum is designed to meet the learning outcomes that are most important for a particular group of students, and the emphasis is on student-centered learning.

4. **Teacher Role:** In traditional education, the teacher is often the primary source of information and knowledge, while in OBL, the teacher is a facilitator who helps students to develop the skills and competencies they need to succeed in real-world situations. In OBL, the teacher is also responsible for providing ongoing feedback and support to students as they progress.
5. **Learning Environment:** Traditional education is often based on a lecture-style approach in which students passively receive information, while OBL is based on an active and participatory approach in which students are encouraged to engage in hands-on learning experiences. In OBL, the learning environment is often more flexible and adaptable, allowing students to work at their own pace and focus on the areas where they need the most support.

These are just a few of the key differences between traditional education and OBL. While both approaches have their strengths and weaknesses, OBL is becoming increasingly popular as a way to ensure that education is more relevant and meaningful for students in the 21st century.

V. DISADVANTAGES OF OUTCOME-BASED LEARNING

While outcome-based education offers many benefits, there are also some potential disadvantages to consider:

1. **Implementation Challenges:** Implementing OBL can be complex and challenging, particularly in large, centralized educational systems. The development of a clear set of outcomes and the creation of assessment tools that accurately measure student progress can be time-consuming and difficult.
2. **Assessment Difficulties:** Assessing student learning outcomes in OBL can be challenging, particularly when it comes to evaluating complex and abstract skills. The development of valid and reliable assessment tools is crucial for the success of OBL, and this can be a time-consuming and difficult process.
3. **Inequity:** OBL can result in inequities in educational opportunities, particularly for students who come from disadvantaged backgrounds. Students who have not had the same access to educational resources and support as others may struggle to meet the same learning outcomes, leading to disparities in achievement and opportunities.
4. **Resistance to Change:** The shift to OBL can be met with resistance from some educators and students, particularly those who are used to traditional approaches to education. Overcoming this resistance and building support for OBL can be a major challenge.
5. **Resource Constraints:** Implementing OBL can be expensive, particularly when it comes to the development of assessment tools, training and support for teachers, and the provision of educational resources and support for students.

- 6. Difficulty in Measuring Intangible Outcomes:** Some learning outcomes, such as creativity, critical thinking, and problem-solving, are difficult to measure using traditional assessment methods. This can make it difficult to accurately assess student progress and to determine the effectiveness of OBL in fostering these important skills.

These are just a few of the potential disadvantages of OBL. Despite these challenges, OBL has been shown to be an effective approach to education in many contexts, and it has the potential to provide students with more relevant and meaningful learning experiences. (Rajae et al., 2013)

VI. CHALLENGES IN IMPLEMENTING OUTCOME-BASED EDUCATION

Implementing outcome-based education (OBL) can be a complex and challenging process, and there are a number of obstacles that schools and educators may face when trying to implement OBL (Rajae et al., 2013). Some of the most common challenges include:

- 1. Development of Learning Outcomes:** Developing a clear set of learning outcomes that are relevant, meaningful, and achievable can be a time-consuming and difficult process.
- 2. Assessment and Evaluation:** Creating valid and reliable assessment tools that accurately measure student progress against the learning outcomes can be a complex and challenging task.
- 3. Teacher Training and Support:** Providing teachers with the training and support they need to effectively implement OBL can be time-consuming and expensive.
- 4. Changing Classroom Practice:** Changing traditional classroom practices to align with OBL can be difficult and may require a significant shift in the way that teachers teach and students learn.
- 5. Resistance to Change:** Overcoming resistance from teachers, students, and other stakeholders to the shift to OBL can be a major challenge.
- 6. Resource Constraints:** Implementing OBL can be expensive, particularly in terms of the development of assessment tools, training and support for teachers, and the provision of educational resources and support for students.
- 7. Standardization:** Ensuring that OBL is implemented consistently and effectively across a school, district, or even a country can be a major challenge, particularly in large and centralized educational systems.
- 8. Aligning with Other Educational Initiatives:** OBL may need to be aligned with other educational initiatives and policies, such as curriculum development and standardization, teacher training and certification, and assessment and evaluation.

These are just a few of the challenges that schools and educators may face when implementing OBL. Despite these challenges, many schools and educators have found that OBL can be a highly effective approach to education when implemented thoughtfully and with careful attention to the unique needs and context of the students and teachers involved.

VII. CONCLUSIONS

In conclusion, outcome-based learning (OBL) is a student-centric approach that focuses on defining the intended learning outcomes for a course and then designing the learning activities to achieve those outcomes. Course outcomes are specific statements that describe what a student should be able to know, do, or demonstrate after completing a course. The advantages of OBL are numerous and include improved student engagement, increased motivation, better alignment between learning activities and assessment, and increased accountability for both students and teachers. Key features for successful implementation of OBL in teaching environments include a clear understanding of the learning outcomes, alignment of learning activities with those outcomes, and effective assessment strategies to measure student achievement of the outcomes.

Nations across the world have implemented OBL in their education systems to enhance student learning outcomes and to better prepare students for the workforce. India has also implemented OBL in its higher education institutions under the mandate of the University Grants Commission (UGC). Compared to traditional education, OBL is more focused on the development of skills and competencies required for the real world. OBL emphasizes the importance of continuous assessment and feedback, rather than just one final exam. By doing so, it ensures that students are better prepared for the workforce, and can apply their knowledge and skills to real-life situations. However, there are also potential disadvantages to OBL, such as a potential decrease in the depth of knowledge gained and a lack of emphasis on exploration and discovery in learning. Additionally, the implementation of OBL can present challenges, such as resistance from educators and the need for a shift in teaching methodologies.

To overcome the challenges of implementation, it is essential to have a comprehensive understanding of the learning outcomes, alignment of learning activities and assessments, and effective communication with students and educators. It is also important to address the concerns of educators and provide them with appropriate training and resources to ensure successful implementation. Thus, OBL is a student-centric approach that has many advantages in enhancing student learning outcomes and preparing students for the workforce. While it presents challenges in its implementation, these can be overcome with proper planning, communication, and support for educators. As the world continues to evolve, it is important for education systems to adopt innovative approaches such as OBL to ensure that students are prepared for the future.

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WOMEN AS PROXIES IN INDIAN LOCAL GOVERNMENT: IMPACT ON DEMOCRATIC REPRESENTATION, GENDER EQUALITY AND EFFECTIVE GOVERNANCE

Abstract

The practice of "Women as Proxies" in Indian local government, where elected women representatives delegate their roles and responsibilities to male family members, has significant implications for local governance, democratic representation, and gender equality. Despite affirmative action policies, women's underrepresentation in politics persists in India. The reservation of seats for women in local government institutions was intended to enhance gender representation and promote women's participation in political decision-making. However, the emergence of proxy representation raises concerns about the authenticity of women's involvement. The study seeks to bridge the gap between policy intent and actual ground-level practices, examining the practical implementation of reservation policies and the influence of proxy representation on decision-making, women's interests, accountability, policy outcomes, and services in local governance.

Through a mixed-methods approach, the study reviews existing literature, conducts qualitative interviews, group discussions, and quantitative analysis of voting trends and policy outcomes. By investigating the phenomenon from multiple angles, the research aims to provide comprehensive insights into the complex dynamics of proxy representation in Indian local government. The study also explores strategies to promote genuine representation of women in local governance, offering valuable recommendations for policymakers, stakeholders, and advocates fostering inclusive decision-making processes and equitable governance systems.

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This research contributes to the ongoing discourse on women's political participation and its impact on local governance. By delving into the implications of proxy representation, the study highlights the challenges that hinder the empowerment of elected women representatives. Moreover, the findings shed light on the need for effective strategies to ensure that women's voices are heard and respected in the decision-making processes of local governments. Ultimately, the research aims to contribute to the advancement of gender equality, democratic representation, and effective local governance practices in India.

Keywords: Democratic representation; Gender equality; Effective governance; Proxy representation

I. INTRODUCTION

India is the world's largest democracy, and gender has been a significant issue in Indian politics. Despite constitutional guarantees and affirmative action policies, women are underrepresented in politics, and gender inequality persists. In India, the reservation of seats for women in local government institutions, as mandated by the 73rd and 74th Constitutional Amendment Acts of 1992, was a significant step towards enhancing gender representation and promoting women's participation in political decision-making. The objective behind these reservations was to empower women, enable their meaningful engagement in governance, and address gender disparities in the country. However, the implementation of these quotas has given rise to a complex phenomenon known as "proxy representation," it refers to a scenario where women elected to local government positions ostensibly hold power, but in reality, their roles and responsibilities are delegated to male family members. Despite the intent of the reservation policy to empower women, this practice effectively reduces women representatives to symbolic placeholders, while decisions are actually made by others, typically men.

The gradual implementation of women's reservation in local government began with reserving one-third of seats, and in some states, this increased to 50%. Although this policy improved women's representation, it becomes ineffective when women are treated like "puppets" by male family members. In certain cases, women in rural areas, even if educated, act as proxies for male-dominated members. In places like Uttar Pradesh and Bihar, husbands replace wives as panchayat heads, known as 'Pradhan Pati'. In these scenarios, husbands make decisions, attend meetings, and speak for their wives. Some bizarre instances show male dominance, like husbands' names being highlighted on campaign banners more than their wives', even though the wives are the candidates. These practices underscore unfortunate gender inequalities where women's achievements are overshadowed or attributed to their husbands.

The topic of studying "Women as Proxies in Indian Local Government: Impact on Democratic Representation, Gender Equality and Local Governance" is of great significance due to its relevance to gender equality, democracy, and effective governance. The relevance of this study is rooted in the larger context of gender equality and democratic representation. Despite efforts to increase women's participation in politics through reservation policies, it's essential to understand whether these policies are leading to meaningful representation and decision-making power for women. The study focuses on the practical implementation of these policies at the ground level, where women's roles might be taken over by others, raising questions about the authenticity of their involvement. This research seeks to address the gap between policy intent and actual ground-level practices, offering insights that can contribute to enhancing women's meaningful participation and decision-making influence in Indian local government, particularly in the context of Ghaziabad District.

Prior research in Indian local government focused on women's challenges and proxy representation, where others act for elected women officials. Yet, understanding the full impact on local governance is lacking. Our study investigates proxy representation effects on decision-making, women's interests, accountability, policy outcomes, services, and overall governance. It examines if proxy representation truly limits women's influence in shaping policies and community needs.

Furthermore, this study seeks to identify strategies to promote genuine representation of women in local governance. By exploring best practices, policy interventions, and institutional reforms, we aspire to pave the way for eradicating proxy representation in local governments. Ultimately, the findings and recommendations derived from this study can serve as a valuable resource for policymakers, stakeholders, and advocates in fostering inclusive decision-making processes and creating more effective and equitable local governance systems.

Our research will use a thorough mixed-methods approach. First, we'll review existing literature to understand proxy representation, placing it in the context of gender, politics, and governance. Then, we'll use qualitative methods like interviews and group discussions to learn from women representatives and their male proxies. Additionally, we'll analyze quantitative data like voting trends and policy results. This combined approach will give a deeper insight into how proxy representation affects local governance.

II. LITERATURE REVIEW

- 1. J.S Mill (1869), the Subjection of Women.** Written by John Stuart Mill and Harriet Taylor Mill, is a significant work in the history of feminism and women's rights. Published in 1869, this essay argues passionately for the equal rights and status of women in society. John Stuart Mill, a philosopher and political economist, collaborated closely with his wife Harriet Taylor Mill on this work, drawing from her insights and experiences as well. "The Subjection of Women" not only criticizes the legal and societal norms of the time but also proposes specific changes to achieve gender equality. The authors advocate for equal access to education for women, opportunities for employment, and the right to participate in political decision-making. They contend that the liberation of women would not only benefit women themselves but also society as a whole, fostering progress and individual development.
- 2. Simone de Beauvoir (1949), The Second Sex.** Stands as a seminal work in feminist literature. In this groundbreaking text, de Beauvoir undertakes a comprehensive exploration of women's place in society, dissecting the historical, philosophical, and societal forces that have shaped women's identities and experiences. The book delves into the concept of "otherness" imposed upon women by a male-dominated world and challenges the essentialist notions that have confined them to passive roles. "The Second Sex" critiques the patriarchal structures that have perpetuated gender inequality. De Beauvoir argues that women must break free from societal molds and assumptions to claim their agency and subjectivity. Her work resonates across generations and remains relevant for its exploration of gender roles, sexuality, and the search for women's true selfhood.
- 3. Hanna Pitkin (1967), the Concept of Representation.** An American political theorist is known for her work on the concept of representation. She developed the idea of symbolic representation, which emphasizes the role of elected officials as symbols of the people they represent. Her influential book "The Concept of Representation" explores different dimensions of representation and the complexities involved. She argues that representation in principle implies the "making present" what is not, as well as an "acting for." The representative should be responsive to the represented. At the same time, a

representative cannot be that when it purely executes orders or demands. He or she is not a “mere instrument” (Pitkin, 1967, p. 126) or servant, but the represented should be present in the representative. Thus, the much-studied distinction between representatives being “trustees” or “delegates” is somewhat irrelevant. A representative, by definition, should be both.

4. **Phillips A. (1995). The Politics of Presence:** Political representation of gender, ethnicity, and race. A prominent political theorist who has contributed significantly to the field of political representation. In her works, such as "The Politics of Presence: The Political Representation of Gender, Ethnicity, and Race," Phillips discusses the challenges and possibilities of achieving substantive representation for marginalized groups, including women. She examines the structural barriers and biases that hinder effective representation and explores ways to enhance the quality of representation, such as inclusive policy-making processes and empowering marginalized groups within political systems. Overall, Anne Phillips' theory of representation highlights the importance of going beyond mere symbolic representation and emphasizes the need for representatives to actively engage with and advocate for the interests and concerns of marginalized groups, thereby promoting more inclusive and substantive democratic governance.
5. **A Literature Review of the 73rd and 74th Constitutional Amendment Act 1992 in India:** In India, women's reservation in politics is implemented primarily at the local government level, specifically in Panchayats (rural local bodies) and Municipalities (urban local bodies). However, at the central and state government levels, there is no specific provision for women's reservation and a women's reservation bill is still pending which was first introduced in the Parliament in 1996, and several subsequent attempts were made to pass it. In 1992, the Indian government passed the 73rd and 74th Constitutional Amendments, which aimed to decentralize power and promote local self-governance through Panchayati Raj Institutions (PRIs) and urban local bodies. The 73rd Amendment introduced a provision for reserving one-third of the seats for women in PRIs, including Gram Panchayats (village-level), Panchayat Samitis (block-level), and Zilla Parishads (district-level). Similarly, the 74th Amendment mandated the reservation of one-third of seats for women in urban local bodies, including Municipal Corporations, Municipal Councils, and Nagar Panchayats. The 73rd and 74th Constitutional Amendment Acts, passed by the Parliament of India in 1992, are landmark amendments that brought about significant changes in the governance structure at the grassroots level. These amendments aimed to decentralize power and empower local self-government bodies, known as Panchayats (in rural areas) and Municipalities (in urban areas), to facilitate participatory democracy and enhance socio-economic development across the country. This literature review is based on an extensive search of academic journals, research papers, books, and other relevant sources that discuss the 73rd and 74th Constitutional Amendment Acts. The review aims to summarize and analyze the key findings, debates, and impacts of these amendments on India's governance and rural-urban dynamics.

Key Themes and Findings:

- **Decentralization and Empowerment:** The primary objective of the 73rd and 74th Amendment Acts was to decentralize governance and empower local

institutions. Studies have highlighted the importance of devolving powers, functions, and finances to Panchayats and Municipalities to make them more effective and accountable in addressing local issues.

- **Reservation of Seats:** One of the notable features of the amendments is the reservation of seats for Scheduled Castes (SCs), Scheduled Tribes (STs), and women in Panchayats and Municipalities. Researchers have analyzed the impact of these reservations on political representation and the socioeconomic development of marginalized communities.
- **Financial Devolution:** The literature emphasizes the need for adequate financial devolution to local bodies to ensure their autonomy and functional capabilities. Studies have evaluated the effectiveness of financial transfers from the state and central governments to Panchayats and Municipalities and how it influences their development initiatives.
- **Role of Women in Local Governance:** The 73rd and 74th Amendments aimed to increase women's participation in local governance. Research has explored the challenges and opportunities faced by women representatives in Panchayats and Municipalities and the transformative potential of their inclusion in decision-making processes.
- **Participatory Democracy and Social Inclusion:** The amendments sought to promote participatory democracy and involve citizens in the decision-making process. Scholars have investigated the extent of citizen engagement in local governance and its impact on social inclusion and equitable development.
- **Challenges and Implementation Issues:** Several studies have examined the challenges faced during the implementation of the 73rd and 74th Amendments, including administrative capacity, financial constraints, political resistance, and bureaucratic hurdles.

The 73rd and 74th Constitutional Amendment Acts have been critical in reshaping India's governance structure and promoting grassroots democracy. Despite challenges, these amendments have provided opportunities for social inclusion, women's empowerment, and local development. However, there is a need for continuous research and policy adjustments to address implementation issues and maximize the potential of decentralized governance in India.

6. **Jharta (1996) in her book "Women and Politics,** examines the role and impact of family and education on women's participation in politics in the state of Himachal Pradesh. She considers these two factors as major determinants of women's political involvement, as they can both boost and hinder their participation. Jharta's study explores how family and education influence the nature and scope of women's political engagement and how these variables affect the level of their participation. She argues that the traditional value system, which promotes gender inequality and places women in subordinate roles, needs to be replaced.

According to the author, women's participation in politics goes beyond merely mobilizing power to solve their own problems. It also involves incorporating women's perspectives into policy-making processes, as these policies have a significant impact on society as a whole. She emphasizes that the issue of women's participation in politics cannot be viewed in isolation from the overall status of women in society. Socio-cultural practices play a crucial role in the development and empowerment of women in this domain.

Overall, the book advocates for greater gender equality and the inclusion of women's voices in political decision-making processes to challenge the male-dominated patriarchal politico-cultural structure prevailing in society.

7. **Goel (2001) in his book "Good Governance: an Integral Approach"** discusses the concept of good governance from a broad perspective. The introductory part of the book delves into the meaning and scope of good governance. Part II focuses on people's participation, while Part III addresses women's empowerment. The issues of women's empowerment are particularly significant as they make up 50 per cent of the population. The book highlights the need to treat women on an equal footing and recognize their valuable contributions to society. Slowly, there is a growing realization of the importance of empowering women and acknowledging their role in various spheres of life.
8. **B.S. Baviskar (2003), Impact of Women's Participation in Local Governance in Rural India** highlights that the participation of women in panchayat work has led to empowerment, although the degree of empowerment varies across regions and situations. When a woman actively engages in panchayat affairs, participates in decision-making, and effectively interacts with external agencies to benefit the community, she experiences almost full empowerment. On the other hand, if a woman remains confined to her house, dependent on her husband who acts as the primary decision-maker, her empowerment is nonexistent. There are varying degrees of empowerment between these two extremes. For instance, a woman who steps out of her house visits the panchayat office, and sits alongside men and women, even if she remains silent during meetings, is taking initial steps towards empowerment. Along with the gains and achievements of women in local government through reservation, he also focuses on the obstacles in the way of their progress so that we can identify the difficulties women are facing to strengthen democracy at the grassroots level.
9. **Omvedt, G. (2005). Women in Governance in South Asia**, despite having powerful women leaders, overall political participation by women in South Asia remains low. Socio-cultural patterns and the competitive nature of politics contribute to the obstacles faced by women in attaining equal participation. This article explores women empowerment initiatives such as community management, local governance, and reservations. It also analyzes women's representation in parliamentary bodies and advocates for the consideration of effective forms of reservations, rather than abandoning quotas. Additionally, increasing women's representation in bureaucracy and within political party structures is necessary.

10. Rai, P. (2013). Political Representation and Empowerment: Women in Local Government Institutions in Bihar, India The study aimed to investigate the impact of increasing women's numerical representation in political decision-making through gender quotas on women's political empowerment. It developed a theoretical perspective on the effects of gender quotas and identified facilitating and restraining factors for women's entry and participation in politics. The impact was evaluated using nine concepts, including political knowledge, interest, participation, trust, contacts, protests, gender role attitude, public projects, and confidence. The findings revealed positive effects on political knowledge, interest, and confidence, but limitations in areas like political participation, trust in political parties, and political contacts.

The study also highlighted areas where the reservation system seemed to have limitations. While women were eager to learn about participation techniques, there was still a significant gap to be bridged regarding their participation in the decision-making process. The study also found that the gender quota system did not result in increased political trust in political parties, despite women expressing trust in the political system itself. This discrepancy was attributed to the process where political parties were obligated to nominate women due to reservation, which resulted in distrust for the party. Similarly, the gender quota system did not seem to have a positive effect on women's political contacts, indicating that further improvement is needed in this area.

In conclusion, the study's findings suggested that the gender quota system had several positive impacts on women's political empowerment, particularly in terms of increasing their political knowledge, interest, and confidence. However, there were areas where the system showed limitations, such as women's participation in decision-making, political trust in parties, and political contacts. These insights provide valuable information for policymakers and advocates seeking to enhance women's political empowerment through gender quotas and other supportive measures.

11. Ghosh, R., Chakravarti, P., & Mansi, K. (2015). Women's Empowerment and Education: Panchayats and women's Self-help Groups in India highlight that Affirmative action plays a role in increasing the number of women in politics, but it does not guarantee their active participation and effectiveness as elected representatives. Similarly, literacy and education alone are insufficient to empower women. In Mizoram, despite high literacy rates, women are excluded from positions of power, resulting in minimal participation in politics and the Church structure. In West Bengal, affirmative action and organizational support have granted women access to political and economic spaces, but their lack of education limits their ability to exercise power effectively. Merely attending school does not guarantee empowerment, as it fails to challenge societal norms that oppress women. Likewise, economic and political opportunities do not fully empower women, as their earnings are often controlled by men, and women's elected positions tend to reflect male decisions in village councils. Affirmative action in Panchayats (local self-government bodies) and the establishment of self-help groups (SHGs) have increased women's confidence and mobility, but these measures alone are not sufficient.

12. S.K Tripathi (2022) Proxy Participation by Women in Panchayati Raj Institutions, Evidence shows that some women elected through reservation policies act as mouthpieces of their male family members, possibly inflating on-roll women's participation.

Awareness programs and female education are improving women's active involvement. Micro-level data is needed to identify proxy participants. Quantitative data on women's political participation is available, but qualitative data on their decision-making utilization is lacking. Though women's presence has increased, their valuable essence in the system remains to be established. Data on women's sensitization and rights usage is missing. Efforts are needed to assess women's performance in debates, legislation, and democratic processes.

- 13. Saumya Jyotsna (2022), women in local politics in Bihar, India, being rendered puppets by their husbands,** In 2022, a Bihar-based freelance journalist and member of 101 Reporters, a pan-India grassroots network of reporters, highlighted the issue of proxy representation. This issue affects women elected to positions like ward councillors and panchayat members in local self-governance bodies. Despite their election, these women are unable to perform their roles due to male family members taking over their responsibilities. In 2006, the Bihar government introduced a 50% reservation for women in panchayats to boost their participation. However, the reservation hasn't translated into real power. In cases like the Muzaffarpur Municipal Corporation, female councillors lack authority while husbands make decisions, reducing elected women to rubber stamps. Specific instances are cited, like husbands openly claiming to be in charge and dominating their wives' roles. While some women representatives like Councilor Ranju Sinha are effective, lack of education, awareness, and confidence hinders many. Education and confidence-building are considered key to change. However, most female representatives lack education and often stand for elections under family pressure. Government officials declined to comment, reflecting hesitancy to address the issue. The article exposes the predicament of women who, despite being elected, struggle to assert their rights in Bihar's male-dominated political landscape.

- 14. Uttar Pradesh-based Mundona Rural Development Foundation:** A petition was filed against the influence of male members hindering active participation of elected women in panchayat raj institutions. The organization's lawyer, Swati Jindal, expressed frustration that constitutional provisions for women's reservation in local bodies are undermined by men taking control. Proxy selection of panchayat pradhans and male manipulation of elected women were noted. The Supreme Court acknowledged the issue but stated it's not their jurisdiction to issue orders; it's an executive matter. The court suggested the Panchayat Raj Ministry address the petitioner's concerns and consider better mechanisms for implementing women's reservation.

Previous research in Indian local government has primarily explored the challenges faced by women and the factors contributing to their difficulties in this domain. Additionally, studies have delved into the concept of proxy representation, wherein individuals act as representatives on behalf of elected women officials. However, there remains a critical gap in understanding the full implications of proxy representation on local governance. The questions of women's true political participation, the extent of their influence in decision-making, and the broader impact on governance and community development demand further investigation.

To address this research gap, our study aims to examine the effects of proxy representation on crucial aspects of local governance. Specifically, we will focus on how

decision-making processes are influenced, the representation of women's interests, the level of accountability observed, the outcomes of policies, service delivery, and overall governance within local government contexts. It aims to shed light on the authenticity of women's political involvement, exploring whether proxy representation undermines their actual influence in shaping policies and addressing community needs.

III. RESEARCH METHODOLOGY

I used a mixed-method approach, combining quantitative and qualitative methods. I tried to capture both the breadth and depth of the topic impact of proxy representation of women on Indian local governance.

- 1. Primary Data:** Conducted surveys and questionnaires among elected women representatives, community members, and local government officials. Conducted semi-structured interviews with elected women representatives, community leaders, and policymakers to understand their experiences, perspectives, and challenges related to proxy representation and its effects on governance processes. Organized focus group discussions, direct observations of local government meetings, community gatherings, and interactions between elected representatives and their constituents to observe the role of proxies in the decision-making process. Reviewed official documents, government reports, and policy documents related to local governance.
- 2. Secondary Data:** Reviewed scholarly articles and research studies published in academic journals that focus on women's political representation, local governance, and proxy representation in India. Consulted reports published by government agencies, and non-governmental organizations (NGOs). Examined news articles, media reports, and editorials that highlight issues related to proxy representation and its effects on Indian local government.

IV. RESULT AND DISCUSSION

The results of the research shed light on the multifaceted implications of the practice of "Women as Proxies" in Indian local government, offering insights into its impact on democratic representation, gender equality, and effective governance.

- 1. Democratic Representation:** The study revealed a concerning pattern where women elected to local government positions are often relegated to symbolic placeholders, with their roles and decision-making authority being taken over by male family members. This phenomenon compromises the authenticity of democratic representation, as women's voices are overshadowed by proxy decision-makers. The findings suggest that proxy representation undermines the principles of participatory democracy and dilutes the genuine representation of women in local governance structures.
- 2. Gender Equality:** The research highlighted the paradoxical nature of proxy representation in the context of gender equality efforts. While reservation policies were designed to empower women and enhance their participation, the practice of proxies perpetuates traditional gender norms and stereotypes. The study found that proxy representatives often reinforce patriarchal norms, which not only hinders women's

political agency but also contributes to the perpetuation of gender inequality within political spheres. This challenges the intent of reservation policies and highlights the need for more comprehensive approaches to addressing gender disparities.

- 3. Effective Governance:** The analysis indicated that proxy representation has significant repercussions on effective governance. Proxy representatives are often unequipped to actively participate in decision-making processes, leading to a lack of understanding of community needs and priorities. This deficiency can hinder the formulation and implementation of effective policies that cater to the diverse requirements of the community. Consequently, the quality of governance may suffer due to the limited engagement of proxy representatives who lack the necessary knowledge and commitment to promote community welfare.

Overall, the research demonstrates that the practice of "Women as Proxies" has complex and far-reaching consequences that extend beyond mere representation. It challenges the principles of democratic governance, undermines efforts towards gender equality, and may hinder effective governance practices at the local level. The findings underscore the importance of addressing this issue holistically, by not only ensuring the representation of women but also creating an enabling environment that empowers elected women representatives to actively and meaningfully engage in decision-making processes.

The research concludes that meaningful progress in addressing the challenges of proxy representation requires policy interventions, awareness campaigns, and capacity-building initiatives. These efforts should aim to enhance the role and agency of elected women representatives, thereby contributing to the authenticity of democratic representation, the advancement of gender equality, and the overall effectiveness of local governance structures.

V. CONCLUSION

The study on "Women as Proxies in Indian Local Government: Impact on Democratic Representation, Gender Equality, and Effective Governance" illuminates the intricate dynamics surrounding proxy representation and its implications. The research underscores that the practice of women serving as proxies for elected positions hinders the core principles of democratic representation, perpetuates gender inequalities, and poses challenges to effective governance.

The analysis of proxy representation's impact on democratic representation reveals that the practice subverts the authenticity of elected positions, leading to a disconnection between elected officials and their constituents. This compromises the fundamental tenets of participatory democracy and raises concerns about the transparency and accountability of decision-making processes. Moreover, proxy representation emerges as a barrier to achieving gender equality within political spheres. Despite reservation policies designed to empower women, proxy representatives often reinforce traditional gender norms and stereotypes, limiting the potential for meaningful engagement and leadership by women. This underscores the need for policy interventions that not only ensure representation but also create an environment conducive to women's active participation.

Effective governance is also hindered by proxy representation, as proxy representatives may lack the knowledge, commitment, and understanding required to make informed decisions that serve community interests. This gap in engagement undermines the efficacy of governance mechanisms, leading to potentially suboptimal policy outcomes.

VI. FUTUR RESEARCH NEEDS

The exploration of "Women as Proxies" in Indian local government opens avenues for further research to address the complexities of this practice and its implications. Future studies could delve deeper into specific regions or districts to capture nuances and variations in proxy representation dynamics. Investigating the influence of proxy representation on policy outcomes, community services, and development projects could provide a comprehensive understanding of its far-reaching consequences.

Furthermore, exploring strategies to mitigate proxy representation's negative impact and promote genuine representation is crucial. Investigating the effectiveness of capacity-building initiatives, awareness campaigns, and legal reforms in enhancing the role of elected women representatives can guide policy recommendations and interventions.

The role of local culture, societal norms, and the role of political parties in perpetuating proxy representation requires further investigation. Examining the role of men who act as proxies and their motivations, as well as the views of women who are represented by proxies, can provide a well-rounded understanding of the issue.

In conclusion, the study sheds light on the need for concerted efforts to address proxy representation's implications on democratic representation, gender equality, and effective governance. Moving forward, research and policy action should be guided by a holistic approach that empowers elected women representatives, challenges traditional norms, and fosters inclusive governance mechanisms to create a more equitable and representative political landscape in India.

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PART 6

Futuristic Trends in Social Sciences

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CHALLENGES OF HOLDING SIMULTANEOUS ELECTIONS IN INDIA - SOME OBSERVATIONS

Abstract

Democratic systems ensure the constitutional transfer of power through the vital process of conducting smooth, timely and clean elections. For many years, the idea of holding simultaneous elections in both federal and unitary democratic systems has been a source of both academic and political debate. Proponents of this notion say that it will save time, money, and resources, while opponents argue that it will erode democratic and federalist values. However, this essay delves into the complicated issues of holding simultaneous elections in a country as varied as India. It investigates the implementation limits and complexity, constitutional consequences, logistical issues, uneven political cycles, and the potential impact on regional parties and federalism. The paper concludes by proposing potential solutions and an analysis of the advantages and disadvantages of such a system. The study incorporates existing literature analysis, official reports, and expert comments to create a comprehensive picture.

Keywords: Simultaneous Elections, India, Democratic System, Challenges, Electoral Process

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I. INTRODUCTION

Simultaneous elections, often known as 'One Nation, One Election,' are a democratic electoral reform that intends to synchronize elections at all levels of government (national, state, and municipal) within a democratic system. Proponents say that this policy can save money, prevent lengthy election campaigns, and promote better governance. However, due to its enormous population, federal political framework, and widely varying regional dynamics, India confronts particular obstacles in executing simultaneous elections. In post-independence India, general elections were initially held simultaneously with elections to state legislative assemblies (Barthwal, 2023). While the practice continued until 1967, the system of simultaneous elections was interrupted when several state assemblies were dissolved early in 1968 and 1969. Several decades later, and relatively in pursuance of its election manifesto, the Narendra Modi-led Union government constituted a high-level committee on 2nd September, 2023. This committee, chaired by former President Ram Nath Kovind was formed to explore the possibility of conducting simultaneous elections to the Lok Sabha, the Legislative Assemblies, Municipalities, and Panchayats. This article aims to explore and analyze the challenges associated with holding simultaneous elections in India in the contemporary electoral scenario.

II. RATIONALE

In a huge federal polity like India with an electorate population next to none, conducting elections is a mammoth task for concerned constitutional authorities. Simultaneous elections, wherein state and national elections are held together, have long been deliberated as a potential reform in India to streamline the electoral process. Proponents argue that it would enhance governance, reduce campaign expenditures, and ensure political stability. The proposed benefits are manifold which may include the following:

1. Election synchronization reduces the financial burden on political parties, governments, and the electoral system, resulting in significant cost savings. For instance, according to the Election Commission of India, expenditures for the 2019 Lok Sabha elections cost nearly Rupees 4500 crores as against Rupees 10 crores approximately in 1952 Elections.
2. When elections are held concurrently, political parties and candidates can more efficiently utilize their resources, including time and people, optimizing their campaigns.
3. By lowering the frequency of elections, simultaneous elections can lead to more stable and continuous governance by allowing for better long-term planning and policy implementation.
4. Politicians and governments can devote more time to governing and policymaking rather than being distracted with election campaigns, potentially leading to better governance outcomes.
5. Voters may suffer less tiredness with fewer election cycles, resulting in better voter turnout and more informed engagement in the democratic process.

III. FRAME OF REFERENCE

Almost all modern nation-states have embraced different forms of democratic constitutional institutions and processes. Such political structures may be solely federal or unitary, parliamentary or presidential, or even constitutional monarchies and junta-dominated

polities. Some systems may even exhibit a blend of these constitutional structures in varying degrees that are specific to their political culture. Even highly authoritarian regimes are arguably built upon, and rely on some constitutional mechanisms to claim their political and functional legitimacy. While the level of genuine democratization and political development across different states may differ, each democratic system has a specific electoral system in place. The nature and character of electoral or voting systems depend upon a multitude of factors such as; political history, demographic profile, size of the territory, and the prevailing party system. The most prominent of these (which includes different variations and subtypes) are *majoritarian system*, *proportional system*, and the *mixed system*.

Different countries use these voting systems to elect representatives to their legislatures at various levels – federal, provincial or local. As such, very few countries such as Sweden, Belgium and South Africa are currently known to conduct simultaneous elections to different legislative bodies (Das, 2023). Indonesia, the world's third largest democracy and the fourth most populous country will conduct a 'one-day election' in February 2024 to elect its President, Vice-President and all other lawmakers at both the national, regional and local levels (Krismantari, 2023). The same is now being seriously considered in India as well. The vast majority of nations simply find it impracticable and unsuitable to conduct single day or simultaneous elections. Many people are concerned about the notion for simultaneous elections. The most significant of these is the impact on federalism. Then there's the issue of feasibility: what happens if, say, a state government falls? Then there are the legal considerations about the constitutional adjustments that would be required, and of the possible requirements of ratification by states (Sampath, 2023)

IV. POLITICAL CHALLENGES

India has a multi-party system consisting of a few dominant national parties and a host of regional, state and local parties. Party formations hinge on several factors including ideology, caste, regional aspirations, leadership, personality cult and dissidence. One of the foremost challenges of simultaneous elections in India lies in achieving political consensus among various political parties. The country's diverse political landscape makes reaching consensus often difficult. Coalition politics at both the federal and state levels have also been a prominent feature of Indian political life. Different legislative bodies are frequently dissolved before the end of their predetermined, constitutionally mandated terms. As a result, weak coalitions, factionalism, regional concerns, and political opportunism frequently obstruct the achievement of a uniform electoral calendar. Furthermore, the overlapping periods of different levels of government result in frequent dissolutions, making synchronization of elections demanding and complicated. Simultaneous elections would force the early dissolution or extension of certain state assemblies, upsetting the democratic process and compromising elected legislators' accountability. Simultaneous elections may harm regional parties and diminish their ability to represent their constituents.

V. LOGISTICAL CHALLENGES

Concurrent elections necessitate extensive logistical planning, including voter registration, personnel training, polling station setup, security deployment, and counting procedures. Simultaneous elections will also require the coordination of several constitutional obligations, such as term limits, no-confidence motions, and assembly dissolution.

Overcoming these problems will necessitate significant constitutional modifications as well as cautious preparation.

Table 1: Expenditure incurred on different Lok Sabha Elections

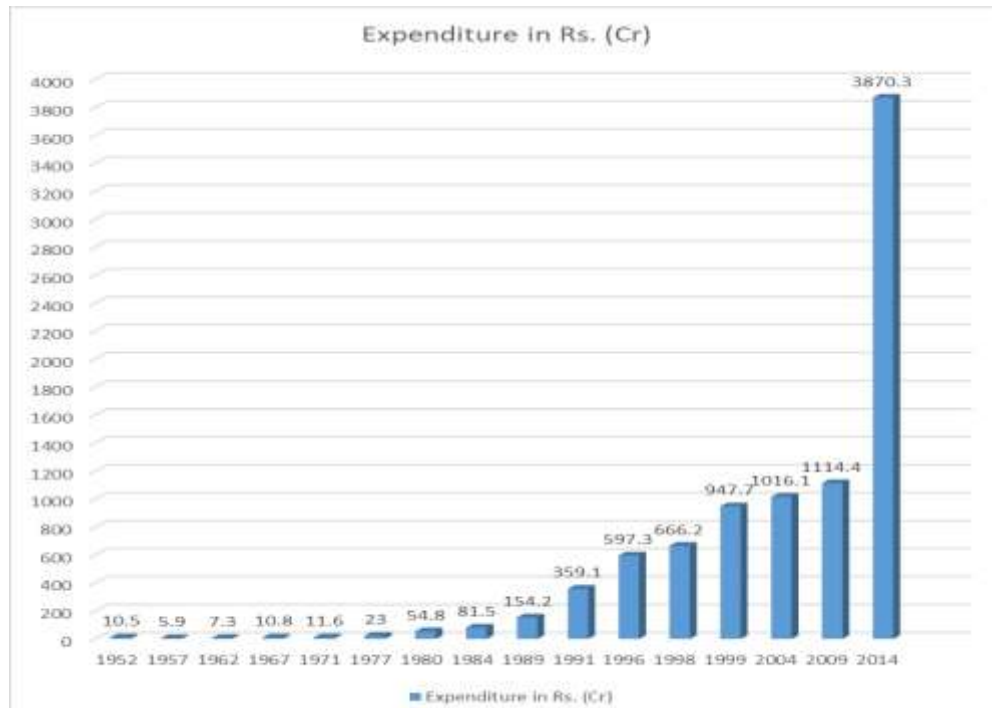


Table 1 indicates how government expenditure on Lok Sabha elections alone have skyrocketed in recent decades since the first general elections of 1952. The consolidated financial burden on the state exchequer for conducting different elections across all levels since independence is obviously humongous. A single unified election has the potential to significantly reduce costs but there are several constraints that may hinder such a prospect. In a country with diverse terrains, infrastructural deficiencies, and large populations, these logistical challenges amplify further. As evident from Table 2, India has more than 91 (ninety-one) crore electorate population in the 2019 Lok Sabha Election and the number would certainly grow in the upcoming 2024 election. But ensuring fair representation, conducting voter education campaigns, and managing law and order across thousands of polling stations is a herculean task.

Table 2: Electorate Population of India in 2019 Lok Sabha Election (Sourced and adapted from ECI data)

STATE WISE NUMBER OF ELECTORS*									
Sl. No.	State/Ut	GENERAL (Including NRIs)				GRAND (including Service Voters)			
		Male	Female	Third Gender	Total	Male	Female	Third Gender	Total
1	Andaman & Nicobar Islands	168701	149168	9	317878	169274	149188	9	318471
2	Andhra Pradesh	19462339	19879421	3957	39345717	19521053	19880957	3957	39405967

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3	Arunachal Pradesh	394456	403793	0	798249	399747	403816	0	803563
4	Assam	11235129	10755492	491	21991112	11292580	10756988	491	22050059
5	Bihar	37535721	33525735	2164	71063620	37681329	33532797	2164	71216290
6	Chandigarh	341640	304423	21	646084	342201	304507	21	646729
7	Chhattisgarh	9516963	9481597	679	18999239	9533561	9482222	679	19016462
8	Dadra & Nagar Haveli	132389	117629	3	250021	132397	117629	3	250029
9	Daman & Diu	60986	60743	0	121729	60997	60743	0	121740
10	Goa	555768	580043	0	1135811	556059	580054	0	1136113
11	Gujarat	23428119	21696571	990	45125680	23454110	21697273	990	45152373
12	Haryana	9614613	8336280	258	17951151	9716412	8340340	258	18057010
13	Himachal Pradesh	2657464	2604615	47	5262126	2724111	2605996	47	5330154
14	Jammu & Kashmir	4068407	3776320	160	7844887	4145202	3777176	160	7922538
15	Jharkhand	11698655	10665595	230	22364480	11737557	10667069	230	22404856
16	Karnataka	25798590	25248016	4826	51051432	25840779	25248925	4826	51094530
17	Kerala	12684839	13466521	174	26151534	12736005	13468657	174	26204836
18	Lakshadweep	27921	27136	0	55057	28053	27136	0	55189
19	Madhya Pradesh	26958507	24834753	1417	51794677	27029410	24836647	1417	51867474
20	Maharashtra	46315251	42246878	2406	88564535	46425348	42249192	2406	88676946
21	Manipur	943426	995773	45	1939244	963066	996452	45	1959563
22	Meghalaya	946248	965124	0	1911372	949622	965174	0	1914796
23	Mizoram	383603	404169	5	787777	388241	404218	5	792464
24	Nagaland	607859	598428	0	1206287	615274	598503	0	1213777
25	NCT OF Delhi	7873159	6442816	669	14316644	7882633	6444347	669	14327649
26	Odisha	16618058	15833424	2923	32454405	16659698	15835141	2923	32497762
27	Puducherry	459266	513799	96	973161	459503	513811	96	973410
28	Punjab	10950733	9829917	560	20781210	11059826	9832287	560	20892673
29	Rajasthan	25427332	23391621	265	48819218	25560063	23395485	265	48955813
30	Sikkim	220306	212000	0	432306	222110	212018	0	434128
31	Tamil Nadu	29597630	30271899	5793	59875322	29662809	30273230	5793	59941832
32	Telangana	14919826	14775949	1504	29697279	14930804	14776307	1504	29708615
33	Tripura	1319702	1285609	14	2605325	1328960	1285744	14	2614718
34	Uttar Pradesh	78804664	67046092	7797	145858553	79070809	67055997	7797	146134603
35	Uttarakhand	4053930	3711300	243	7765473	4142856	3713219	243	7856318
36	West Bengal	35845053	34045369	1329	69891751	35951289	34048666	1329	70001284
	TOTAL:	471627253	438484018	39075	910150346	473373748	438537911	39075	911950734

VI. CONSTITUTIONAL CHALLENGES

One of the biggest challenges of holding simultaneous elections in India is the constitutional challenge. The Indian Constitution mandates fixed terms for all legislative bodies; however, terms within different tiers of government may overlap due to dissolutions, by-elections, or constitutional amendments. Changing this characteristically staggered provision would require a constitutional amendment, which is a lengthy and complicated process. Aligning these various terms constitutionally is bound to be a complex, time-consuming process.

Additionally, simultaneous elections require constitutional amendments to redefine the powers and jurisdictions of different levels of government, which involves extensive debates and discussions. Besides, imposing a single election system and enforcing compliance from the states would tantamount to disturbing the federal character and spirit of the nation. Simultaneous elections might compromise the autonomy of states and undermine the essence of cooperative federalism (Ramani, 2023).

VII. OPERATIONAL CHALLENGES

With a broad electorate dispersed across diverse and difficult geographical terrain, India is the world's largest democracy. Coordination of simultaneous elections logistics, including voter registration, electronic voting machines (EVMs), security measures, and staff, poses significant operational issues. Coordination of many stakeholders, including electoral commissions, political parties, security services, and the bureaucracy, is required to carry out simultaneous elections. Simultaneous elections in India will also present significant security issues. India has a history of election-related violence, and holding polls necessitates a large number of security officers. As a result, holding simultaneous elections would necessitate a vast deployment of security officers, which may be impractical.

Table 3: Data indicating the expanding scale of Lok Sabha Elections (Source: ECI)

Year	Total Number of Seats	Total Number of Candidates	Total Electorate	Total Number of Votes Polled	Total Number of Polling Stations
1952	489*	1,874	1,73,212,343	-	196,084
1957	494*	1,519	1,93,652,179	1,20,513,915	2,20,478
1962	494	1,985	2,16,361,569	1,19,904,284	2,38,031
1967	520	2,369	2,50,207,401	1,52,724,611	2,43,693
1971	518	2,784	2,74,189,132	1,51,536,802	3,42,918
1977	542	2,439	3,21,174,327	1,94,263,915	3,73,910
1980	529/542**	4,629	3,56,205,329	2,02,752,893	4,36,813
1984-85	541/542***	5,492	4,00,375,333	2,56,294,963	5,06,058
1989	529/543****	6,160	4,98,906,129	3,09,050,495	5,80,798
1991-92	534/543*****	8,749	5,11,533,598	2,85,856,465	5,91,020
1996	543	13,952	5,92,572,288	3,43,308,090	7,67,462
1998	543	4,750	6,05,880,192	3,75,441,739	7,73,494
1999	543	4,648	6,19,536,947	3,71,669,104	7,74,651
2004	543	5,435	6,71,487,930	3,89,948,330	6,87,402
2009	543	8,070	71,69,85,101	41,72,36,311	8,30,866
2014	543	8,251	83,40,82,814	55,41,75,255	9,27,553

Coordinating between federal and state election commissions, ensuring the availability of adequate security forces, engaging civil society organizations, and managing electoral infrastructure pose operational challenges that require meticulous planning and coordination. Table 3 demonstrates the ever-growing and constantly expanding scale of Lok Sabha elections alone. Organizing an effective and efficient voter participation in a single election still is a mammoth task, especially in the context of a significantly high number of illiterate and ill-informed voters.

VIII. POTENTIAL SOLUTIONS

Establishing a framework for dissolution of assemblies in sync with fixed election schedules and synchronizing election commissions at the national and state levels could help alleviate some logistical challenges. To mitigate the challenges of simultaneous elections in India, the formulation of a harmonized electoral calendar that ensures minimal disruptions to the legislatures' terms is advisable. Consultative decision-making processes involving political parties, constitutional experts, and electoral officials can help build consensus and resolve constitutional roadblocks. Additionally, it is essential to invest in building electoral infrastructure, strengthening security measures, and enhancing the capacity of election administration to streamline the operational aspects.

Holding single and simultaneous elections would necessitate the cooperation and consensus of all major parties. To reach an agreement on this all-important issue, the government would need to consult with all political parties and secure favourable public opinion. The Election Commission of India would be responsible for planning and coordinating the logistics of holding such elections. This would then require the mobilisation of extra resources and staff. Additional funds would be required by the government to hold simultaneous elections, but the cumulative costs of holding multiple elections are likely to be reduced to a great extent. To lower the expense of holding elections, the government should investigate the use of electronic voting machines and adopt further cost-cutting measures.

IX. CONCLUSION

The idea of simultaneous elections in India has generated immense discourse, driven by the potential benefits it offers. However, implementing simultaneous elections in India also poses numerous challenges arising from constitutional, logistical, and political complexities. While the idea has merits, it requires careful consideration and consensus among stakeholders. A comprehensive analysis of potential solutions and their impact on federalism and regional representation is essential to determine the viability of this electoral reform. Addressing these challenges requires collective efforts from political stakeholders, electoral commissions, policymakers, and administration. By adopting an inclusive approach and investing in strengthening the electoral machinery, India can progressively overcome these obstacles and eventually achieve simultaneous elections, thereby reaping the anticipated advantages of this electoral reform.

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PART 7

Futuristic Trends in Social Sciences

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CULTURAL AND RELIGIOUS MANIPULATION IN INTERNATIONAL COMMERCIAL ARBITRATION AWARDS

Abstract

Cross-border dispute resolution through international commercial arbitration has gained popularity. However, questions have been expressed about the impact of culture and religion on the implementation of arbitration rulings. The impact of cultural and religious variables on international commercial arbitration awards is examined in this chapter, with a focus on the manipulation that can occur in these circumstances. This chapter underlines the issues caused by cultural and religious biases, discusses the potential repercussions, and presents ideas for tackling this issue by analyzing pertinent case studies, scholarly research, and the existing legal framework.

Keywords: Cultural manipulation; international commercial arbitration; religious manipulation, arbitration award etc.

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I. INTRODUCTION

International commercial arbitration has emerged as a prominent method for resolving cross-border disputes, offering parties a flexible and neutral forum for reaching binding decisions. With the adding globalization of commerce, the significance of arbitration in international trade cannot be exaggerated. However, a significant challenge arises when cultural and religious factors come into play, potentially influencing the enforcement of arbitration awards. Culture and religion are deeply ingrained in human societies, shaping individual beliefs, norms and practices. In the context of multinational commercial arbitration, cultural and religious influences can significantly influence the decision-making process, the enforceability of awards, and the perception of fairness in disagreement resolution.

Cultural biases, stemming from diverse traditions, customs, and values, can affect the attitudes and behavior of parties, arbitrators, and enforcement authorities involved in arbitration proceedings. These biases may manifest in different ways, such as preference for local practices, mistrust of foreign customs, or prejudices based on stereotypes. Similarly, religious considerations, deeply rooted in personal faith and moral frameworks, can present challenges when they conflict with the principles and procedures of international arbitration. The manipulation of culture and religion in the enforcement of international commercial arbitration awards raises serious concerns. Parties may seek to exploit cultural or religious factors strategically to influence the outcome of a dispute or undermine the enforceability of an unfavorable award. Manipulation tactics may include selectively interpreting religious doctrines, invoking cultural practices to delay or obstruct proceedings, or exerting pressure through religious authorities or community influence.

This article aims to explore the impact of cultural and religious manipulation on international commercial arbitration awards. By examining relevant case studies, scholarly research, and the existing legal framework, we will shed light on the challenges posed by cultural and religious biases.

Likewise, we will dissect the implicit consequences of manipulation for the parties involved and the veracity of the arbitration process.

In addition, this article will provide recommendations to address cultural and religious manipulation in international commercial arbitration. These recommendations will focus on promoting transparency, diversity, impartiality, and neutrality throughout the arbitration process. This will also highlight the want for cultural acuteness, respect for religious principles, and collaboration among stakeholders to guarantee the attractiveness and conclusiveness of multinational arbitration. It's essential to manipulate the conclusion of cultural and religious manipulation in international commercial arbitration to preserve the credibility of this disagreement resolution procedure and assure equal treatment of parties, regardless of their cultural or religious backdrops. By understanding the dynamics of cultural and religious influences, identifying manipulation tactics, and implementing appropriate safeguards, the international arbitration community can strive towards a more equitable and reliable system of resolving cross-border commercial disputes.

II. CULTURAL BIASES IN ARBITRATION

The boundaries of Contract law are the foundation on which the procedure of arbitration is rested. Arbitration is a process of award of disputations by an independent and unprejudiced third person who's designated by an independent and nonpartisan third person who's designated by the parties to the dispute to determine the rights of these parties. In the realm of international commercial arbitration, the interplay between diverse cultures and legal systems introduces a dynamic yet complex landscape. As a favored method for resolving cross-border disputes, arbitration offers parties the benefit of elasticity, impartiality and enforceability. However, underneath its ostensibly objective frontage, arbitration is not immune to the influence of cultural biases. The recognition and management of these biases within the arbitration process are crucial for ensuring fairness, equity, and maintaining the integrity of arbitration awards. Cultural biases, stemming from deeply ingrained societal norms, values and perceptions can significantly impact the attitudes and decisions of various stakeholders involved in arbitration proceedings. The arbitrators, parties, legal representatives, and even enforcement authorities may unknowingly be influenced by their own cultural backgrounds, leading to potential deviations from an impartial and neutral arbitration process. These biases can manifest in the selection of arbitrators, the evaluation of evidence, the interpretation of contractual terms, and even in the enforceability of arbitration awards.

- 1. Cultural Biases in Arbitrator Selection:** Arbitrator selection can be influenced by unconscious preferences for individuals from the same or similar cultural backgrounds. This affinity may inadvertently affect the perceived neutrality of the tribunal. Cultural stereotypes can shape expectations about the behavior, credibility, and reliability of parties and witnesses, impacting the decision-making process. Arbitrators may unintentionally interpret legal concepts, evidence, or arguments based on their own cultural reference points, potentially leading to unjust outcomes.
- 2. Cultural Biases in Evidentiary Assessment:** Cross-cultural differences in communication styles, non-verbal cues, and demeanor can affect how arbitrators evaluate witness credibility. Arbitrators may inadvertently apply their own cultural norms when interpreting documentary evidence, leading to a skewed understanding of the facts. Language nuances and cultural context can result in misunderstandings or misinterpretations of critical information, affecting the outcome.
- 3. Cultural Biases in Decision-Making:** Cultural biases can unconsciously affect how arbitrators interpret and apply the law, potentially leading to decisions that favor one party over the other. The cultural background of arbitrators may impact the framing and calculation of damages, leading to awards that may not accurately reflect the parties' intentions.
- 4. Mitigating Cultural Biases:** Diversity in Arbitral Tribunals: Promoting diverse arbitrator appointments can counteract cultural biases by bringing a variety of perspectives to the decision-making process. Raising awareness about cultural biases and providing training to arbitrators can help them recognize and mitigate their influence. Implementing procedures that allow parties to present their case and cultural nuances effectively can reduce the impact of biases.

III. RELIGIOUS MANIPULATION IN ARBITRATION

Religion, as a deeply ingrained aspect of human identity and society, has the power to influence and shape various aspects of life, including legal and dispute resolution processes. In the context of international commercial arbitration awards, religious manipulation refers to the deliberate and strategic exploitation of religious principles, beliefs, or authorities to achieve specific outcomes or advantages within arbitration proceedings and the enforcement of arbitration awards. This manipulation can have significant implications for the fairness, integrity, and credibility of the arbitration process.

- 1. Manipulation of Religious Norms and Beliefs:** Religious manipulation can manifest through the intentional misinterpretation or selective application of religious norms, values, or doctrines. Parties may attempt to influence arbitrators or other stakeholders by presenting arguments that appeal to religious beliefs or principles, even if these arguments are tangential to the actual merits of the dispute. Such manipulation seeks to leverage the emotional and moral weight associated with religious considerations to sway decisions in favor of one party.
- 2. Exploiting Cultural and Religious Practices:** Parties involved in international commercial arbitration may seek to exploit cultural and religious practices for strategic gain. This could involve intentionally prolonging arbitration proceedings by invoking religious rituals, practices, or observances that lead to delays or disruptions. Alternatively, parties might use religious practices as a means to undermine the arbitration process by questioning the legitimacy of certain procedures or decisions based on perceived conflicts with religious values.
- 3. Influencing Religious Authorities:** Religious leaders and institutions hold significant sway over the beliefs and actions of their followers. In some cases, parties may attempt to manipulate the arbitration process by seeking endorsements or interventions from religious authorities. This could involve obtaining religious opinions or fatwas that support a particular interpretation of the dispute or award. By doing so, parties aim to lend a sense of religious legitimacy to their arguments or positions.
- 4. Introducing Moral or Ethical Dimensions:** Religious manipulation may also introduce moral or ethical dimensions to the arbitration process that extend beyond legal considerations. Parties could argue that a particular outcome aligns with higher moral or ethical principles, as dictated by their religious beliefs. This approach aims to influence arbitrators' decisions by appealing to a broader sense of justice rooted in religious doctrine.
- 5. Undermining Neutrality and Impartiality:** The impartiality and neutrality of arbitration proceedings are paramount to their legitimacy. Religious manipulation can compromise these principles by introducing bias or partiality based on religious affiliations or beliefs. If arbitrators are perceived to be influenced by religious factors rather than strictly adhering to legal and contractual obligations, the integrity of the entire arbitration process may be called into question.

- 6. Addressing Religious Manipulation:** Mitigating religious manipulation in international commercial arbitration awards requires a multifaceted approach. This includes ensuring the selection of impartial and culturally sensitive arbitrators, establishing clear guidelines for addressing religious arguments, and promoting transparency in the arbitration process. Arbitral institutions and practitioners must be vigilant in upholding the principles of neutrality and impartiality while respecting parties' legitimate religious beliefs and practices.

IV. CONCLUSION

In conclusion, religious manipulation in international commercial arbitration awards highlights the complex interplay between legal, cultural, and religious factors. It underscores the importance of maintaining the integrity and fairness of arbitration proceedings, while recognizing the potential for parties to exploit religious considerations for strategic advantage. By addressing these challenges and promoting a balanced approach to religious diversity, the international arbitration community can uphold the credibility of the process and ensure equitable outcomes for all parties involved. Moreover, it is crucial for the international arbitration community to acknowledge and address the vulnerabilities that can arise from the exploitation of cultural and religious factors. This includes advocating for clear guidelines and best practices those arbitrators, parties, and arbitral institutions can follow to prevent manipulation and ensure transparent proceedings. Recognizing the significance of impartiality and neutrality in arbitration, stakeholders must remain vigilant against the potential erosion of these principles due to cultural or religious manipulation. The preservation of the integrity of the arbitration process requires the careful selection of arbitrators who are not only well-versed in the legal intricacies but also culturally sensitive and impartial. Striking a balance between respecting parties' cultural and religious backgrounds while upholding the rule of law is essential to maintaining the trust of all parties involved.

DEFECTION GAME AND INDIA'S ANTI-DEFECTION LAW – A REFLECTION

Abstract

In the intricate landscape of Indian politics, the phenomenon of defection has long been a subject of critical examination and debate. This abstract provides a glimpse into the forthcoming study, "Defection Game and India's Anti-defection Law – A Reflection," which delves into the complex interplay between political manoeuvring and legislative efforts to curb defection. Defections are one of the banes of the Indian Political System and defectors have decided the fate of many Governments from time to time. It toys with the democratic values enshrined in our country and betrays the faith response upon them by the electorates. Political Leaders for better pay, perks and prized posts often trick their party and switch to other parties. Even though the Anti-Defection Law has been enacted it does not yield results. This study endeavours to provide a comprehensive understanding of the multifaceted issue of defection in Indian politics. By critically reflecting on the Anti-defection Law's strengths and weaknesses, it aims to contribute to informed discourse and potential reforms in this critical area of India's democratic governance. This study seeks to critically reflect upon the dynamics of defection in India's political landscape and the efficacy of the Anti-defection Law.

Keywords: Defection; turn coats; political parties, money etc.

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I. INTRODUCTION

Defections are one of the banes of the Indian Political System and the players of this game have played a vital role in mutating and bringing down several governments from time to time. Globally, defection is referred to by different nomenclatures such as “floor crossing” in the United Kingdom, “carpet crossing” in Nigeria and also “horse trading” and defectors are called “fence-sitters” or “turncoats”. Defection in the Indian context can generally be addressed as ‘an elected representative joining another party for benefits without resigning from his/her present party. Inferentially, therefore, a defector is elected from one party and enjoys power in another party. No one can forget that history has witnessed that Winston Churchill was also accused of playing the game of defection first by embracing the Conservative Party and then moving to the Liberals and finally again to the Conservative Party in due course of time (between 1904 and 1924), critics acclaimed this party hoping for Churchill due to his ego and mongering after power, position and authority. Here there is no morality in the minds of defectors who always rush towards prized pasts. Their behaviour is similar to that of business executives or company salesmen who for better pay and perks, join other ones by drowning their conscience and commitment and accountability towards other companies or bourn any qualms in changing parties for ‘better prospects forgetting the pious purpose of becoming a voice for the voiceless.

II. INDIAN SCENARIO

When sixteen Indian states went to polls in 1967 according to verdicts the Congress party failed to bag a majority in more than half and was able to form government in the only state (Zoramthanga, 2016). This marks the beginning of the coalition era in India which in turn witnessed large-scale defections between the years 1967 and 1971, with many M.P.s and M.L.A.s migrating from their political parties and transferring allegiance to the other leading to collapse and/or creating political turmoil in the country. A legislator with the name Gaya Lal an independent Harayana M.L.A. of 1967 vintage, marked the beginning of the defecting which earned him the notaries infamous tag “Gaya Ram is now Aya Ram” because he deliberately hopped between National Congress to the erstwhile United Front in the fond hope that he will get plum pasts and can elevate himself by securing a ministerial berth.

To contain the evil machination of defection this tells upon the healthy democracy in India. Anti-defection Legislation was a dire necessity. Therefore to remedy this malady a committee sphere headed by Y.V. Chavan was constituted which anticipated that anti-defection legislation may be the solution to this complexity in 1976. And so, a bill was initiated but unfortunately, it did not see the light of the day initially as the Joint Select Committee (JSC) was unable to provide suitable recommendations during its tenure. After that India reeled down and suffered tremendously under this defection game in umpteen numbers of times. This trend has also gained momentum when small political parties in some states come into the limelight and start treading the same path by banking on the support of defectors. In some instances, partisan Governors have also encouraged defections as seen in State elections ignoring the recommendations of the Justice Sarkaria Commission which mandated that to sustain a democracy, at first the party be called first to form the Government, The BJP was called in to form the Government, which is managed through defections.

Since the memory of the public is short, they at the time of elections often choose them forgetting the fact that then defections switched to other political parties having different political ideologies or agendas. Of course, the other side of the coin is that the defectors complained that the top brass of the political party often gag their voice and they have no say and cannot exercise their free will and are thus compelled to submit to their dictates. Therefore they contend that they for the greater good hopped among parties. Many legislators for their vested interest in securing plum ministries often find fault and give the system a lead name and switch to other ones with no qualms at heart. There are plenty of instances where some legislators are virtually abducted by opposition to materialize their cherished dream which they nurtured.

It has also been alleged that fear of engaging enforcement agencies like the Enforcement Directorate to surface out evil deeds led some politicians to resort to defection. All these are a big blot on the constitutionally endorsed democracy of the nation. Thus other allegations that can be levelled for not containing defection excessive greed and avarice of the defections, partisan speakers in the assembly who are busy in keeping the petitions relating to disqualifications awaiting for a long time till the Court intervenes and sometimes the somnolent adjudicating authority do not accept such petitions till the completion of the tenure of the Assembly which ultimately in turn are dismissed as 'infructuous'.

III. ANTI DEFECTION LAW IN INDIA

Anti-defection law which remained unaddressed for a long time was such a kind of lying with the democracy that remained unaddressed for a long time until 1978. The Anti-Defection Law in India, officially known as the Tenth Schedule of the Indian Constitution, was introduced to address the growing issue of political defections that were destabilizing the Indian political landscape. However, keeping in mind the gravity of the situation a law was enacted at least to deter such activities when Rajiv Gandhi, the then Prime Minister of India, took the initiative of removing the evils of defection from the political scenario of the country by introducing the anti-defection bill in the parliament. Soon, after, the parliament passed this Bill and India got its Anti-Defection Act. By this Act, many Articles of the sacrosanct Constitution of India were duly amended to lay down the process to disqualify legislators on grounds of defection. According to this process, a legislator or a member of parliament may be disqualified on the following grounds:

- When a member of a political party voluntarily resigns from his/her party;
- Or disobeys directives of the party leadership on a vote.
- Or when she/he does not vote/ abstain from voting against the order of the party whip.

1. Independent Member: If a member is elected as an independent candidate and later joins a political party, she/he will be disqualified.

2. Nominated Members: Members can exercise their right to join any political party within 6 months provided that they do not possess membership in any party. After that period, they are to be treated either independently or as a party member, whatever is the case.

3. Exceptions: If an elected member of a Political Party has a minimum strength of one-third members as a speaker or chairman of the house, she/he can then resign from his/her

party and rejoin it after demitting that office. No disqualification will be attracted in this case. However, if the members of a Political Party have a minimum strength of at least one-third members can opt to merge with a new party. The provision disintegrated parties and therefore it was amended through the 91st Amendment Act of 2003 to require at least two third members to defect cohesively to be exempted from disqualification.

- 4. 91st Amendment Act, 2003:** Until this Amendment, the scenario was that a merger by one-third of elected members was considered to be defection into another party. This Amendment to the Constitution of 2003, changed this scenario entirely. Accordingly, now at least two-thirds of elected members of a party have to be in favour of a merger, for it to be considered as valid before the eyes of law. It also makes it mandatory for all those switching political sides whether individually or in groups to resign from their legislative membership. They now have to seek re-election if they defect.

The introduction to the Tenth Schedule of the Constitution reads: “The evil of political defections has been a matter of national concern. If it is not combated, it is likely to undermine the very foundations of our democracy and the principles which sustain it.” As soon as the anti-defection law saw the light of day, it was met with severe opposition to the logic that it impinged on the right to free speech and expression of legislators. A public interest litigation (PIL) was filed in the Supreme Court, titled “Kihoto Hollowhon v. Zachiiilo and Others” which challenged the constitutional validity of the 10th Schedule of the Constitution. The Supreme Court, deciding on the case held that this Act did not violate any right of free speech or basic structure of parliamentary democracy and made some observations on section 2(1)(b) of the tenth Schedule which reads that a member shall be disqualified if she/he votes or abstains from voting contrary to any direction issued by his/her political party. The judgment highlighted the need to limit disqualifications to votes crucial to the existence of the government and matters integral to the electoral programme of the party, to not unduly impinge on the freedom of speech of the members.

Before independence, political parties were not as prominent as they are today. Defections and floor-crossing were relatively rare. After gaining independence in 1947, India adopted a parliamentary democracy. The early years of the republic saw political stability, with the dominance of the Indian National Congress (INC). The first major defection in independent India occurred in the Kerala Legislative Assembly in 1967, when several members of the ruling party defected, leading to the fall of the government to address the increasing problem of defections; there was a growing consensus among political leaders that legal measures were needed. In 1985, the Rajiv Gandhi-led government introduced the Fifty-Second Amendment to the Indian Constitution, which contained provisions related to anti-defection.

IV. CONCLUSION

Anti-defection law, when enacted, aimed at decelerating political defect. However, due to the ever-increasing political dishonestly and corruption, this could never adequately evolve to serve the intended purpose thus leading to a persistent question on the rationality of the goals of this as law cannot be considered to be a panacea for defection as it centres around more upon political and moral issues. Effective implementation and adherence to the

provisions under this law continues to be a far-fetched dream given the gap in provisions which are abused and misused for personal beneficence by several politicians. It is time that a watchdog is provided to our parliamentary democracy. Even though election-related disputes are heard generally by the Election Commission of India and Courts, the law can have more piercing teeth through the Tribunal exclusively dedicated to trying and acting on petitions about disqualifications if they arise. However, defections can be at least contained if the legislators awake from their deep slumber and the units of democracy i.e., the voters can understand and realize its significance and opt accordingly. Also, there emerges a dire need to address the issue of combating corruption which has eroded the foundational values of democracy. The Anti-Defection Law in India was introduced to address the growing problem of political defections that were seen as undermining the democratic process and political stability. While it has brought some discipline to party politics, it has also faced criticism for certain ambiguities and challenges in its implementation. The law remains a crucial aspect of India's parliamentary democracy, shaping the behaviour of elected representatives and political parties.

PART 8

Futuristic Trends in Social Sciences

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FUTURISTIC TRENDS IN SOCIAL SCIENCE

Abstract

Social science, the study of human society and behavior, is undergoing significant transformations as we move into the future. Several key trends are shaping the field of social science, influencing research, policy, and our understanding of human interactions. These trends are driven by technological advancements, evolving societal needs, and a deeper understanding of pedagogy. By embracing these trends, educators can prepare students to address the complex societal challenges of tomorrow and become informed, responsible, and engaged citizens in an ever-evolving world.

Keywords: Social Science, Influencing research, Human interactions

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I. INTRODUCTION

Social science education plays a crucial role in shaping individuals' understanding of society, culture, and human behavior. As we move into the future, several exciting trends are poised to transform social science education. These trends are driven by technological advancements, evolving societal needs, and a deeper understanding of pedagogy.

- 1. Digital Sociology:** The digital age has fundamentally altered the way humans interact, communicate, and share information. Social scientists are increasingly focusing on digital sociology, studying online communities, social media dynamics, and the impact of technology on relationships and behavior. This trend explores how digital spaces shape our social world and identities.
- 2. Big Data and Social Analytics:** The proliferation of data has opened up new avenues for social scientists. Big data analytics and machine learning are being employed to analyze vast datasets, providing insights into human behavior, social trends, and complex societal issues. Researchers can now uncover patterns and correlations that were previously hidden.
- 3. Behavioral Economics:** Behavioral economics is gaining prominence in social science, blending insights from psychology and economics to better understand decision-making processes. This field explores how cognitive biases, emotions, and social factors influence economic choices, offering valuable insights for policymakers and businesses.
- 4. Globalization Studies:** As the world becomes increasingly interconnected, the study of globalization is becoming more critical. Social scientists are examining the effects of global economic, political, and cultural forces on societies, as well as addressing issues related to migration, multiculturalism, and global governance.
- 5. Environmental and Sustainability Studies:** Environmental and sustainability issues are taking center stage in social science research. Climate change, resource scarcity, and environmental justice are pressing concerns. Social scientists are studying the social dimensions of these challenges, including how societies can transition to more sustainable practices.
- 6. Neuroscience and Social Science:** Advances in neuroscience are shedding light on the biological underpinnings of human behavior and decision-making. Interdisciplinary research between neuroscience and social science is exploring how brain functions relate to social interactions, emotions, and even policy choices.
- 7. Intersectionality and Inclusivity:** Social science is increasingly recognizing the importance of intersectionality, which acknowledges that individuals have multiple social identities (e.g., race, gender, sexuality) that intersect and influence their experiences. This trend emphasizes the need for more inclusive and equitable research and policies.
- 8. Public Engagement and Policy Impact:** Social scientists are striving to have a more direct impact on policy and society. They are engaging with policymakers, advocating for evidence-based decision-making, and communicating research findings to the public to address pressing social issues effectively.

9. **Ethical Considerations:** Ethical considerations are becoming more prominent in social science research. Researchers are grappling with issues related to informed consent, data privacy, and the responsible use of emerging technologies in their studies.
10. **Interdisciplinary Collaboration:** Collaboration across disciplines is on the rise. Social scientists are working closely with experts from fields such as computer science, medicine, and engineering to tackle complex societal challenges that require multifaceted approaches.

II. SOME OF THE KEY FUTURISTIC TRENDS IN SOCIAL SCIENCE EDUCATION

1. **Technology Integration:** One of the most significant trends in social science education is the integration of technology. Virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) are being used to create immersive learning experiences. Students can explore historical events in VR, analyze social data with AI, and engage in simulated social experiments. These technologies make learning more interactive and engaging, allowing students to develop a deeper understanding of social concepts.
2. **Interdisciplinary Approach:** The future of social science education will see a greater emphasis on interdisciplinary learning. Social issues are complex and interconnected, and addressing them often requires insights from multiple disciplines. Educators are incorporating elements from psychology, economics, anthropology, and other fields into social science curricula. This approach encourages students to think critically and holistically about societal challenges.
3. **Data Literacy:** In an increasingly data-driven world, data literacy is becoming an essential skill for social scientists. Students are learning to collect, analyze, and interpret data to gain insights into social phenomena. Data visualization tools and statistical software are being integrated into social science courses, enabling students to explore real-world datasets and draw evidence-based conclusions.
4. **Global Perspectives:** Globalization has made the world more interconnected than ever before. Future social science education will focus on providing students with a global perspective. This includes studying international cultures, understanding global issues, and fostering cross-cultural communication skills. Virtual exchanges and international collaborations will become common in social science classrooms.
5. **Ethical Considerations:** As technology and data usage in social science education advance, ethical considerations become paramount. Educators are addressing issues related to data privacy, bias in algorithms, and the responsible use of technology. Ethical discussions are integrated into social science courses to help students navigate the ethical challenges they may encounter in their research and careers.
6. **Lifelong Learning:** The concept of lifelong learning is gaining prominence in social science education. In a rapidly changing world, students need to continuously update their knowledge and skills. Future social science curricula will emphasize self-directed

learning, critical thinking, and adaptability, preparing students for a lifetime of learning and problem- solving.

- 7. Active Learning:** Passive learning is giving way to active learning methodologies. Problem-based learning, group discussions, and collaborative projects are being used to foster critical thinking and teamwork skills. Students are encouraged to apply their knowledge to real- world scenarios, making their education more practical and relevant.

III. CONCLUSION

The future of social science education is exciting and dynamic. Technology, interdisciplinary approaches, data literacy, global perspectives, ethical considerations, lifelong learning, and active learning are shaping the landscape of social science education. By embracing these trends, educators can prepare students to address the complex societal challenges of tomorrow and become informed, responsible, and engaged citizens in an ever-evolving world.

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TO STUDY THE RELATIONSHIP BETWEEN SOCIAL FREEDOM AND OCCUPATIONAL ASPIRATION OF COLLEGE GIRLS

Abstract

India is a developing country & enjoys all the human rights provided by United Nation including the right to development. Can the overall development of a country is possible without the active participation of women. India is one of the country possessing maximum human resources but the resource is not utilized. Women lack behind in providing aid in economic growth of the country. Only few states are there like Kerala where women actively participate in development. Fault lies not among women but in thinking of people. The y still follow old orthodox believes, traditions, customs and are superstitious. In the present study that is like to make a point that if women are provided complete social freedom, their aspiration will increase & they could aid in economic development of country. Another point investigator want to make here is that in families where the aspiration of girl child is suppressed, it leads to psychological problem. There social, mental, physical, spiritual development not arises. It has been studied that those who have not suffered any bondage are freer to do work & their aspiration are very high. Keeping in view the above point, the investigator has tried to learn about the influence of social freedom on the growth & development of occupational aspiration as it promote the overall development of girl child.

Keywords: Human rights, United Nation, Development, Social freedom, Occupation, Tradition, Customs, Orthodox

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I. INTRODUCTION

In women nature's best qualities motherhood, compassion, humanity and love because they have been blessed with the capacity for giving and nurturing life women & also have the capacity for a deep commitment for preserving and nourishing not only their own offspring but of the entire planet as well. For century's women has been treated as weak, obedient, shy & timid partner of men & thereby have enjoyed an inferior status in society. However, in recent years desire for social freedom among women has manifested itself in protest & revolt against the traditional social norms & taboos which place them in inferior and make them sub service to men.

The sexual division of labour that allots the major responsibilities to women for family & childcare, irrespective of their work, roles results in a women between home and work & controlling her ambitions if she is a high flier. Educated working women have strong familial values because the family in India is the major social economic & moral base of one's identify. Further this feature of primary familial responsibility is taken advantage of by employers who consider women's secondary earners & only temporary in the job market studies of women executives have highlighted the overtones of the priority of the familial education is supposed to continue the modifying the role definition & development of alternative role models for husbands, wives, mother, father & children off course, it has not far made much headway.

In short, the relationships between education & social structure emphasize the significance of the influence of other sub system on the education process. Women's education is an activity which is being influenced by economic priorities political decisions, family socialization of societal values, studies undertaken in the context are likely to provide deeper insights into the problem of women's education.

It has been noticed that those girls who have a well-adjusted family setting don't suffer any problem. But when the values & practices of family are divergent, problem emerges. For instance, rural girls face more adjustment problems than the urban girls. Another study was conducted in the area of adjusted girls towards religion, concept of equality & family planning.

II. CONCEPT OF FREEDOM

The term 'social freedom' refers to women's desire to be free from social taboos, conventions, rituals & roles which provides them a lower status in society. In order to pinpoint the specific behaviour, roles & taboos of which the women want to get rid of, an open ended interview of 30 college girls (which contain a team of five members from different societies displaying leadership) was taken.

On the basis of content analysis & discussion on them with a team of five teachers of psychology, the following dimensions of women's social freedom were identified:-

1. Freedom from control of interference of parents & husband.
2. Freedom from social taboos, customs & rituals which impose conventional roles & restrictions on girls/women.

3. Freedom concerning sex & marriage.
4. Economic freedom & social equality.

III. OCCUPATIONAL ASPIRATION

“Occupation is a work activity as seen from the sociological or economic point of view. Occupation is a group of jobs found in several establishments & presented to the subjects in vocational preference inventory to study their level of occupation”.

Factors Affecting Occupational Aspiration of College Girls

1. **Family:** Family’s influence on occupational choice may be either positive or negative. Positive influence consists of giving advices about what occupation they will choose. Negative influence include avoiding any job by parents due to poor pay, low prestige, limitation to go ahead, narrow thinking of parents, orthodox believes affects occupational aspiration.
2. **Sex:** For an average girl, a job is merely a stop gap between college & marriage. Therefore she is unwilling to spend much time & effort preparing for a career. Now she is in a hurry to decide what she wants to do. She is under pressure to make a once & for all decision.
3. **College:** The influence of teachers in occupation selection is great among girls up to 19 years of age. Girls at all ages are influenced by teachers. The content of different subjects become important in determining occupation interests grades of academic success, extra-curricular activities also influences occupational aspiration by teachers.
4. **Degree of Realism:** Lack of realism is shown in both occupational choice & consideration of job opportunities. Many adolescent girls with limited ability become interested in occupations in which they cannot succeed while lack of realism is most often expressed by aspiring one’s capabilities.
5. **Occupational Information:** Too little occupational information limits girls & often forces them to select an occupation not well suited to their interest & abilities. Much information confuses & discourages them from selecting.
6. **Stereo Types:** Stereo types people in various occupation have profound influence on girls’s attitude towards these occupation. Such stereo types are myriad, crafty politician, professor, emotionally unstable artist & so on.
7. **Glamour & Prestige:** College girls understand the importance of prestige to social acceptance. Adolescent girls judge the prestige of jobs in terms of authority & anatomy of the workers, her salary & title.
8. **Personality:** If the adolescent chooses a vocation that fits her personal needs, she will be happy in her work & make good occupational adjustments. They prefer works which offer opportunities for solitary achievement & intellectual mastery.

IV. THE PROBLEM

The present study has been conceptualized around the social freedom of the college girls & its effect on their occupational aspiration with special reference to the Co-Ed & segregate colleges of Bhilai & Durg.

The problem can be pin pointedly stated as “To study the relationship between social freedom & occupational aspiration of college girls”.

V. PURPOSE OF STUDY

India is a developing country & enjoys all the human rights provided by United Nation including the right to development. Can the overall development of a country is possible without the active participation of women. India is one of the country possessing maximum human resources but the resource is not utilized. Women lack behind in providing aid in economic growth of the country. Only few states are there like Kerala where women actively participate in development. Fault lies not among women but in thinking of people. The y still follow old orthodox believes, traditions, customs and are superstitious. An example of this is Taliban, in the name of Islam they shackled women. When these people are going, they are facing back to the old centuries. With the enhancement of modernization, the economic freedom & legal rights which women enjoy today on the west coast where the matriarchal system prevails, they are not much better than their sister elsewhere as they are still victims of social prejudice & superstitions.

In the present study that is “**To study the effect of social freedom on occupational aspiration of college girls**” like to make a point that if women are provided complete social freedom, their aspiration will increase & they could aid in economic development of country. Not only this, at present time, when the cost of everything, from education to marriage is at its peak, it is in vain to think that a single person run an entire family. Women can aid & in same families they are aiding if they are getting social freedom. On them, there is a positive effect of social freedom on occupational aspiration. A current example is that after the falling of Taliban rule in Afghanistan, the suppressed aspiration of Muslim women came to fight. Now there is a provision for co-education schools & colleges and women are working in different field.

It is not necessary that freedom will have high aspiration for occupation. But in Bhilai & Durg area, females falling under this category are low.

Another point investigator want to make here is that in families where the aspiration of girl child is suppressed, it leads to psychological problem. There social, mental, physical, spiritual development not arises. It has been studied that those who have not suffered any bondage are freer to do work & their aspiration are very high. Keeping in view the above point, the investigator has tried to learn about the influence of social freedom on the growth & development of occupational aspiration as it promote the overall development of girl child. There are many factors which affect social freedom; it is assumed that religion is one of the reasons which directly affects occupational aspiration.

VI. OBJECTIVES

The main objectives of the present study could be more explicitly presented as under:

1. To study the relationship between social freedom & occupational aspiration of college girls.
2. To study the relationship between social freedom & occupational aspiration of college girls belonging to co-ed college.
3. To study the relationship between social freedom & occupational aspiration of college girls belonging to segregate college.

Hypothesis: Considering objectives mentioned above, following hypothesis have been formulated-

1. **Hypothesis 1(H1):** There is a positive correlation between social freedom & occupational aspiration of college girls.
2. **Hypothesis 2(H2):** There is a positive correlation between social freedom & occupational aspiration of girls belonging to co-ed colleges.
3. **Hypothesis 3(H3):** There is a positive correlation between social freedom & occupational aspiration of girls belonging to segregate college.

VII. DELIMITATION OF THE STUDY

Delimitation of the study means marking or prescribing the limits of the study. In the present study, the study was delimited in the sense that:-

1. It didn't investigate the influence of several other variables on the occupational aspirations. Other variables includes attitude, values, aptitudes, creativity etc.
2. It is not within the resource of an investigator to include a large sample for the study. Therefore, the sample includes one hundred four (104) subjects only for each variable.
3. Only two variables have been taken under investigation. Social freedom is the independent variable which affects the dependent variable, which is occupational aspiration, has been studied.
4. For the study, sample was taken from the limited area (BHilai-Durg) under which the field work has been done.
5. The study was limited to the undergraduate girls only.
6. The sample selected from the various colleges was made identical by taking subjects of similar qualification, age, sex & family income except IQ & religion.
7. Only two co-ed colleges & two segregate colleges were taken, as the head of other colleges were not interested in giving their consent.

The present study has been thus delimited by these contents, kinds of variables & samples.

VIII. OPERATIONAL DEFINITION

The operational definition of the concepts, social freedom, occupational aspiration, co-ed colleges & segregate colleges has been presented as under:-

1. To define social freedom is difficult as social field varies & the level of women's Freedom varies, in the present study, social freedom refers to women's desire to be free from social taboos, conventions, rituals & roles which provide them with lower status in society.
2. The operational definition for occupational aspiration can be given as the level of future performance in familiar task which an individual knowing his level of past performance in that task explicitly undertakes to reach.
3. Co-ed colleges means colleges in which both the sexes, male & female study together. Similarly, segregate colleges mean colleges which provide education either to male or female. In present study girls colleges & co-ed colleges are taken for investigation.

Research Design

Sr. No.	Type of Study	Descriptive Research
1	Overall Design	It is a rigid design (there is no provision for protection against bias & must maximize reliability)
2	Sampling Design	Probability sampling design or random design type – stratified design
3	Type of universe	Finite
4	Sampling unit	Social unit-girl students of co-ed & segregate colleges
		Number of selected students(104) in which co-ed colleges- 52, segregate colleges – 52
5	Observational design	There is well thought out instruments for collection of data.(Women's social freedom scale & occupational aspiration scale)
6	Variables	(i) Independent variable – Social freedom
		(ii) Dependent variable –Occupational aspiration

IX. INSTRUMENT

For the present study, that is “To study the relationship between social freedom & occupational aspiration of college girls” was done with the help of women's social freedom scale (WSF) prepared by Dr. L. I. Bhusan & occupational aspiration scale (OAS) prepared by Dr. J. S Grewal. Both the scale were standardized & has been prepared by experts & highly reliable & valid.

X. RESULTS, INTERPRETATION & THEIR DISCUSSION

1. **Hypothesis 1(H1):** “There is a positive correlation between social freedom & occupational aspiration of college girls”

With a view to verify the above hypothesis, the test was administered on 104 college girls of Bhilai & Durg. Correlation was computed between the two variables,

social freedom & occupational aspiration & the effect of independent variable on independent is analysed.

Statistical inference between social freedom & occupational aspiration of college girls

	Social Freedom	Occupational Aspiration	Correlation
Number of Students	104	104	
N mean	499.34	500.59	+0.3921
Standard Deviation	153.70	48.36	
df = 102 & p<0.05			

From this table, it can be interpreted that there is a positive correlation between social freedom & occupational aspiration that is, high social freedom results in occupational aspiration. Here, correlation value is +0.3921, df=102 & p<0.05 indicates that it is clinically significant at the level of 0.05 & the above hypothesis is retained.

2. Hypothesis 2(H2): “There is a positive correlation between social & occupational aspiration of co-ed college girls.

The data collected was analysed & the scores obtained from 52 undergraduate co-ed college girls were processed for the correlation.

Statistical inference between social freedom & occupational aspiration of co-ed college girls

	Social Freedom	Occupational Aspiration	Correlation
Number of Students	52	52	
N mean	496.90	496.61	+0.5011
Standard Deviation	54.95	55.99	
df = 50 & p<0.01			

From the above table, we can interpret that the relationship between social freedom & occupational aspiration of co-ed colleges girls have been found significant that is there Existing correlation between two variables. Parents of these girls are broad minded & their daughters are interested in doing occupation. Therefore, above hypothesis is accepted.

3. Hypothesis 3(H3): “There is a positive correlation between social freedom & occupational aspiration of segregate college girls”

With a view to verify the above hypothesis, data was collected from 52 undergraduate college girls & was processed for correlation.

	Social Freedom	Occupational Aspiration	Correlation
Number of Students	52	52	
N mean	504.05	503.42	+0.4993
Standard Deviation	39.27	41.11	
df = 50 & p<0.01			

From the above table, we can conclude that there exist correlation between social freedom & occupational aspiration of segregate college girls at $p < 0.01$, it is found to be significant at the level of 0.01. Therefore above hypothesis is accepted.

XI. GLOBAL INTERPRETATION & DISCUSSION

The following obtained from the statistical treatment of data reveals many facts regarding social freedom & occupational aspiration of the undergraduate girls of Bhilai & Durg (CG). Interpretation shows that girls belonging to Co-ed College enjoy social freedom & have high occupational aspiration.

Girls belonging to segregate college also have high social freedom & high occupational aspiration.

Hence it can be said that the home environment, parent's education, their outlook towards modernization, their thinking varies. We can interpret that parents of girls belonging to Co-ed College have broader outlook for every sphere of life & parents of girls belonging to segregate college are narrow minded.

XII. SUGGESTIONS

Under this section, we can suggest following suggestions for enhancing social freedom of girls which in turn will affect occupational aspiration of girls.

- 1. For Parents:** Parents should understand the importance of social freedom of girls in the present situation. They should possess a broader outlook, with the advancement of industrialization, many fields have been opened & offering bright future for the girls, parents should gain knowledge regarding new technologies & modernization. Parents should be aware of the importance of social freedom of girls & its effect on occupational aspiration.
- 2. For Teachers:** Teachers are the role models for the students. Teachers should aware of the changes taking place in the society & about the new technologies, so that they can give proper guidance to the girl students. Teacher should present such examples to the students which motivate them to opt for various occupation parents – teacher meeting should be organized frequently, so that new ways can be paved for them

For more social freedom which will affect their occupational aspiration. The above suggestions are not exhaustive. It is left to the educationists, psychologists, teacher's educators, guidance counsellors & educational administrators to device further ways & means for enhancing occupational aspiration.

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A FUTURISTIC USE OF ICT IN SOCIALSCIENCE

Abstract

This study delves into the evolving landscape of social science, envisioning a futuristic approach through the seamless integration of Information and Communication Technology (ICT). Focused on harnessing the potential of ICT tools, the research examines their impact on societal structures, communication patterns, and behavioral dynamics. By exploring innovative applications such as augmented reality, artificial intelligence, and decentralized technologies, this study aims to unravel the transformative possibilities for social science in the future. The findings anticipate a paradigm shift, where ICT not only facilitates enhanced data collection and analysis but also reshapes the very fabric of human interaction, fostering a more interconnected and adaptive social ecosystem.

Keywords: ICT, Social researchers, human interaction

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I. INTRODUCTION

One of the major arguments in education today concerns how to prepare students for a society that is increasingly computerized the ability to recognize problems for which the computer may be a useful part of the result. We frequently fail to recognize the revolutionary impact that computers have had on society since they are such an integral part of our daily lives. Data-related opportunities in scientific and social science research have been made possible by ICT.

In order to utilize the power of the new technology every social teacher needs the skills, understanding and attitudes to:

- Evaluate the appropriateness of specific applications of computers.
- Select and use computer programs as needed.
- Find and read technical information in order to make wise consumer decisions for home or workplace.
- Evaluate the validity of computer-produced output.
- Communicate with computer programmers and other computer specialists as needed.
- Be aware of the long-term social consequences of the computer for individuals and societies.

Each of these requirements can be translated into specific learning objectives and used as guidelines for learning activities and programs.

The Classification of Computer Applications in the Social Science is Summarized as below

- 1. Internet:** Prior to exploring, it's common to want to rapidly read up on potential subjects or areas of study by looking through the information sources that are readily available. Online versions of almost all academic publications are accessible, with many of them arranged into databases. You can use economic or demographic data from government agencies that is frequently available online to further your research.
- 2. Information Storage:** Computers have large data storage capacities. Organizing and searching details is quick and easy, which facilitates recovery more easily than paper storage. Your raw data can be saved in a variety of formats. Some explorers carry out their research online, frequently using surveys.
- 3. Simulating, Modeling and Planning:** Models, simulations, and projections are primarily used to extend theory. They do so through refinement of the theory itself, by applying it to empirical data or by illustrating elements of the theory for instructional purposes. During the past two decades, Computer simulation models were developed in such diverse areas as cognitive psychology, Economics, Political behaviors. Over the past few years, much of the work in computer simulation for the social sciences has shifted from theory development to either policy analysis or instructional methods. Projection methodology, especially in demography and population analysis, depends heavily upon computer programs. The wide availability of spreadsheet oriented software and graphics has made projection techniques more widely available to social researchers. Because computer simulation models

generally have numerous constraints as well as strengths, social researchers must exercise considerable caution and restraint in their applications.

4. **Managing Data:** Social science data can be found in government records, ethnographic notes, audio and video recordings, surveys, transcripts of interviews, social and mass media, and economic indicators. They could be digital or physical, large or little, consistent or diverse.
5. **Analyzing Quantitative Data:** Quantitative approaches place a strong emphasis on obtaining objective measurements and conducting statistical, mathematical, or numerical examinations of data. This data is typically acquired through polls, surveys, questionnaires, or by employing computational methods on existing statistical datasets. Various inferential techniques are commonly employed in the analysis of quantitative data, such as regression analysis, the use of frequency tables, analysis of variance (ANOVA), cross-tabulation, and correlation studies. Leveraging a data analysis tool can significantly streamline the entire quantitative data analysis process while also automating any manual tasks involved.
6. **Writing and Rewriting:** To record data in memory (RAM) or on a storage medium, like a hard drive, SSD, or flash drive, is to write it. The process of writing is synonymous with recording. In computing, every write operation entails a copy operation. For instance, when writing a file to storage, the data is first read from memory, effectively creating a copy of the data.

Rewriting involves the procedure of revising a rough draft to address elements that may not align with your preferences. This can encompass adjustments as minor as altering a single word within a sentence or the removal of entire sections that may appear redundant or unnecessary.

II. TECHNOLOGY THROUGHOUT A SOCIAL SCIENCE CAREER

Social researchers employ technology in all aspect of their work, beginning with their schooling and extending all the way through job searches and beyond. Here are a few more particular instances of the usage of technology by social researchers:

1. **Earning an Education:** Accredited postsecondary educational institutions provide graduate and undergraduate social work programs online. The bachelor of social science online program at Our Lady of the Lake University can be finished in less than two years. In roughly three years, students who are new to social science can finish their degree. It is a fantastic choice for people who lead hectic lives due to their jobs and families.
2. **Finding Employment:** In the modern job hunt, the procedure frequently begins online and, if you're planning to relocate, may involve video chat interviews. Sites consist of NASW's JobBuilder, Indeed, Monster, Simply Hired, JobLink, and Social Worker Careers Magazine are popular job search engines.
3. **Taking and Storing Client Note:** Social researchers efficiently track and retain data using electronic tools, as opposed to keeping a collection of handwritten notes. Simple

spreadsheets and sophisticated project management platforms are examples of tools. A social researcher may utilize the following sorts of software application platforms:

- Electronic health records (HER), electronic medical records (EMR), and electronic data management (EDM) services, which are components of enormous digital information warehouses used to manage patient/client care
 - Apps for taking notes, including Color Note
 - Google Sheets and Docs, web-based tools that facilitate document collaboration.
- 4. Conducting Counseling Sessions:** Because social researchers must travel less, meeting with customers is made easier and more productive by internet technologies and live chat platforms like Facetime and Skype.
 - 5. Broadly Disseminating Information:** Information sharing between caregivers and social service providers is now simpler than ever thanks to innovative communication platforms. Google Sheets and Docs provide information sharing, document access, and commenting from an infinite number of users from any place. Additionally, useful tools like Basecamp, Trello, Slack, and other websites of a similar nature aid in the organization of social researchers and have the added advantage of promoting communication across groups of people who share resources but not necessarily places.
 - 6. Researching Resources:** Social workers can follow blogs, social media accounts, and newsletters from social work organizations like NASW and ASWB to stay current on peer-reviewed research, social issues, and the activities of other social workers.
 - 7. Business Operations and Management:** With the aid of technology, social work managers may keep an eye on staff, develop programs, manage organizational finances and budgets, and interact with stakeholders, government agencies, other professional groups, and workers.

III. CONCLUSION

The field of Social Science encompasses a broad spectrum, delving into the intricacies of societal issues. It is a discipline that examines human behavior within the context of the overall social, economic, political, and psychological realms. Its objective is to identify, investigate, and provide solutions to various challenges confronting society. Social Science fosters competition across different sectors of society and may evoke concerns in individuals. These aspects collectively influence the structure of human life. Today, it is imperative to impart this knowledge to students grappling with real-life challenges. The application of ICT (Information and Communication Technology) is indispensable and should be effectively taught by educators and absorbed by learners.

The social sciences encompass a range of academic disciplines dedicated to examining the social interactions of human communities, animals, and individuals. These fields include anthropology, archaeology, communication studies, cultural studies, demography, economics, human geography, history, linguistics, media studies, political science, psychology, social work, sociology, as well as emerging areas like Data Science,

Business Analytics, Artificial Intelligence, and Machine Learning, which candidates might not have encountered during their degree studies. Staying updated empowers these working professionals to enhance their skills, compete effectively in an ever-evolving landscape, and safeguard their positions in this dynamic industry, which can sometimes be unforgiving to those who fall behind. Without upskilling, there's a substantial pool of highly skilled professionals ready to step into the workforce. Change is an inescapable reality, and embracing it rather than resisting it is crucial for sustaining a successful career in the technology field.

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FORMATIVE ASSESSMENT: DEVELOPING 21ST CENTURY SKILLS IN CONTEMPORARY EDUCATION SYSTEM

Abstract

The skills people need to succeed in the modern world, marked by quick technological breakthroughs and dynamic global terrain, have undergone a paradigm shift in the 21st century and its skills which include critical thinking, communication, cooperation, creativity, digital literacy, and more, is explored in the present study along with their importance in preparing global students for success in both academic endeavours and real-world issues. One of the efforts in building competence related to the desired 21st century skills is the use of formative assessment in learning. Formative assessment as a pedagogical approach fosters personalized education, ongoing development, and pupil-centered instruction and it acts as a bridge that cultivates 21st century abilities in students, enabling them to adapt, innovate, and succeed in a constantly changing world by promoting ongoing feedback, self-evaluation, and goal planning. The transformative potential of the formative assessment fosters critical 21st century skills that ultimately empower learners to become adaptable, proactive, and socially responsible individuals in contemporary society. In contemporary educational system, the present study examines the crucial function of formative assessment in developing and improving essential 21st century abilities.

Keywords: 21st Century Skills, Formative Assessment, Students, Teacher Role

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I. INTRODUCTION

The world is undergoing significant changes because of technical breakthroughs, globalization, and the shifting nature of labour and society in the quickly changing 21st century. The abilities necessary for success have migrated beyond traditional academic knowledge as the demands of the modern world continue to change. Critical thinking, creativity, communication, cooperation, digital literacy, problem-solving, and other talents fall under the category of 21st century skills. These abilities are necessary not only for achieving academic success but also for overcoming obstacles in the real world and making a positive contribution to society. As a result, educational systems are rethinking how they approach instruction and evaluation to provide students with the skills they need to succeed in the twenty-first century. An effective teaching method is known as the formative assessment has grown in prominence in recent years and it places more emphasis on continual self-evaluation, focused changes, and constant feedback than standard summative assessment, which primarily evaluates a student's performance at the end of a learning session. It equips teachers to tailor lessons, modify teaching methods, and develop student skills by giving them immediate insights into students' strengths and areas for improvement. Incorporating formative evaluation with all skills towards academic performance while also supporting students' overall growth. It gives students regular feedback on their critical thinking, problem-solving, and communication skills, which gives them a sense of ownership and agency over their learning. These are important qualities that are highly desired in the workforce of the twenty-first century and are fostered by this student-centered approach. NCREL identifies 21st century skills as the skills of high productivity and effective communication additionally, it can use technology to develop interactive and interesting learning experiences. Digital tools let teachers gather and analyse data efficiently, enabling the creation of personalized learning pathways that consider students' specific strengths and areas for growth and it provides a natural platform to improve students' proficiency in navigating and exploiting technology for learning and self-improvement.

II. ASSESSMENT

Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met. Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met and it affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyse, and to make inferences. Changes in the skills base and knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed. In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. It is the process of systematically gathering information as

part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning. Formative assessment and the effective integration of 21st century skills are not without difficulties, though. Teachers must balance developing students' creativity, critical thinking, and collaborative skills while simultaneously preparing them for standardized tests. Additionally, a supportive institutional culture, ongoing professional development for teachers, and a dedication to data-driven decisionmaking are necessary for the implementation of formative assessment. The importance of these skills in education rests in their ability to provide students with the knowledge and abilities necessary to meet the complex and changing problems of the contemporary world. These abilities, which span adaptability, critical thinking, teamwork, digital literacy, creativity, and more, give students the tools they need to flourish in a connected and digitally savvy society while traditional learning approaches change. Education may now develop independent thinkers capable of navigating an information-rich environment, confronting challenges with creative solutions, and participating in the meaningful global conversation by nurturing abilities that go beyond rote memorization. Additionally, these abilities foster a passion for lifelong learning and enable students to develop into responsible adults who can collaborate, communicate, and contribute ethically to a varied and changing society. Therefore, incorporating all these skills into education not only meets the needs of the present era but also equips people to influence its course via innovation and purpose and the term 21st century skills refer to a broad set of knowledge, skills, work habits, and character traits that one believed- by educators, school reformers, college professors, employers, and others- to be critically important to success in today's world (Glossary of Education, 2022). Traditional educational paradigms that emphasize rote memorization and subjectspecific information are no longer sufficient to equip people for success in this dynamic and complicated environment. Instead, the focus is now on developing a broad range of "21st century skills" that enable people to succeed in the contemporary world. The research done by McLachlan, and Kurt related to 21st century skills conclude in terms of curriculum, assessment, professional development, leadership, and culture, this case study is consistent with recent research on these skills. According to the research looked at, a global curriculum, alternative assessments, intense intervention, frequent and meaningful use of data, professional development, shared leadership, and community and student involvement are all essential elements of modern school. Beyond academic knowledge, global talents cover a broad spectrum of aptitudes that give people the tools they need to deal with the opportunities and problems of the modern day. These abilities include flexibility, social and emotional intelligence, creativity, communication, teamwork, problem-solving, critical thinking, and cultural awareness towards dedication to lifelong learning. Schools may easily include 21st century skills in the context of formative assessment by reinventing evaluation approaches beyond conventional testing. Students are encouraged to apply critical thinking, creativity, cooperation, and problem-solving abilities to realistic circumstances by creating project-based examinations that reflect real-world difficulties. While collaborative assessments encourage collaboration and good communication, performance activities give students the chance to apply their learning in real-world settings. Digital portfolios give students the chance to collect proof of their skill development over time, encouraging self-awareness and metacognition. The use of simulations or role-playing exercises models decision making and flexibility in the actual world. Innovative questioning strategies foster the capacity for complicated topic analysis and higher-order thinking. Diverse viewpoints and the opportunity to tackle real problems are provided by peer

evaluation and true problem-solving possibilities. In 2019, a study was done on the students to see the importance of lesson study on 21st century skills. (Rosdiana et al., 2020). The results were in the continuous improvement of 21st century skills, 21st century skills including creativity and innovation, critical thinking and problem-solving, communication and collaboration information, and media and technology skills that can be introduced through lesson study. There are many difficulties in integrating and developing 21st century abilities in both the classroom and the business. It can be challenging to modify traditional educational institutions to effectively foster abilities like teamwork, creativity, and adaptability. Standardized assessments frequently fall short of capturing these abilities' nuanced development; therefore, one problem is matching curriculum and evaluation methods with them. Progress can also be hampered by stakeholders' reluctance to change, including teachers, parents, and administrators. Implementing skill-focused techniques can be difficult due to time and technological resource limitations. A challenge is ensuring that all students have equal access to technology and educational opportunities, which raises questions regarding possible inequalities among pupils. It can be difficult to promote integration due to societal and parental expectations that are based on conventional educational paradigms.

III. OBJECTIVES OF THE STUDY

- To study the concept of assessment and formative assessment
- To know the key components of 21st century skills
- To analyse formative assessment towards a bridge to skill development
- To discuss integration of technology in formative assessment

IV. METHODOLOGY

The present study is mainly established on secondary data which are gathered from renowned research articles, journals, position papers, etc. and are all related to “Formative Assessment: Developing 21st Century Skills in Contemporary Education System.”

V. FORMATIVE ASSESSMENTS

Are almost never "graded". Assessments are almost always anonymous in the classroom and often anonymous online. Assessments do not provide evidence for evaluating or grading students.

1. Characteristics/Features of Formative Assessment

- It builds on the prior knowledge, and experiences of the learners, and ensures learner friendly assessment.
- It helps in enhancing the learning abilities of the learner.
- It provides scope for the use of variety of activities, and various tools and techniques for promoting holistic development of the learners.
- It ensures learning in a non-threatening and supportive environment.
- It provides descriptive feedback to children for realising their strengths and weaknesses.

- It provides a chance to the learners to reflect on their performance, as it realises the role of motivation and self-esteem of students learning.
- It encourages learners to understand the criteria/parameters that have been used to judge their performance.
- It helps learners to actively and continuously engage in learning.
- It provides feedback to the teachers to use teaching strategies according to the needs of the learners.
- It is diagnostic and remedial, formal and informal approach of assessment.

2. Types of Formative Assessment

- Observations during in-class activities
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal, planned and informal, spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically

Tools	Techniques
Questionnaire	Examination
Observation schedule	Assignments
Interview schedule	Quizzes and competitions
Checklist	Projects
Rating scal	Debates
Anecdotal records	Elocution
Document analysis	Group discussions
Tests and inventories	Action plan
Portfolio analysis	Experiments Worksheet Seminar Symposium Survey

(Source: CBSE, 2010, p.29 and KV-ZIET, 2012)

VI. THE KEY COMPONENTS OF 21ST CENTURY SKILLS

1. **Critical Thinking:** The capacity to reason logically, examine the evidence, and analyse information to solve complex issues.
2. **Life-long Learning:** Developing a mindset of progress and a readiness to learn new things and adjust to new situations as they arise.
3. **Social and Emotional Intelligence:** Developing self-awareness, empathy, and emotional control to create effective interpersonal connections.
4. **Flexibility and Adaptability:** Accepting change, being receptive to new ideas, and being adaptable under changing conditions while maintaining an optimistic attitude.

5. **Creativity:** Encouraging creativity, imagination, and the ability to come up with creative ideas and solutions to solve problems and take advantage of possibilities.
6. **Digital Literacy:** The ability to use digital tools, information, and technologies effectively for communication, research, and problem-solving.
7. **Communication:** Communicating clearly and succinctly using a variety of channels, including written, oral, and digital communication, and being open to criticism.
8. **Media Literacy:** Understanding and evaluating media messages critically to spot bias, false information, and the impact of the media on society.
9. **Global and Cultural Awareness:** Valuing and respecting all cultures, viewpoints, and the interconnectivity of the world.
10. **Collaboration:** Working cooperatively in different teams, respecting others' viewpoints, and utilizing the group's resources to achieve shared objectives.
11. **Information Literacy:** The capacity to get, assess, and ethically use knowledge from a variety of sources.
12. **Initiative and Entrepreneurship:** Displaying proactivity, initiative, and resourcefulness to seize chances and find novel solutions.

VII. FORMATIVE ASSESSMENT TOWARDS A BRIDGE TO SKILL DEVELOPMENT

When data from assessments are used to identify learning needs, modify instruction as necessary, and create teaching and learning activities that will help learners achieve their objectives. Diagnostic testing falls under the category of assessment for learning and is often carried out at the start of a new unit, academic year, or academic cycle and offers details on what pupils learned and did not understand in earlier classes or terms. Each teacher must decide how to modify the principles presented above for use in their practice because various instructors will find different components of classroom formative assessment more beneficial for their styles, their students, and the situations in which they work. Of course, as always, "more research is needed," but the breadth of the research indicates that, if teachers develop their practice centred on the principles, they are unlikely to fail because of failing to consider nuanced or delicate qualities. Although there will never be a perfect model, positive outcomes are possible as long as educators keep researching the incredibly complicated connection between "What did I do as a teacher?" and "What did my students learn?" and a crucial opening stage in the continuous formative assessment process is diagnostic evaluation. Instead of only being used before or after a session, unit, or cycle, formative assessment is applied as a continuous process throughout teaching and learning. By establishing a dynamic and learner-centered approach that enables people to acquire, refine, and apply critical competencies, formative assessment serves as a bridge to skill development and it takes place during the learning process as opposed to traditional summative assessment, which offers a snapshot of students' performance at the end of a learning period. It provides immediate feedback, direction, and opportunities for development towards real-time observation and evaluation, personalization, attitude to growth cultivation, tailored assistance, active participation, etc.

Table 1: Skills and Interdependent Skills

Skill	Interdependent Skills
Critical Thinking	Creativity, Resilience, Problem-solving, Open Mindedness, etc.
Creativity	Curiosity, Empathy, Critical Thinking, Communication, Innovation, etc.
Leadership and Responsibility	Curiosity, Empathy, Critical Thinking, Communication, Innovation, etc.
Problem-Solving	Seeing Problems as Problems, Teamwork, Decision Making, etc.

VIII. INTEGRATING TECHNOLOGY IN FORMATIVE ASSESSMENT

The use of technology in the classroom is becoming essential for effective instruction that enhances learning, particularly in the twenty-first century, when students' passion for technology and digital tools pave the way to inspiring and motivating them to learn. A large body of study has grown in the investigation of the function of technological instructions in the educational process and their impact on enhancing the interactive learning environment because of the development of integration of skills across subjects, encouragement of creative thinking and innovation, promoting interaction and cooperation, focus on lifelong learning technology and its role in education, etc. Students receive detailed, non-evaluative input during formative testing that helps them perform better and effective teachers strive to involve their students in formative assessment activities to determine to understand and address misconceptions. They do this by using a variety of techniques, including diagnostic tests, startup activities, exit cards, pop quizzes, group discussions, think-pair-share exercises, etc. As they give them the chance to evaluate their efficacy as teachers and, therefore, alter and modify their teaching activities, teachers also profit from the use of formative evaluation approaches. In other words, instruction is informed by formative assessment. In modern educational environments, integrating technology in formative assessment has emerged as a game-changing strategy and it offers strong tools and platforms that improve formative assessment practices' speed, efficacy, and personalization while giving teachers and students insightful information about learning and skill development. Using digital tools, teachers can design dynamic, interactive assessment activities that include students, improve important competencies, and foster deeper knowledge. The ability to gather and analyse real-time data is one of the main benefits of technology in formative assessment. With the help of digital assessment technologies, teachers may get quick feedback on students' performance, allowing for prompt intervention and focused support. By focusing on each student's unique strengths and areas for development, this data-driven approach enables personalized learning pathways and guarantees that students get the help they need to succeed. Educators' evaluation procedures are streamlined using technology, freeing up time for more individualized instruction and meaningful interactions with pupils. The administrative burden is reduced through automated grading and data analysis, which frees teachers to concentrate on modifying their lessons to match the requirements of students.

IX. FORMATIVE ASSESSMENT AND 21ST CENTURY SKILLS

To handle the shifting demands of the modern world, particularly in the context of rapid technological breakthroughs and globalization, the term 21st century skills as a specific idea and framework was coined. Many of the abilities and skills that are today seen as 21st century capabilities, however, have always been crucial for human achievement and development, even in earlier periods. For instance, the ability to think critically, solve problems creatively, communicate effectively, and work collaboratively have always been crucial traits that people have required to succeed and adapt in both their personal and professional lives. These abilities have been used by people throughout history to overcome obstacles, invent, and communicate successfully with others. The current situation differs in that technical improvements, greater connectedness, and globalization have accelerated change's pace and changed the nature of difficulties. Thus, the idea of 21st century skills was developed to emphasize the necessity and significance of systematizing the development of these abilities in educational contexts to equip people with the skills they need to succeed in a world that is changing quickly. In the past, memory and topic knowledge may have been prioritized in education as the main objectives and to succeed and adapt in other spheres of life, people needed to have a broader set of abilities than just subject-specific knowledge, and this realization grew as the world changed. The skills highlight the unique importance and necessity of certain competencies in the modern era. Focusing on incorporating these skills into curricula and instructional strategies will help all educators and policymakers prepare students for the opportunities and challenges of the twenty-first century.

Teacher Role

- Observation during classroom activities
- Non-verbal facial expressions of children
- Classroom discussion and homework review
- Informal question like answer sessions
- Classroom activities where children make presentations, such as, presentation of project reports, etc.
- Student feedback periodically collected by the teacher on teaching-learning process and self –evaluation of children on different activities
- Maintenance of reflective journals by teachers which are reviewed by them periodically

X. CONCLUSION, DISCUSSION AND SUMMARY

Formative assessment integration is a revolutionary strategy that enables students to build and improve essential 21st century abilities in modern educational settings and it acts as a link to skill development by fostering abilities like critical thinking, communication, teamwork, digital literacy, and adaptability through constant feedback, personalization, and a growth-oriented mindset. A culture of active participation, creativity, and problem-solving is fostered by educators who design learner-centered experiences, enabling students to succeed in the complex and rapidly changing the 21st century. Formative assessment and 21st century skills work together to create a dynamic educational environment where students can become self-directed learners who take responsibility for their learning and challenge themselves with

confidence. Technology is essential to this process because it allows teachers to use interactive tools and real-time data to create immersive learning experiences that appeal to contemporary students. Formative assessment is a potent tool for ensuring that students are equipped with the adaptability, resilience, and crucial competencies necessary for success in a variety of spheres of life as educational systems change to meet the demands of a fast-expanding world. It provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. It measures student progress but it can also assess your own progress as an instructor. A primary focus of it is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students learning progress and to determine teaching effectiveness by implementing appropriate methods and activities. The present study highlights the significant effects of this pedagogical technique and emphasizes the value of continued professional development and a welcoming institutional culture and modern educational environments may create the groundwork for a generation of creative, compassionate, and socially responsible people by committing to continual improvement and creating lifelong learners. In constructing a future where learners are prepared to positively contribute to the constantly changing environment of the 21st century and beyond, educators and policymakers play a crucial role.

XI. RECOMMENDATIONS AND FUTURE DIRECTIONS

- Educators must place a high value on a comprehensive curriculum that incorporates 21st century skills into all disciplines and grade levels.
- Multidisciplinary assignments motivate students to use a variety of abilities in practical settings.
- Support educators through teacher training and continuous professional development to make sure they are skilled at using formative assessment strategies that are suited to certain competencies.
- Multimedia projects, and personalized learning routes into assessment procedures can accommodate a variety of learning styles and aptitudes.
- Enhancing self-evaluation and reflection is made possible by encouraging students to build digital portfolios that demonstrate their skill development progress.
- Utilizing technology to facilitate cross-cultural communication and teamwork among students from various backgrounds.
- Useful feedback improves the development of skills.
- Students who have improved their assessment literacy are better able to evaluate comments and direct the development of their skills.
- Collaborative learning environments are promoted by educating parents and communities about the importance of 21st century skills and formative evaluation.
- Investigating applications of artificial intelligence for real-time feedback, individualized skill development, and adaptive assessments may revolutionize the procedure.
- The integration of these suggestions can be accelerated by supporting legislative modifications and encouraging collaborative research networks.
- Enabling students to deal with the challenges of the twenty-first century successfully and competently.

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PART 9

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AGE IS JUST A NUMBER IN THE INDIAN POLITICS: A REVIEW WITH SPECIAL REFERENCE TO THE PRIME MINISTERS AND THE CHIEF MINISTERS OF THE STATE ASSEMBLIES

Abstract

Since from the country's independence till date, ages of the Prime Ministers of India at the time of holding charges of the office ranged from minimum of 40 years to maximum of 81 years thereby making an average of 65 years. While ages of the Chief Ministers of the current State Assemblies ranges between 44 to 79 years thereby making an average of 62 years. As against retirement age fixed between 60 to 65 years for the government servant, the ages of majority of the Prime Ministers of India and the current Chief Ministers of the State Assemblies during the period of term at the office were/are found on the higher sides. This scenario transpires that maximum age limit does not stand as a barrier for the political career in India. Alternatively, age becomes just a number for the people's representatives of India for the prime executive positions in running the governments.

Keywords: Age, Chief Ministers, Constitution of India, Lok Sabha, MLA, MP, Parliament of India, politics, Prime Minister, Rajya Sabha, States, State Assemblies, the Representation of the People Act-1951, Union Territories, Vidhan Sabha.

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I. INTRODUCTION

India being a sovereign, socialist, secular and democratic republic, the Constitution of India provides for a Parliamentary form of federal government. Under such system in place, the process of election enables representation of the people in the Parliament and State Legislatures. The Constitution of India stipulates requirement of minimum age for casting vote and contesting election. However, there is neither any maximum age for entry nor any age fixed for retirement from the political carrier in India.

II. OBJECTIVES OF THE STUDY

This Study is an attempt to review the ages of the Prime Ministers of India who held the office since from country's independence to the period till date and also those of currently serving Chief Ministers of the State Assemblies thereby requiring formulation of main objectives as listed here-below:

- To find out and review the ages of the Prime Ministers of India who held office from 1947 to 2023.
- To find out and review the ages of the currently serving Chief Ministers of the State Assemblies.
- To summarize the findings related to the ages of the Prime Ministers of India and currently serving Chief Ministers of the State Assemblies.

III. METHODOLOGY

For an exploratory study conducted from the secondary sources of data, the collection of information comprises of Acts, policy documents and reports etc. published or/and uploaded in their websites by the respective State Governments and Union Territories, Government of India or/and their agencies, online newspaper, journals, online encyclopedia, etc. The findings and discussions on the topic are categorized as per the objectives presented under different heading in the paragraphs that follows here-below.

IV. COMPOSITION OF THE PARLIAMENT OF INDIA AND STATE ASSEMBLIES

According to the Article 79 of the Constitution of India, the Parliament consists of the President and the two Houses with composition as detailed in the Table-1 here-below: -

Table 1: Composition of the Houses of the Parliament of India

Sr	Name of the Houses of the Parliament of India	Provision for the maximum number of the members to the Houses of the Parliament	Present strength
1	Lower house of the Parliament / The House of the People (The Lok Sabha)	550 members including 2 members nominated from the Anglo-Indian community.	545 MPs

2	Upper house of the Parliament / The Council of States (The Rajya Sabha)	250 members inclusive of 12 eminent personalities nominated from the field of literature, science, art and social services.	245 MPs
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The maximum number of elected Member of Parliament (MP) to the Lok Sabha is 550 comprising not more than 530 members from States and 20 members from Union Territories as provided under Article 81 of the Constitution of India. Besides, not more than 2 members from the Anglo-Indian Community are nominated by the President of India under provision of the Article 331 of the Constitution of India, if in his/her opinion that the community is not adequately represented in the Lok Sabha. Whereas, Article 83(2) of the Constitution of India stipulates that the Lok Sabha shall have a normal term of 5 years from the date appointed for its first meeting. Presently, the country is divided into 543 Parliamentary Constituencies, the process of election enables representation of one each member from these constituencies. Accordingly, the Lok Sabha has 545 members comprising 543 directly elected members and two members nominated from Anglo Indian Community by the President of India. However, according to the political composition of the Lok Sabha, the government at the centre is formed headed by the Prime Minister (PM) and the Council of Ministers forming the Cabinet as a central decision-making body of the government, along with the members of the Rajya Sabha.

The State Legislative Assemblies and the President of India nominates the MPs to the Rajya Sabha. As per the Article 80 of the Constitution of India, the maximum number of members of the Rajya Sabha is 250 comprising not more than 12 members nominated by the President of India and 238 representatives from the States elected by members of the State Legislative Assemblies by means of the single transferable vote thereby making proportional representation. The Article 80(3) of the Constitution of India empowers the President of India to nominate not more than 12 members having special knowledge or practical experience in field of literature, science, art and social service as member to the Rajya Sabha. Presently, 233 members of the Rajya Sabha are elected by the State Legislative Assemblies and twelve members nominated by the President of India. As per the Article 83(1) of the Constitution of India, the Rajya Sabha is not subject to dissolution thereby making it a Permanent House. It is due to the fact that as nearly as one third of its members retires every second year and an equal number of members are chosen to replace them simultaneously.

Table 2: Seat allotted in the Houses of the Parliament of India and Vidhan Sabhas

Sr.	State and Union Territories of India	Seat allotted in the Houses of the			
		Vidhan Sabhas	Lok Sabha	Rajya Sabha	Total
A	States				
1	Andhra Pradesh (#)	175	25	11	211
2	Arunachal Pradesh	60	2	1	63
3	Assam	126	14	7	147
4	Bihar (#)	243	40	16	299
5	Chhattisgarh	90	11	5	106

6	Goa	40	2	1	43
7	Gujarat	182	26	11	219
8	Haryana	90	10	5	105
9	Himachal Pradesh	68	4	3	75
10	Jharkhand	81	14	6	101
11	Karnataka (#)	224	28	12	264
12	Kerala	140	20	9	169
13	Madhya Pradesh	230	29	11	270
14	Maharashtra (#)	288	48	19	355
15	Manipur	60	2	1	63
16	Meghalaya	60	2	1	63
17	Mizoram	40	1	1	42
18	Nagaland	60	1	1	62
19	Odisha	147	21	10	178
20	Punjab	117	13	7	137
21	Rajasthan	200	25	10	235
22	Sikkim (^)	32	1	1	34
23	Tamil Nadu	234	39	18	291
24	Telangana (#)	119	17	7	143
25	Tripura	60	2	1	63
26	Uttar Pradesh (#)	403	80	31	514
27	Uttarakhand	70	5	3	78
28	West Bengal	294	42	16	352
B	Union Territories with House				
29	Jammu & Kashmir (#) (&)	90	5	4	99
30	NCT of Delhi	70	7	3	80
31	Puducherry (*)	30	1	1	32
C	Union Territories without House				
32	Andaman & Nicobar Islands	-	1	-	1
33	Chandigarh	-	1	-	1
34	Dadra & Nagar Haveli (**), Daman and Diu (**)	-	2	-	2
35	Ladakh (&)	-	1	-	1
36	Lakshadweep	-	1	-	1
D	Members nominated in the Houses of the Parliament				
	The Lok Sabha & The Rajya Sabha		2	12	14
	Total	4123	545	245	4893

Note:

(#) indicates States and Union Territory with two houses in the State Assemblies.

(^ ^) includes one non territorial Sanga Seat as Assembly Constituency also.

(*) this Union Territory has three additional MLAs nominated by the Central Government.
(**) these Union Territories elects one each MP (Lok Sabha).
(&) the former state of Jammu & Kashmir was re-constituted into two Union Territories, namely (a) Ladakh and (b) Jammu & Kashmir with effect from 31st October 2019 vide the Jammu & Kashmir Reorganisation Act, 2019 passed by both houses of the Parliament of India.

Source: Compiled by author with data from <https://knowindia.india.gov.in/states-uts/>

In January 2020, the seats reserved in the Parliament and State Legislatures of India for Anglo-Indian community got abolished by the 104th Constitutional Amendment Act, 2019.

Under the federal democratic setup of India, the country having twenty-eight States and three out of eight Union Territories has their respective State Assemblies called the Vidhan Sabhas. The thirty-one Vidhan Sabhas has a total of 4123 Constituencies thereby enabling representation of one each Member of the Legislative Assembly (MLA) through election against each of such constituencies. The Vidhan Sabha of Puducherry has 33 MLAs inclusive of 3 members nominated by the Central Government who enjoys equal powers as an elected MLA. Every state has their separate State Legislatures consisted of the Governor and the Vidhan Sabhas in the twenty-two States and two Union Territories, namely National Capital Territory of Delhi and Puducherry. However, in the remaining six states and one Union Territories, namely Andhra Pradesh, Bihar, Karnataka, Maharashtra, Telangana, Uttar Pradesh, and UT of Jammu & Kashmir, the State Legislatures consists of the Governor and two Houses namely the State Legislative Council and the State Legislative Assembly. In case of State Legislature having two houses, the State Legislative Council is the upper house and the State Legislative Assembly is the lower house. The State Legislative Council is a permanent house with its members selected on the basis of each party's strength in the lower house, through nomination by the Governor for a term of six years, one third to retire after every two years.

According to the political compositions of the Vidhan Sabhas, the government at the States or Union Territories are formed headed by the Chief Minister (CM) and the Council of Ministers thereby making Cabinet as a decision-making body of the government. The Vidhan Sabha of the Uttar Pradesh with 403 elected members is the largest while the Puducherry with 30 elected members is the smallest in the country.

V. ELECTION FOR MEMBERSHIP TO THE PARLIAMENT AND STATE LEGISLATIVE ASSEMBLIES

- 1. The Rajya Sabha:** The members of the Rajya Sabha are not elected by general citizen of the country but indirectly through the Vidhan Sabhas for a term of for six years. As per the Article 80(4) of the Constitution of India not more than 238 representatives from the States (here the word 'State' also includes Puducherry and National Capital Territory of Delhi) are elected by the elected members of the State Legislative Assemblies in

accordance with the system of proportional representation by means of the single transferable vote. As per the Article 80 of the Constitution of India, not more than 12 members are nominated by the President of India to the Rajya Sabha, while the Article 80(3) stipulates that such members to be nominated should have special knowledge or/and practical experience in the field of literature, science, art and social service. With respect to nomination through the Vidhan Sabhas, the nomination paper can be presented either by the candidate or/and by any of his/her proposers. Under the Sub-section 6 of the Section 33 of the Representation of the People Act, 1951, read with the Sub-section (2)g of the Section 39, a maximum of four nomination papers can only be presented by or on behalf of any candidate or accepted for election in the same Constituency. In the case of candidates belonging to the recognized political parties, his/her nomination for an election to the Council of States or State Legislative Council needs to be subscribed by minimum of ten percent of the elected members of the State Legislative Assembly concerned or ten members, whichever is less, as proposers. In case of other candidates, by minimum of ten elected members of the State Legislative Assembly.

2. **The Lok Sabha:** Under the Section 14 of the Representation of the People Act, 1951, the President of India by a notification calls upon the constituencies to elect their members to the House of People. Through the process of general election, the members to the Lok Sabha are directly elected by the adult citizens of country against each 543 territorial Parliamentary Constituencies for a term of five years. As per the Article 326 of the Constitution of India, elections to the House of the People shall be based on adult suffrage. According to the Section 73 of the Representation of the People Act, 1951, after the results of all Parliamentary constituencies are declared, the Election Commission constitutes the new Lok Sabha through notification of the names of the elected members in the official gazette. The first general election to the Lok Sabha held during 1951 to 1952 had a total of 489 members. Besides, there were both single member and multi member constituencies prior to 1962 and the multi member constituencies had elected more than one member but it was abolished thereafter.
3. **The Vidhan Sabha:** The members of the Vidhan Sabhas or the State Assemblies are directly elected by the adult citizens of the respective States or Union Territories based on adult franchise for a term of five years. However, the term of the State Legislative Assembly could be extended during an emergency for a period not more than six months at a time or it can also be dissolved earlier by the Governor at the request of the Chief Minister, if he/she loses majority support.
4. The Election Commission of India as an independent Constitutional Authority since 25th January 1950 conducts the general elections to the Lok Sabha and the Vidhan Sabhas as per the power vested under the Article 324 of the Constitution of India and also in compliance to the Representation of the People Act, 1951 under the rules made there under.

VI. QUALIFICATIONS AND ELIGIBILITY FOR CONTESTING ELECTION IN INDIA

Under its different sections, the Representation of the People Act, 1951 provides qualifications and disqualifications for the members of the Parliament and the State Assemblies as listed below:

Table 3: The Representation of the People Act, 1951: Part II - Qualifications and Disqualifications

Chapter No. & Headings	Contents
I- Qualifications for Membership of Parliament	1. Qualification for membership of the Council of States 2. Qualifications for membership of the House of the People.
II- Qualifications for Membership of the State Legislatures	1. Qualifications for membership of a Legislative Assembly (Section 5). 2. Qualifications for membership of the Legislative Assembly of Sikkim (Section 5A). 3. Qualifications for membership of a Legislative Council (Section 6).
III- Disqualifications for Membership of the Parliament and the State Legislatures	1. Definitions (Section 7). 2. Disqualification on conviction for certain offences (Section 8). 3. Disqualification on ground of corrupt practices (Section 8A). 4. Disqualification for dismissal for corruption or disloyalty (Section 9). 5. Disqualification for Government contracts, etc. (Section 9A). 6. Disqualification for office under Government company (Section 10). 7. Disqualification for failure to lodge account of election expenses (Section 10A). 8. Removal or reduction of period of disqualification.
IV- Disqualifications for voting	1. Disqualification arising out of conviction and corrupt practices (Section 11A). 2. Removal of disqualifications (Section 11B)

As per the relevant legislative provisions, any person willing to contest election in India should be:

1. A citizen of India, who can only be qualified to be chosen to fill up a seat in the Parliament and the State Legislative Assemblies respectively as per the Article 84(a) and the Article 173(a) of the Constitution of India.

2. Registered as a voter; as a candidate contesting election for a seat in the Parliament and the State Legislative Assemblies should invariably be an elector respectively of that Parliamentary Constituency and Assembly Constituencies as per the Section 4(d) and the Section 5(c) of the Representation of the People Act, 1951;
3. Should be over 25 years of age in case of the Lok Sabha [as per the Article 84(b) of the Constitution of India] and the State Legislative Assemblies [as per the Article 173(b) of the Constitution of India read with the Section 36(2) of the Representation of the People Act, 1951] while 30 years for the Rajya Sabha [as per the Article 84(b) of the Constitution of India];
4. Should be a resident of the same State/Union Territory for the Vidhan Sabha election and same Parliamentary Constituency for the Lok Sabha election. However, a person contesting election to the Rajya Sabha can represent any constituency of the country except that of Assam, Lakshadweep and Sikkim respectively as per the Sections 4(c), 4(cc) and 4(ccc) of the Representation of the People Act, 1951;
5. Should not be a government employee;
6. Make deposit of Rs. 25,000/- (Rupees Twenty-Five Thousand only) for the Lok Sabha election [as per the Section 34(1) (a) of the Representation of the People Act, 1951] and Rs. 10,000/- (Rupees Ten Thousand only) for the Rajya Sabha or the Vidhan Sabha elections [as per the Section 34(1)(b) of the Representation of the People Act, 1951], except for candidates from the Scheduled Castes and Scheduled Tribes who shall pay half of these amounts. In case of contesting candidate receives more than one-sixth of the total number of valid votes polled in the constituency, such deposits shall be returned;
7. Have his/her nomination supported by at least by one registered elector of the constituency for the Lok Sabha or the Vidhan Sabha elections for candidate sponsored by a recognized party but by ten registered electors in case of independent candidates.
8. Not disqualified under any Law of the land; and
9. Possesses such other qualifications as may be prescribed under any law made by Parliament.

It is pertinent to mention here that in case of those seats in the Lok Sabha or the Vidhan Sabha reserved for SC and ST communities, the persons belonging to such categories can only contest against those reserved seats together with scope for them to contest against unreserved seats too.

As per the Article 102 of the Constitution of India, any Member of Parliament shall be disqualified on the following grounds:

- For holding any office of profit under the Union or State Government except that of a Minister or any other office exempted by the Parliament;
- On becoming a person of unsound mind and declared by a court;

- On becoming undischarged insolvent;
- On ceasing citizenship of India; and
- On having disqualified by the Parliament under any other law.

Besides, the Representation of the People Act, 1951 under its Chapter-III and Chapter-IV provides different conditions for disqualification of the member of either Houses of the Parliament. Those who cannot become members of Parliament cannot also become members of the State Legislature too.

VII. THE PRIME MINISTERS OF INDIA

The President of India appoints the Prime Minister of India as per the powers vested under the Article 75 of the Constitution of India. The Prime Minister of India is vested with main executive powers of the government whose duties are specified under the Article 78 of the Constitution of India. As the Leader of the Union Cabinet, the Prime Minister of India is empowered to allocate, remove and reshuffle various portfolios among Ministers and presides over the meetings of the Union Council of Ministers. Whereas, as the Leader of the House, the Prime Minister of India determines the dates for conduct of meetings and programmes for the Parliament session, who can also prorogue or dissolve them. In order to remain in office, the Prime Minister of India requires the support of the majority of the Lok Sabha members.

Table 4: List of all the Prime Ministers of India from 1947-2023

Sr.	Name of incumbent	Year of birth -dead (if any)	Term of office	Period of Services rendered	Ages in years at entry & exit
1	Jawahar Lal Nehru (*)	1889 to 1964	15-Aug-1947 to 27-May-1964	16 years, 286 days	58 & 75
2	Gulzarilal Nanda (**)	1898 to 1998	27-May-1964 to 9-June-1964	13 days	66 & 66
3	Lal Bahadur Shastri	1904 to 1966	9-June-1964 to 11-Jan-1966	1 year, 216 days	60 & 62
4	Gulzari Lal Nanda (**)	1898 to 1998	11-Jan-1966 to 24-Jan-1966	13 days	68 & 68
5	Indira Gandhi (#)	1917 to 1984	24-Jan-1966 to 24-Mar-1977	11 years, 59 days	49 & 60
6	Morarji Desai	1896 to 1995	24-Mar-1977 to 28-Jul-1979	2 year, 126 days	81 & 83
7	Charan Singh	1902 to 1987	28 -Jul-1979 to 14-Jan-1980	170 days	77 & 78
8	Indira Gandhi	1917 to 1984	14-Jan-1980 to 31-Oct-1984	4 years, 291 days	63 & 67
9	Rajiv Gandhi	1944 to 1991	31-Oct-1984 to 02-Dec-1989	5 years, 32 days	40 & 45

10	Vishwanath Pratap Singh	1931 to 2008	02 -Dec-1989 to 10-Nov-1990	343 days	58 & 59
11	Chandra Shekhar	1927 to 2007	10-Nov-1990 to 21-Jun-1991	223 days	63 & 64
12	PV Narasimha Rao	1921 to 2004	21-Jun-1991 to 16-May-1996	4 years, 330 days	70 & 75
13	Atal Bihari Vajpayee	1924 to 2018	16-May-1996 to 01-Jun-1996	16 days	72 & 72
14	HD Deve Gowda	Born on 1933	01-Jun-1996 to 21-Apr-1997	324 days	63 & 64
15	Inder Kumar Gujral	1919 to 2012	21-Apr-1997 to 19-Mar-1998	332 days	78 & 79
16	Atal Bihari Vajpayee	1924 to 2018	19-Mar-1998 to 22-May-2004	6 years, 64 days	74 & 80
17	Manmohan Singh	Born on 1932	22-May-2004 to 26-May-2014	10 years, 4 days	72 & 82
18	Narendra Modi (&)	Born on 1950	26-May-2014 to 30-May-2019	5 years, 4 days in the first term	64 & 69

Note:

(*) The first and also the longest-serving PM of India.

(**) First acting PM of India who also held the office for second time as acting PM of India.

(#) First and lone female Prime Minister of India till date.

(&) Shri Narendra Modi is continuing his second term in the office with effect from 30-May-2019.

VIII. THE CHIEF MINISTERS OF STATE ASSEMBLIES OF INDIA AS ON AUGUST 2023

According to the Constitution of India, the Governor is the nominal head of the state but the Chief Minister is the executive head of the Government in each of the 28 States and the three Union Territories with Vidhan Sabha, namely NCT of Delhi, Jammu & Kashmir (presently vacant) and Puducherry. The Governor appoints and swears in the Chief Minister of the respective State Legislative Assembly usually from the party (or coalition) with majority of MLAs for a maximum term of five years. As the head of the Council of Ministers, the Chief Minister generally allots departments to the Cabinet Ministers and determines the dates for conduct of meetings and programmes for the State Assembly session.

Table 5: List of all the Chief Ministers of India as on August 2023

Sr	State/UT	Term of the House	Ruling Party	Chief Minister		
				Name	Birth Year	Age
1	Andhra	12.06.2019	Yuvajana	YS Jagan	1972	51

	Pradesh	To 11.06.2024	Sramika Rythu Congress Party	Mohan Reddy		
2	Arunachal Pradesh	03.06.2019 To 02.06.2024	Bharatiya Janata Party	Pema Khandu	1979	44
3	Assam	21.05.2021 To 20.05.2026	Bharatiya Janata Party	Himanta Biswa Sarma	1969	54
4	Bihar	23.11.2020 To 22.11.2025	Janata Dal (United)	Nitish Kumar	1951	72
5	Chhattisgarh	04.01.2019 To 03.01.2024	Indian National Congress	Bhupesh Baghel	1960	63
6	Delhi (NCT)	24.02.2020 To 23.02.2025	Aam Aadmi Party	Arvind Kejriwal	1968	55
7	Goa	15.03.2022 To 14.03.2027	Bharatiya Janata Party	Pramod Sawant	1973	50
8	Gujarat	20.12.2022 To 19.12.2027	Bharatiya Janata Party	Bhupendra Patel	1962	61
9	Haryana	04.11.2019 To 03.11.2024	Bharatiya Janata Party	Manohar Lal Khattar	1954	69
10	Himachal Pradesh	04.01.2023 To 03.01.2028	Indian National Congress	Sukhvinder Singh Sukhu	1964	59
11	Jammu & Kashmir	<i>President's Rule</i>	<i>(Not applicable)</i>			
12	Jharkhand	06.01.2020 To 05.01.2025	Jharkhand Mukti Morcha	Hemant Soren	1975	48
13	Karnataka	22.05.2023 To 21.05.2028	Indian National Congress	Siddaramaiah	1947	76
14	Kerala	24.05.2021 To 23.05.2026	Communist Party of India (Marxist)	Pinarayi Vijayan	1945	78
15	Madhya Pradesh	07.01.2019 To 06.01.2024	Bharatiya Janata Party	Shivraj Singh Chouhan	1959	64
16	Maharashtra	27.11.2019 To 26.11.2024	Shiv Sena	Eknath Shinde	1964	59
17	Manipur	14.03.2022 To 13.03.2027	Bharatiya Janata Party	N. Biren Singh	1961	62
18	Meghalaya	06.03.2023	National	Conrad	1978	45

		To 05.03.2028	People's Party	Kongkal Sangma		
19	Mizoram	18.12.2018 To 17.12.2023	Mizo National Front	Pu Zoramthanga	1944	79
20	Nagaland	20.03.2023 To 19.03.2028	Nationalist Democratic Progressive Party	Neiphiu Rio	1950	73
21	Odisha	25.06.2019 To 24.06.2024	Biju Janata Dal	Naveen Patnaik	1946	77
22	Puducherry	16.06.2021 To 15.06.2026	All India N.R. Congress	N. Rangaswamy	1950	73
23	Punjab	17.03.2022 To 16.03.2027	Aam Aadmi Party	Bhagwant Singh Mann	1973	50
24	Rajasthan	15.01.2019 To 14.01.2024	Indian National Congress	Ashok Gehlot	1951	72
25	Sikkim	03.06.2019 To 02.06.2024	Sikkim Krantikari Morcha	PS Golay	1968	55
26	Tamil Nadu	11.05.2021 To 10.05.2026	Dravida Munnetra Kazhagam	M. K. Stalin	1953	70
27	Telangana	17.01.2019 To 16.01.2024	Bharat Rashtra Samithi	K Chandrasekha r Rao	1954	69
28	Tripura	24.03.2023 To 23.03.2028	Bharatiya Janata Party	Manik Saha	1953	70
29	Uttar Pradesh	23.05.2022 To 22.05.2027	Bharatiya Janata Party	Yogi Aditya Nath	1972	51
30	Uttarakhand	29.03.2022 To 28.03.2027	Bharatiya Janata Party	Pushkar Singh Dhami	1975	48
31	West Bengal	08.05.2021 To 07.05.2026	All India Trinamool Congress	Mamata Banerjee	1955	68
Note: Ms. Mamata Banerjee is a lone women CM currently serving in India.						

IX. ANALYSIS ON AGES OF THE PRIME MINISTERS OF INDIA AND THE CHIEF MINISTERS OF STATE ASSEMBLIES AS ON AUGUST 2023

The Constitution of India stipulates requirement of minimum age of the contesting candidate as one of the criteria for election to the seat of the Parliament and the State Assemblies. In order to be eligible to cast the first vote, it is necessary to complete age of

eighteen years and for getting married, it is twenty-one years for boys and nineteen years for girls. Whereas, the minimum age stipulated for contesting election to become a people's representative is fixed above the minimum ages fixed for the casting vote and getting married in India. This makes apparent that in order to be eligible to contest election in the country, the Constitution of India demands minimum of the one-time experience of casting vote for either of or both for the MP (Lok Sabha) and MLA.

Table 6: Minimum age required for Contesting Candidates of the Parliament and State Assemblies

Sr	For Contesting Election for the	Minimum Age
1	Member of the Parliament: The Rajya Sabha	30 years
2	Member of the Parliament: The Lok Sabha	25 years
3	Member of the State Legislative Assemblies	25 years

Considering ages at the time of taking charge of the office of the Prime Minister of India, a list of all those incumbents from the year 1947 to 2023 in an ascending order excluding their subsequent term if any, has been drawn out to find out the youngest to the oldest ones as furnished in the table here-below:-

Table 7: List of the Prime Ministers of India from 1947-2023 in order of Youngest to Oldest

Sr.	Name	Year of Birth	Year and age at taking charge as PM	
			Year	Age in years
1	Shri Rajiv Gandhi	1944	1984	40
2	Smt. Indira Gandhi	1917	1966	49
3	Shri Jawahar Lal Nehru	1889	1947	58
4	Shri Vishwanath Pratap Singh	1931	1989	58
5	Shri Lal Bahadur Shastri	1904	1964	60
6	Shri Chandra Shekhar	1927	1990	63
7	Shri H. D. Deve Gowda	1933	1996	63
8	Shri Narendra Modi	1950	2014	64
9	Shri Gulzarilal Nanda	1898	1964	66
10	Shri P. V. Narasimha Rao	1921	1991	70
11	Shri Atal Bihari Vajpayee	1924	1996	72
12	Dr. Manmohan Singh	1932	2004	72
13	Shri Charan Singh	1902	1979	77
14	Shri Inder Kumar Gujral	1919	1997	78
15	Shri Morarji Desai	1896	1977	81

From the table above, it can be observed that Shri Rajiv Gandhi who took the charge of the office of the PM at the age of 40 years was the youngest one, followed by Smt. Indira Gandhi at the age of 49 years. Till date, they were only two PMs to join office at the age of the forties. Whereas, two assumed offices at the ages of fifties, while five each at their sixties and seventies. However, Shri Morarji Desai was an oldest one to take charge of the office at age of 81 years.

Whereas, with entry age either below or above 60 years, those PMs who completed minimum of first or one term in the office comprised of the followings.

Table 8: PMs who Completed Minimum of One Term with Age below and above 60 Years

PM with Entry Age below 60 Years			PM with Entry Age above 60 Years		
Sr	Name	Date of entry	Sr	Name	Date of entry
1	Jawahar Lal Nehru	First term wef 15.08.1947	1	Jawahar Lal Nehru	Second term wef 15.04.1952
2	Indira Gandhi	First two terms wef 24.01.1966	2	Indira Gandhi	Third term wef 14.01.1980
3	Rajiv Gandhi	31.10.1984	3	P. V. Narasimha Rao	21.06.1991
			4	Atal Bihari Vajpayee	19.03.1998
			5	Dr. Manmohan Singh	Two terms wef 22.05.2004
			6	Narendra Modi	Two terms wef 26.05.2014

Similarly, a list of all the Chief Ministers of the current State Legislative Assemblies of India has been drawn out taking into consideration of their current age to ascertain the order from youngest to the oldest ones as furnished in the table here-below:-

Table 9: List of the Chief Ministers of India as of August 2023 in order of Youngest to Oldest

Sr	State/UT	Chief Minister's		
		Name	Birth Year	Age in years
1	Arunachal Pradesh	Shri Pema Khandu	1979	44
2	Meghalaya	Shri Conrad Kongkal Sangma	1978	45
3	Jharkhand	Shri Hemant Soren	1975	48
4	Uttarakhand	Shri Pushkar Singh Dhami	1975	48
5	Goa	Shri Pramod Sawant	1973	50
6	Punjab	Shri Bhagwant Singh Mann	1973	50
7	Uttar Pradesh	Shri Yogi Aditya Nath	1972	51
8	Andhra Pradesh	Shri YS Jagan Mohan Reddy	1972	51
9	Assam	Shri Himanta Biswa Sarma	1969	54
10	NCT of Delhi	Shri Arvind Kejriwal	1968	55
11	Sikkim	Shri PS Golay	1968	55
12	Himachal Pradesh	Shri Sukhvinder Singh Sukhu	1964	59
13	Maharashtra	Shri Eknath Shinde	1964	59
14	Gujarat	Shri Bhupendra Patel	1962	61
15	Manipur	Shri N. Biren Singh	1961	62
16	Chhattisgarh	Shri Bhupesh Baghel	1960	63

17	Madhya Pradesh	Shri Shivraj Singh Chouhan	1959	64
18	West Bengal	Km. Mamata Banerjee	1955	68
19	Haryana	Shri Manohar Lal Khattar	1954	69
20	Telangana	Shri K Chandrasekhar Rao	1954	69
21	Tamil Nadu	Shri M. K. Stalin	1953	70
22	Tripura	Dr. Manik Saha	1953	70
23	Bihar	Shri Nitish Kumar	1951	72
24	Rajasthan	Shri Ashok Gehlot	1951	72
25	Nagaland	Shri Neiphiu Rio	1950	73
26	Puducherry	Shri N. Rangaswamy	1950	73
27	Karnataka	Shri Siddaramaiah	1947	76
28	Odisha	Shri Naveen Patnaik	1946	77
29	Kerala	Shri Pinarayi Vijayan	1945	78
30	Mizoram	Shri Pu Zoramthanga	1944	79

From the table above, it can be observed that the CM of Arunachal Pradesh, Shri Pema Khandu with 44 years of age is the youngest current Chief Minister in India, followed by CM of Meghalaya, Shri Conrad Kongkal Sangma with 45 years together with the CM of Jharkhand, Shri Hemant Soren and the CM of Uttarakhand, Shri Pushkar Singh Dhami both with 48 years, all of them in age group of forties. Whereas, there are nine CMs of fifties, seven of sixties and remaining ten of seventies. The CM of Mizoram, Shri Pu Zoramthanga with 79 years is oldest followed by the CM of Kerala, Shri Pinarayi Vijayan with 78 years.

Further, based on the ages of entry and exit of the incumbents from the office of the Prime Ministers of India from the year 1947 to 2023 and ages of the Chief Ministers of the current State Assemblies, a summary has been drawn as furnished in the table here-below: -

Table 10: Prime Ministers of India from 1947 to 2023 and Chief Minister's s as of August 2023 categorized on age groups

Sr.	Age group	No. of the Prime Ministers		No. of the CMs serving as on August 2023
		Age of Entry	Age of Exit	
1	40 years to 44 years	1	0	1
2	45 years to 49 years	1	1	3
3	50 years to 54 years	0	0	5
4	55 years to 59 years	2	1	4
5	60 years to 64 years	5	4	4
6	65 years to 69 years	2	3	3
7	70 years to 74 years	4	2	6
8	75 years to 79 years	2	4	4
9	80 years to 84 years	1	3	0
		18	18	30

On analysis of the data, the findings and observations drawn in connection with the Prime Ministers of India from 1947 to 2023 are as listed but not limited to the followings:

1. The majority of the incumbent who held the office of the Prime Minister of India had their ages of entry ranging between 60 years to 64 years comprising Shri Lal Bahadur Shastri at 60 years; Smt. Indira Gandhi at 63 years in her second term; Shri Chandra Shekhar at 63 years; Shri H D Deve Gowda at 63 years; and Shri Narendra Modi at 64 years. In the second highest order of majority which falls in the range of 70 years to 74 years, the PMs comprises of Shri PV Narasimha Rao at 70 years; Shri Atal Bihari Vajpayee at 72 years in his first term and 74 years in second term; and Dr. Manmohan Singh at 72 years. Whereas, in the age group of 75 years to 79 years, there were only two incumbents, namely Shri Charan Singh at 77 years and Shri Inder Kumar Gujral at 78 years while the highest age group has Shri Morarji Desai with 81 years of age.
2. An average age of 65 years is observed for incumbents making entry to the office of Prime Ministers.
3. The government service rules in India stipulate retirement of the government servant from their services at an age of 60 years. Whereas, due to lack of provision on retirement age for the people's representative, they could continue till their maximum age at survival.
4. In consideration of incumbents' first term in the office of the Prime Ministers of India, those below 60 years of age who took charges of the office was only four while those above 60 years were fourteen. It shows that 78 percentage of the Prime Ministers of India were above 60 years of age at the time of taking oath of the office.
5. Whereas, in consideration of incumbents' first term in the office of the Prime Ministers of India, those below 60 years of age who made exit from the office was only two while those above 60 years were sixteen. It shows that 89 percentage of the Prime Ministers of India were above 60 years of age at the time of making exit from the office.
6. From the above analysis, it can be interpreted that roughly 10 percentage of incumbent were below age of 60 years either taking charge of or/and making exit from the office. As the fundamental behind fixing age of retirement at 60 years generally implies lack of physical fitness and ability to be in the government service. However, on contrary to this, age seems just a number for the politics especially with regards to incumbents to the office of the Prime Ministers of India. Despite of majority of PMs having served office with their ages above 60 years, the country has been tremendous developments under their able leaderships.

Similarly, in connection with the Chief Ministers of current State Assemblies of India, the findings and observation could also be listed but not limited to the followings:

- The highest frequency of six Chief Ministers of current State Assemblies of India had their ages ranging between 70 years to 74 years comprising Shri M. K. Stalin (70 years); Dr. Manik Saha (70 years); Shri Nitish Kumar (72 years); Shri Ashok Gehlot (72 years); Shri Neiphiu Rio (73 years); and Shri N. Rangaswamy (73 years). In the next higher frequency of five comes in the range of 50 years to 54 years comprising Shri Pramod Sawant (50 years); Shri Bhagwant Singh Mann (50 years); Shri Yogi

Aditya Nath (51 years); Shri YS Jagan Mohan Reddy (51 years); and Shri Himanta Biswa Sarma (54 years).

- Whereas, 62 years is calculated as an average age of current Chief Ministers in India. However, taking 60 years as a yardstick for differentiation in line with retirement age of the government servant, there are thirteen CMs with age below 60 years while seventeen above 60 years making the majority.
- From the above analysis, it can be interpreted that 43 percentage of CMs are below age of 60 years while 57 percentage comprises of the CMs with more than 60 years of age.

Taking two different analyses together with 60 years as dividing line; 90 percent of PMs and 57 percent of CMs above the age of 60 years makes it clear that an age is just a number for the politics in India, as such prime executive offices were/are occupied by people's representative with their ages more than retirement age of the government servant in the country.

X. CONCLUSION

From the analysis, it can be concluded that majority of the politician in India contested/contests elections after age of 60 years and become people's representative to take on the key positions of the Prime Minister and Chief Ministers. As per the review from ages of the PMs of India and existing CMs of States and UTs, the posts were/are held by politicians with their average age of 65 years and 62 years respectively. The employees in the government employment at such age could have normally retired but the vital positions of the PMs and CMs of the country is held by them normally after such retirement age. Hence, it can be stated that age is not the factor for politics and political career in India.

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