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Self Concept and Academic Achivement of Higher Secondary School Students

Dr. R. Ayyappan*

ABSTRACT

At the level of higher secondary school student's self-concept about their academic capabilities plays an important role. The aims of the study were to examine the relationship between self-concept and academic achievement of higher secondary school students.. A sample of 300 students in different categories of schools following different systems of education at the higher secondary level was chosen. The findings of the study conducted revealed that the type of school has no significant and meaningful influence in their level of Self-concept of higher secondary school students.. There is also a significant and positive relationship between self-concept and academic achievement of higher secondary school students.

INTRODUCTION

Self-concept as an individual's awareness of her/his own identity. There are three aspects of this concept: self-image, ideal self and self-esteem. self-concept is what an individual understands about himself. It includes the individual's social character, abilities, physical appearance, body image and thinking. It is how one thinks about and evaluates oneself. Development of a favourable self-concept is determined not only by internal factors such as individual's cognitive and affective prerequisites but external influences also. It varies from one person to another because one sees and understands things differently depending on one's feeling, beliefs and attitudes.

NEED FOR THE STUDY

An examination of various instruments developed to measure Self-Concept and academic achievement reveals that these measures have not incorporated many

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important components of Self-Concept and academic achievement presumed in theory and in observation. These measures do not deal with all aspects of Self-Concept and academic achievement, but provide narrow and limited information depending upon purpose and interest of investigators. Adolescence is a period of life with its own peculiar characteristics and problems. Hence for deep penetration into their perceptions, their own physical, social, temperamental, educational moral and intellectual spheres of Self-Concept and academic achievement need to be explored. As such, an attempt has been made in this questionnaire for eliciting information regarding adolescent's perceptions and characteristics.

OBJECTIVES OF THE STUDY

- I. To find out if there is any significant difference between male and female higher secondary school students in their self concept.
- II. To find out if there is any significant difference among higher secondary school students studying in government, aided and private higher secondary school students in their self concept.
- III. To find out if there is any significant difference between rural and urban higher secondary school students in their Academic achievement.
- IV. To find out if there is any significant difference among higher secondary school students studying in boys, girls and co-education students in their academic achievement.
- V. To find out significant relationship between self-concept and academic achievement among higher secondary school students.

HYPOTHESES OF THE STUDY

- I. There is no significant difference between male and female higher secondary school students in their self concept.
- II. There is no significant difference among higher secondary school students studying in government, aided and private higher secondary school students in their self concept.
- III. There is no significant difference between rural and urban higher secondary school students in their Academic achievement.
- IV. There is no significant difference among higher secondary school students studying in boys, girls and co-education students in their Academic achievement.

- V. There is no significant relationship between self-concept and academic achievement among higher secondary school students.

DELIMITATION OF THE STUDY

- i. This study was limited to 300 higher secondary school students only.
- ii. This Study was limited to gender, locality, type of school.
- iii. This study was limited district only.

METHODOLOGY

Method

Descriptive survey method of research has been employed for the present study. In this study the investigator enquired about the self concept and academic achievement of higher secondary school students

Sample of the Study

Sampling is very important part of descriptive research. It is indispensable to educational research. The research work cannot be undertaken without the selection of sample. A sample of 300 higher secondary school students was selected by Random sampling method from cuddalore district of Tamil Nadu. The sample consists of boys and girls and Government, Government Aided and Private higher secondary school students.

Tool Used

Self-Concept Question prepared and developed by S. Karunanidhi (2019).

Statistical Techniques Used

Mean, Standard Deviation, 't' test and ANOVA, Correlation

DATA ANALYSIS AND INTERPRETATION

Hypothesis - 1

There is no significant difference between male and female higher secondary school students in their self concept.

Table - 1: Significance of Difference between Higher Secondary School Students in their Self-esteem with respect to Gender

Gender	N	Mean	Standard Deviation	't' value	Level of Significance
Boys	141	151.45	15.25	1.32	Not Significant
Girls	159	152.21	16.10		

The above table 1 't' value for Self-concept of male and female students is 1.32. This 't' value is not significant at the 0.01 level. The study reveals that male and female higher secondary school students do not differ significantly in their level of Self-concept. Therefore, the null hypothesis is accepted. It is concluded that the male higher secondary school students are having more or less same level of Self-concept.

Hypothesis - 2

There is no significant difference among higher secondary school students studying in government, aided and private higher secondary school students in their self concept.

Table - 2: ANOVA for Judging the Significance of difference among Higher Secondary School Students studying in Government, Aided and Private schools in their Self-concept

Source of Variable	Sum Square	Df	Mean square	F ratio	Level of Significance 0.05
Between Group	990.89	2	495.4	2.01	Not Significant
Within Group	72926.8	297	245.5		

As per the above Table 2 the 'F' ratio is 2.01. This test statistics for judging the significance of difference among the higher secondary school students studying in Government, Aided and Private in their levels of Self-concept is found to be insignificant. Hence, the null hypothesis is accepted. Thus, it is concluded that the type of school has no significant and meaningful influence in their level of Self-concept of higher secondary school students.

Hypothesis - 3

There is no significant difference between rural and urban higher secondary school students in their Academic achievement.

Table - 3: Significance of Difference between Higher Secondary School Students in their Academic achievement on the basis of Locality

Locality	N	Mean	Standard Deviation	't' value	Level of Significance at 0.01
Rural	180	154.6	15.31	1.38	Not Significant
Urban	120	155.7	14.19		

The above table 3 shows that 't' value for Academic achievement of rural and urban students is 1.38. This 't' value is not significant at the 0.01 level. The study reveals that rural and urban higher secondary school students do not differ significantly in their level of Academic achievement. Therefore, the null hypothesis is accepted. It is concluded that the rural higher secondary school students are having more or less same level of Academic achievement.

Hypothesis - 4

There is no significant difference among higher secondary school students studying in boys, girls and co-education students in their Academic achievement.

Table - 4: ANOVA for Judging the Significance of difference among Higher Secondary School Students studying in Boys, Girls and Co-education schools in their Academic achievement

Source of Variable	Sum Square	Df	Mean square	F ratio	Level of Significance 0.05
Between Group	702.26	2	351.13	1.59	Not Significant
Within Group	65265	297	219.74		

As per the above Table 4 the 'F' ratio is 1.59. This test statistics for judging the significance of difference among the higher secondary school students studying in

Boys, girls and Coeducation in their levels of Academic achievement is found to be insignificant. Hence, the null hypothesis is accepted. Thus, it is concluded that the Nature of the school has no significant and meaningful influence in their level of Academic achievement of higher secondary school students.

Hypothesis - 5

There is no significant relationship between self-concept and academic achievement among higher secondary school students.

Table - 5: Relationship Between Self-concept and Academic achievement of Higher Secondary School Students

Variable	N	'r' Value	Table Value	Remarks at level of 5%
Self-concept and Academic achievement	300	0.61	0.127	Not Significant

From the table 4 it is found the calculated 'r' - value (0.61) is lesser than the table value at 0.01 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant relationship between Self-concept and Academic achievement among higher secondary school students.

CONCLUSION

"A study on self-concept and the academic achievement of higher secondary school students" I am sure that it will enhance and empower the lives of students. I understand and have found that Self-concept plays a significance role in the lives of students, not only the lives of students but also all human beings. The personality of an individual matters a lot in terms of Self- concept. My research will help the students to lead a better life.

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Politics and its Impact on Indian Legislations

Mrs. Deepa Abhinandan Vagyani*

INTRODUCTION

Politics deals with getting or using the power within a particular group or organization. Politics also denotes the views or beliefs of people within society. In short, politics is a system of ideas and a state of political affairs. To understand politics and its impact on Indian Legislation, let's go by etymology and understand the meaning of the terms politics and Legislation. English politics has its roots in the name of Aristotle's classified work 'Politika,' which introduced the Greek term politika -meaning 'affairs of the cities.' In the mid of 15th Century, Aristotle's Composition was rendered as 'Polettique,' which would become politics in modern English. If we refer to Wikipedia, 'politics' is the activities associated with making decisions in groups or other forms of power relations among individuals, such as distributing resources or status. Political science is the branch of social science that studies politics and government. Oxford Learners Dictionary defines politics as the activities involved in getting and using power in public life and being able to influence decisions that affect a country or a society.

Legislation is derived from two Latin words - 'legis' meaning Law, and 'latum' meaning to make, put, or to set. Legislation means making or setting Laws. Salmond defines Legislation as "That source of Law, which consists of the Declaration of Legal rules by a competent authority" when used in the broader sense, the term includes all methods of law-making. Still, when used in a strict sense - Legislation is the laying down legal rules by a sovereign or subordinate legislator. According to Gray, Legislation means "the formal utterance of the legislative organs of the society."

LEGISLATION CAN BE

1. Law itself, and
2. Process of Law making

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To understand politics and its impact on Indian Legislation, we need to understand the second aspect of Legislation, the 'process of law making.' Legislatures do the Process of law-making in India, that is, Parliament and State Assemblies/ Council. The Process of law-making is broadly divided into five steps. In 1st step identifies the need for a law or an amendment of a particular Law. The said identification is made by the Government or citizen groups who can raise awareness. In 2nd step, a Drafting of the proposed law is done, which is called a 'Bill '. The Bill is circulated among other ministries for input, and even comments from the public may be sought. Then the Bill is checked by the Law Ministry and presented to the Cabinet for approval. In 3rd step, the Bill goes under three readings. Once it gets Cabinet approval, it is introduced in Parliament. After 3rd reading and the Bill undergoing the scrutiny of various Parliamentary Committees (Standing /Joint), the Bill is discussed on the floor. Then the house votes on the Bill. In 4th step, once both houses of Parliament pass the Bill, it is presented to the President for assent. In the 5th step, after President gives acceptance, the Bill is notified as an "Act ". Subsequently, the Bill is brought into force, and rules and regulations to implement the Act/Statute are the framework by the concerned ministry and tabled in Parliament.

If we see this law-making process carefully, we can understand that the significant part of an executive responsible for the implementation/execution of Acts/Statutes made by the Parliament itself is the crucial part of the Legislature (Parliament/State Assemblies/Councils). The separation of powers is opaque here. For the free and fair working of democracy, three pillars of it (Executive, Legislature, and Judiciary) shall be independent, irreplaceable, and interfered with. However, there could be limited means of checks and balances to keep control and put one another in their domain. Here we need to make a watertight compartment for the Executive and Legislature.

The research author has assessed ten different legislations and the impact of politics on them in this research paper.

1. **Politics and unfulfilled dream of Uniform Civil Code:** The UCC refers to a standard set of laws governing personal matters such as marriage, divorce, adoption, inheritance, and succession for all citizens, irrespective of religion. Implementing a uniform civil code across the nation is one of the contentious promises pursued by the BJP. Currently, the personal laws of various communities are governed by their religious scriptures. It is a crucial issue that remains disputed by India's political left wing, Muslim

groups, and other conservative religious groups and sects. Article 44 of the Constitution says, "The State shall endeavour to secure for the citizens a uniform civil code throughout the territory of India." Many political leaders have backed the UCC, saying it will bring equality to the country. However, some parties, including the All-India Muslim Personal Law Board, have termed it "an unconstitutional and anti-minorities move." There are different laws of different religions. Following India's independence, Hindu code bills were introduced, which essentially codified and reformed personal laws in various sects among Indian religions like Buddhists, Hindus, Jains, and Sikhs while exempting Christians, Jews, Muslims, and Parsis, being identified as distinct communities from Hindus.

In 1947, UCC was sought to be enshrined in the Constitution of India as a fundamental right by Minoo Masani, Hansa Mehta, Amrit Kaur, and Dr. B.R. Ambedkar. The Constitution Assembly debated UCC in 1948. Article 44 was placed in Part four of the Indian Constitution, i.e., Directive Principles of State Policy, due to politics and pressure of Hindu orthodox and Muslim conservatives. Since then, UCC has remained very sensitive and controversial. From Constituent Assembly debates to date, UCC has fallen prey to politics.

2. Politics and anti-defection law: No entry!

Indian Politics has always witnessed multi-party national and regional cultures bejeweled by various ideologies. It has also seen several political defections and major and minor political turmoil. How could the politicians stay behind by not enforcing laws to control such political uncertainties? They brought the Legislation to deal with the situation. In 1967, an MLA from Haryana, Gaya Lal, changed his party thrice on the same day. "Aaya Ram Gaya Ram" became a famous phrase in Indian Politics after this. It became a common practice to switch political parties across States which brought down state governments from their power. This raised concerns in the Lok Sabha, and a committee was set up under Y B Chavan to assess the problem. The Chavan Committee recommended that if a legislator changes party for monetary gains, they should be excluded from the Parliament and be barred from contesting elections for some time. The anti-defection law was introduced to prevent such floor choosing and was therefore inaugurated under Rajiv Gandhi's rule through the 52nd Amendment. In 1992, the Tenth Schedule

was brought to the Constitution. In 2003, through the 91st Amendment, the anti-defection law was made more effective in dealing with regular defection. It deleted the provisions that protected legislators in case of a split in the party. It also stated that any legislator disqualified under Tenth Schedule would also be disqualified from the executive or ministerial post. In this way, Legislation is placed to control politics.

3. Politics over NJAC (National Judicial Appointment Commission) - Yes, My Lord!

In August 2014, Parliament passed the Constitution (99th Amendment) Act, 2014, along with the National Judicial Appointments Commission (NJAC) Act, 2014, providing for the creation of an independent commission to appoint judges to the Supreme Court and high courts to replace the collegium system. The two Bills were ratified by the required number of State Legislatures and got the President's assent on December 31st, 2014. The composition of NJAC was such that it gave place for the Government's voice in appointing Judges from the higher judiciary. The Act empowered any two members of the NJAC to veto a recommendation if they disagreed with it. In the collegium system, on the other hand, a group of the senior-most judges makes appointments to the higher judiciary. This system has been operational for nearly three decades. Before this, the President's seal appointed judges in consultation with other judges if they deemed fit. The collegium system was born out of years of friction between the judiciary and the executive. This hostility was exceeded by court-packing (the practice of changing the composition of judges in a court), mass transfer of high court judges, and two supersessions to the office of the CJI in the 1970s. This led to the politics of supremacy - who is mightier than the other 'Judiciary' or 'Legislature-Parliament'? In early 2015, the Supreme Court Advocates-on-Record Association (SCAORA) filed a plea challenging the Act and contended that the Act was "unconstitutional" and "invalid." It stated that the Amendment "severely" damaged the basic structure of the Constitution, of which the independence of the judiciary in appointing judges of the higher judiciary was an integral part. In 2015, the five-judge bench ruled, with a 4:1 majority, that the NJAC was "unconstitutional" and violated the "basic structure of the constitution." To conclude, there was politics behind NJAC Legislation.

4. Politics, Corporate Funding and Electoral Bonds; Sale!

Electoral Bonds would have a life of only 15 days, during which they can be used for donating only to the political parties registered under section 29A of the Representation of the Peoples Act, 1951, and which secured not less than one percent of the votes polled in the last general election. The Electoral Bond Scheme (EBS), announced in the 2017 Union Budget, was notified by the Central Government in 2018. These bonds can be purchased from select SBI branches by any Indian person or corporation incorporated in India under the scheme. Electoral bonds introduced a new form of anonymity to thousands of crores of donations by reducing public and legislative oversight: For example, only the ruling party via the SBI has a complete account of all donations being made via electoral bonds. The impact of anonymity is that it dilutes the one voter-one vote principle because electoral bonds give political power to companies, wealthy individual donors, and foreign entities to influence public policies. This is the worst example of how politics can profoundly impact legislation to mould it for monetary gain.

5. Politics and Triple Talaq - Three Cheers!

The Muslim Women (Protection of Rights on Marriage) Act 2019 declares the instant divorce granted by the pronouncement of talaq three times as void and illegal. It provides imprisonment for up to 3 years and a fine to the husband who practiced instant Triple Talaq. The said legislation might have taken place in pursuit of SC Judgement in Shayra Banu Vs. UOI has been treated as BJP's masterstroke by placing politics underneath. The BJP got a significant political and ideological victory over forces that the party had dubbed as 'pseudo-secular' and which it has accused of practicing appeasement politics. The opposition to the triple talaq legislation has been couched in technical issues, the main argument being that it brings under criminal law a marital problem, which has otherwise been dealt with in civil law. If the opposition parties opposed the triple talaq bill, they would be branded anti-women and, more importantly, be accused of indulging in Muslim appeasement. If they backed the law, the opposition would only end up playing into the hands of the government and taking forward the ruling party's ideological agenda. These opposition leaders say that it is also meant to convey the BJP's commitment to bringing in a uniform civil

code as the legislative step has implications for the personal laws of the Muslim community. Thus, the landmark triple-talaq legislation certainly has profound political implications.

6. Politics and Shah Bano Judgement - hardliners ki jay ho!

The Supreme Court upheld the right to alimony to Muslim Women in the case of Shah Bano Vs. Khan, the judgment ignited a political controversy regarding the claim of judicial overreach in the circumstances attached to Muslim personal law. The historic decision did not go well within the Muslim community. Rajiv Gandhi, the then PM of India, succumbed to the pressure of Muslim hardliners. The Muslim hardliners pushed the then Rajiv Gandhi government, elected in 1984, to pass the Muslim Women (Protection on Divorce Act), 1986. This law overturned the Supreme Court's verdict in the Shah Bano case. The Act diluted the Supreme Court judgment and allowed maintenance to a divorced Muslim woman only during iddat or till 90 days after the divorce. The said Act virtually pitted women's rights against the rights of a religious group, and the latter, with their street veto power, was capable of enforcing the law will over a weak, minority-appeasing government led by Rajiv Gandhi. This is the way politics can have a profound impact on legislation.

7. Politics and Women's Reservation: awaited pink Resolution...

Women's Reservation Bill, awaiting passage for 26 years, must be a joint venture by all political parties to ensure the same. The 108th Constitution Amendment Bill, popularly known as the Women's Reservation Bill, was first introduced in 1996. The Bill pushed for 33% reservation in all Lok Sabha and stated legislative assemblies for women. - So far, the Bill has managed only to get the assent of the Rajya Sabha while it remains pending in the Lok Sabha. It is pointed out that mandatory reservations for women in Panchayats and Local Bodies facilitated the entry of lakhs of women into the political arena of cities and villages. This positive experience needs to be strengthened and extended further. Opponents argue that it would perpetuate the unequal status of women since they would not be perceived to be competing on merit. They also contend that this policy diverts attention from the more significant issues of electoral reform, such as the criminalization of politics and internal party democracy. One of the convincing arguments placed by the critics is that the Bill if passed as Law,

would cause pseudo- women's political representation as the husbands, the pretext that wives would hold ultimate power in politics. Due to politics, there have been four unsuccessful attempts to bring a women's reservation Bill in Parliament; twice the copies of the Bill were snatched and torn in the House. Though the current Central Government has been in the full majority since 2014, but there was no sign of the passing of the Bill was visible, and very lately the Women's Reservation Bill, 2023 got passed as Nari Shakti Vandan Abhiyaan . There are few arguments Against the Bill.....

The Bill merely reads that it shall come into effect "after an exercise of delimitation is undertaken for this purpose after the relevant figures for the first Census taken after commencement of the Bill is undertaken. It doesn't specify the cycle of elections from which women will get their due share. The current Bill does not provide women's reservation in the Rajya Sabha and State Legislative Councils. The Rajya Sabha currently has lower representation of women than the Lok Sabha. Representation is an ideal that must be reflected in both the Lower and Upper Houses.

One should note that the Bill also has borrowed from the provisions of Article 334 of the constitution which mandated the parliament to review the provisions of reservation after 70 years of the laws coming into existence. But in the case of the Women's reservation Bill, the Bill provided for the sunset clause of 15 years for the reservation provisions for the women to get reviewed by the parliament. Politics, politics and politics!!!

8. Farm Bills, 2020 and Politics - protests ruined profits!

In September 2020, the President of India gave his assent to the three 'Agriculture Bills earlier passed by the Indian Parliament. These Farm Acts are as follows:

- A.** Farmers' Produce Trade and Commerce (Promotion and Facilitation) Act, 2020,
 - B.** Farmers (Empowerment and Protection) Agreement on Price Assurance and Farm Services Act, 2020;
 - C.** Essential Commodities (Amendment) Act, 2020
- Farm Bill 2020 provides an alternative platform for farmers to sell their produce in the open market. They can earn profit from the sale of crop at a higher price. There will be no APMC market fee or cess on transactions for such business areas. APMC will continue its functioning. The Bill empowers farmers to sell their goods

directly from the farm to the corporate or exporters in bulk. The MSP-based procurement system will restart, and farmers can sell their crop products in the mandi at the existing MSP. The government has introduced these agricultural bills for structural reforms in the farming sector to boost the farm sector and double the farmers' income. The farmer fears ending the currently running MSP system for his produce as the New Farm Bill 2020 opens the way for farmers to sell their produce in the open market and fix prices based on their understanding between corporate and farmer. Farmers also fear large retail traders and corporate money may dominate the agricultural sector. Thousands of farmers from Punjab, Haryana, and various states had blocked roads to Delhi as their protest against contentious farm laws and agitated for repeal of Farm Laws. Several rounds of talks between farmer unions and the government were in vain. It was alleged by Kisan Morcha more than 400 farmers died during the protests. The Central Government has withdrawn the Farm Laws, but politics ruined farmers' profits.

9. **Maratha Reservation and Politics in Maharashtra:** Marathas are 32% in the state population. To please them and to rule on the Vote bank, almost every government in Maharashtra promised Maratha reservation in the educational and employment sector. In 2017, the state government established the Maharashtra State Backward Class Commission, chaired by Justice Gaikwad, which recommended 12% and 13% reservation for Marathas; accordingly, the state passed the Socially and Educationally Backward Classes Act (SEBC Act, 2018). The Act exceeds the recommended quotas, granting 16% reservation for Marathas. The constitutional validity of the Act was challenged. The Bombay High Court upheld the validity of the Act and held that the Act should not prescribe reservations exceeding the Commission's recommended 12% and 13%. The matter was appealed in SC, and it was held that the 50% limit laid by Indra Sawny on reservations should not be reconsidered. The Gaikwad Commission, the Bombay HC judgment, and the SEBC Act all fail to lay out an 'extraordinary situation' to fall within the exception to this limit. So, the SEBC Act is struck down insofar as it identifies and grants reservations to Marathas. Hence a decisive judgment came from SC to answer the politics and reservations!
10. **Politics and Citizenship Amendment Act of 2019:** The CAA amended the Citizenship Act 1955 by providing a pathway to Indian citizenship for

persecuted religious minorities from Afghanistan, Bangladesh, and Pakistan who are Hindus, Buddhists, Sikhs, Parsis, Jains, and Jews, arrived in India before the end of December 2014. The law does not grant such eligibility to Muslims from these countries. The act was the first time religion had been overtly used as a criterion for citizenship under Indian Law and attracted global criticism. The amendment has been criticized as discriminating based on religion, notably excluding Muslims. Critics express concerns that the bill would be used, along with the (NRC), to render many Muslim citizens stateless, as they may be unable to meet stringent birth or identity proof requirements. The Indian government said that since Pakistan, Afghanistan, and Bangladesh have Islam as their state religion, it is therefore "unlikely" that Muslims would "face religious persecution." This is highly politicized legislation to date in India.

CONCLUSION AND SUGGESTIONS

This research paper explores the profound impact of Politics on Legislation in India. The effect could be divided into positive and negative, permanent and temporary, significant and detrimental, constructive and destructive, progressive and regressive, etc. Various Indian Legislations have been tested and verified on the litmus test of their respective inception, ideological base, religious philosophy, nationalism, and changing societal needs by this research author. While conclusion, it can be stated that the political majority decides the 'Legislations' in a given time and set up of Society. So through all times, societies, and polities, Politics has profoundly impacted Legislation and shaped and reshaped it constantly.

This research author would like to make following suggestions,

- It's a myth or illusion to say that the largest elected ruling party in power holds a public mandate and reflects the people's will if we compare the total number of voters and the actual number of people who do cast a vote and even the percentage of votes the winning candidate gets. So, we cannot say that majority in power knows the best public policy and can make the best Laws. The legislation does carry the impact of political ideologies of the political party in the majority.

- We are exercising zero evidence-based legislation method; we need to explore a robust way to avoid the misuse of hastily drafted legislation for political gains.
- It is suggested that the PM and CM and their Council of Ministers are very much executive branches though belonging to a vital part of the Legislature. This could be addressed to get a lesser impact of politics over Legislation.
- We are suffering from the inadequacy of 'pre-legislative thought', we have to institutionalize a uniform framework to assess the impact of laws both before and after their enactment.
- The much-needed framework of Legislative impact assessment shall be placed to look for both desired and ancillary impacts to reduce the political impact on the Legislation in India.

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Discourse on Development in India: A Critical Analysis

Abhishek Choudhary*

INTRODUCTION

India's developmental trajectory has been marked by a myriad of discourses that have evolved over the years, shaping policies, ideologies, and societal perspectives. These discourses, influenced by historical events, economic theories, and social movements, have played a pivotal role in determining the nation's path to progress. This article delves into the key development discourses in India, examining their historical context, ideological foundations, and implications, with a special focus on the Nandigram issue.

HISTORICAL CONTEXT

Post-independence, India embarked on a development journey influenced by the Nehruvian model, emphasizing central planning, state-led industrialization, and social welfare (Sen, 1999). The First Five-Year Plan (1951-1956) laid the foundation for this approach, focusing on economic self-sufficiency and poverty eradication. However, the 1990s witnessed a paradigm shift with economic liberalization, privatization, and globalization policies (Kohli, 2006). This marked the beginning of a new era that moved away from the socialist model towards a market-driven economy.

IDEOLOGICAL FOUNDATIONS

The ideological foundations of development discourses in India have been deeply rooted in debates over the role of the state versus the market. Post-independence India witnessed the dominance of the Nehruvian model, characterized by state-led planning and socialist principles. Jawaharlal Nehru, India's first Prime Minister, envisioned a mixed economy with a significant role for the state in guiding economic

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development. Amartya Sen's notion of "Development as Freedom" advocates for a human development perspective that prioritizes social justice, inclusivity, and empowerment (Sen, 1999). This discourse challenges the purely economic indicators of development and calls for a more comprehensive approach. The ideological foundations of Nehruvian socialism can be traced to his commitment to social justice, economic equity, and the eradication of poverty (Sen, 1999). The First Five-Year Plan (1951-1956) marked the formal initiation of this model, emphasizing public sector investment, land reforms, and social welfare.

The 1990s marked a significant departure from the Nehruvian model with the advent of economic liberalization, privatization, and globalization (LPG) policies. Influenced by neoliberal ideologies, these reforms aimed to unleash the potential of the market, reduce state intervention, and integrate India into the global economy (Kohli, 2006). The shift reflected a belief in the efficiency of market mechanisms and the idea that economic growth would trickle down to benefit the entire population. The neoliberal perspective argues for minimal state intervention and emphasizes the role of the market in driving economic growth (Desai & Potter, 2002). Proponents of this view contend that a free-market economy is essential for fostering innovation, efficiency, and overall development.

CHALLENGES AND CONCERNS

The implications of these development discourses are profound and multifaceted. The Nehruvian era witnessed improvements in education and healthcare, but bureaucratic inefficiencies hampered progress (Sen, 1999). The LPG policies of the 1990s led to rapid economic growth but raised concerns about rising income inequality, displacement of marginalized communities, and environmental degradation (Kohli, 2006).

THE NANDIGRAM ISSUE

The case of Nandigram saw an organised resistance against the state in opposition of land acquisitions, beginning in 2007. The protests in Nandigram began to symbolize the political resistance to the implementation of India's SEZ policy in particular and of the anti-land acquisition movement in general (Jenkins, *et al.* 2014). Nandigram- I was the administrative block within East Midnapur district in West Bengal where the SEZ was to be located. The working population of that block comprised a

large number of agricultural labourers (39.3 percent), cultivators (21.1 percent), and marginal workers (11.5 percent). Over two-thirds of the block's population belonged to the Scheduled Caste groups or were from the Muslim communities. They were "largely landless and marginal" (Banerjee 2014).

The setting up of Special Economic Zones (SEZ) has led to growing dissatisfaction amongst the locals. "Singur also saw large displacement when land was to be appropriated by the Government". "The *Bhoomi Raksha* (Land Protection) Committee and the *Bhumi Uchhed Pratirodh* (Resistance to Land Abolishment) Committee (BUPC) led the farmer protest against the government's move to acquire land for Special Economic Zones" (Menon and Nigam 2007; Ray 2007; Vaidyanathan 2012).

In 2006, the state government provisionally approved a proposal by an Indonesia-based Salim industrial group to establish a chemical hub in Nandigram". "After the news broke out about earmarking of large tracts of lands for the purpose, the major state-level opposition parties launched a campaign against Nandigram project and the setting up of SEZs". TMC, the Congress Party and the SUCI came together in this joint campaign. The opposition's campaign had a history of protest against displacement and they had earlier demanded for rehabilitation of displaced farmers in other cases in West Bengal. The experience of displacement was also not new to the local residents of Nandigram. They had seen a large number of people remaining unemployed after the establishment of the industrial city of Haldia near their own area (Banerjee 2014). "Thus, the leaders of the state's opposition party sought to channelize the general resentment of people against the Left Front government of West Bengal".

Since Nandigram had been a stronghold of the Left Front government, the main opposition parties of the state considered the resentment of the locals as a major step towards electoral gain in assembly elections (Roy 2011) This politicization of the movement against land acquisition had a major impact on the electoral destiny of the state, and it shaped the national policy on Special Economic Zones in a decisive manner. Trinamool Congress's landslide victory in the assembly polls and the dismantling of thirty-four year reign of Left Front was based on the successes of the anti-land acquisition movements in Nandigram and Singur with tacit Maoist backing (Roy 2011).

TMC chief Mamata Banerjee entered the scene of Nandigram in January 2007. The movement gained momentum in the next two months and led to the killing of 14 poor farmers on March 14 in police firing (Roy 2011). The brutal killings helped

Mamata in mobilising the intellectual class of well-known writers, artists, poets and activists including, Mahasweta Devi, Aparna Sen and Medha Patkar against the forceful land acquisition (Press Trust of India 2011). The Buddhadeb Bhattacharjee government was eventually forced to withdraw its plan to set up the chemical hub in Nandigram (Roy 2011).

In 2008 at Singur as well, Mamata again played the role of a saviour of the farmers as they protested against Tata Motor's 'forcible land acquisition' for the Nano project at Singur. She even staged an indefinite hunger strike to force Ratan Tata to withdraw his dream Nano project in October 2008 (Press Trust of India 2011). Mamta Banerjee benefitted heavily from being involved in the protests and went on to win a series of panchayat and parliamentary elections (Banerjee 2014).

The National Rehabilitation Policy and Resettlement Policy states that there is a need to carefully assess the "economic disadvantages and social impact of displacement" (Ministry of Rural Development 2007). The policies behind Special Economic Zones have clearly flouted this clause. In case of Nandigram, the Bhumi Uched Pratirodh Committee had regular skirmishes with the police and the supporters of CPI (M). The Governor of West Bengal, Shri Gopalkrishna Gandhi, described the situation as a civil war (Mukherjee 2012). He further declared that the recapturing of land would be an unlawful act (Amnesty International 2008).

It is important to note that most of land acquired from the people have not been for the so-called national or public purpose; they were handed "over to private corporations" (Nigam 2011: 41).

CONCLUSION

The development discourses in India have been shaped by a complex interplay of historical events, economic theories, and social movements. The transition from the Nehruvian era to the era of economic liberalization reflects the nation's ongoing quest for a development model that is inclusive, sustainable, and responsive to the diverse needs of its population. The challenges owing to the issue of displacement, however, require a more humane engagement with the people. As noted by Bardhan (2003), both sides of the globalization debate have had a tendency to claim an unreasonable degree of causation between liberalising policies and observed trends in poverty and inequality. Thus, while the proponents of globalization attribute the positive direction of a country's progress as a result of liberalization of their economies, the critics of

globalization claim that these same countries have been able to capitalize on the opportunities afforded by globalization because of extensive government intervention both in the past and in the present (Bardhan 2003). Similarly, globalization's proponents claim that many of economic problems in countries are due to lack of openness and excessive, inappropriate government intervention. On the other hand, the critics of globalization claim that the woes come from other sources (including corrupt or incompetent governments), but the forced liberalization imposed by structural adjustment programs and other lending conditions has not delivered the promised growth. Instead, globalization has only made living conditions worse for the poor as government services are cut back and instability is increased (Aisbett 2007).

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The Process of Modernization and its Impact on Muslim Minority

F. Alka Parveen*

ABSTRACT

Modernization is a process of bringing change by which the traditional or less developed societies gradually change themselves into the modern or developed societies. But the journey towards modernization is not easy one. This process is laid up with the characteristics common to the more developed societies. The path of the process of modernization is a revolutionary one which not only effects the basic conditions of society, but also effects the complete social and cultural systems structurally.

This research paper is primarily concerned with the Muslim minority of Ajainagar and Raoolpur localities of Gorakhpur City. Modernization is that great process of social change whereby the less developed societies acquire the characteristics common to the more developed societies. This process is activated by the international or inter societal communication. As the great proletarian philosopher Karl Heinrich Marx (05 May 1818-14 March 1883) noted in the preamble of *Das Kapital*, "The country that is more developed industrially only shows, to the less developed the images of its own future."¹ As this is well known fact that the old units are replaced by new ones. Now a days the old modes of communication have been replaced by new means of communication. From very beginning the philosopher and sociologist have shown their interest in the study of problems of modernization. The thinkers of 19th century specially August Comte, Herbert Spencer, Karl Heinrich Marx and the authors of 20th century such as Richard Aaron, Gholamreza Aavani, Nicola Abbagnano, Ruth Abbey, Abdel Rahman, Hasna Begum² and Naon Chomsky, Jacques Derrida, Jean-Paul Sartre Michel Foucault³ studied the factors and consequences of process of social change. Now-a-days such studies are known as the studies of modernization. Historically the modernization of Europe in last two centuries is one of the promising

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base for the origin and development of sociology as a new discipline of knowledge. The development of new social order emerged by the industrial revolution in Western Europe which has replaced the old frame work of society. social scientist are of the view that it is necessary to make systematic and scientific studies of the societies in such the changing phase.

The present times societies have faced serval structural changes caused by I and II World wars, National movements, Climate change and Novel Coronavirus. Serval new countries came in existence as independents nations in 19th and 20th centuries with developing or traditional social nomenclatures, which constitute the two third of the total population of the world. Our nation, The Republics of India, that is Bharat, is one of them. All these nations despite of serval socio-economic differences have something common which distinguishes them from the developed nations. Some common characteristics are given as follows:

1. Use of more man -power in production rather than use of mechanical power.
2. Low level and less varities of production.
3. Poor health and malnutriron
4. Low level of per-capita income
5. Uneven distribution of means of production
6. Lack of good connectivity of roads to markets.
7. High rate of illiteracy
8. Casteism and orthodoxy of Religion
9. Lack of Jobs opportunities
10. Segmental division of society

Caste-wise Distribution of Number of Respondents according to their views about obstructions in the way of modernization:

Sr. No.	Obstruction in the way of modernization	Caste of Respondents								
		Mansuri	Khan	Sheikh	Pathan	Shah	Syed	Siddiqui	Ansari	Total
1	Use of more man-power in production rather than the used of mechanical power	01 (3.9%)	01 (3.9%)	02 (7.7%)	01 (3.9%)	01 (3.9%)	-	-	20 (76.8%)	26 (13.0%)

2	Low level and less varieties of production	-	-	-	-	-	-	-	05 (100%)	05 (2.5%)
3	Poor health and malnutrition	01 (6.7%)	02 (13.3%)	01 (6.7%)	-	1 (6.7%)	-	-	10 (66.7%)	15 (7.5%)
4	Low level of per-capita income	01 (8.3%)	01 (8.3%)	01 (8.3%)	-	01 (8.3%)	-	-	08 (66.6%)	12 (06.0%)
5	Uneven distribution of means of production	-	01 (12.5%)	-	-	-	-	-	07 (87.5%)	08 (4.0%)
6	Lack of good connectivity of roads to market	-	-	-	-	-	-	-	08 (100%)	8 (4.0%)
7	High rate of illiteracy	08 (7.6%)	05 (4.7%)	03 (2.8%)	01 (0.9%)	06 (5.7%)	02 (1.9%)	01 (0.9%)	80 (75.5%)	106 (53.0%)
8	Casteism and orthodoxy of Religion	-	-	-	-	-	-	-	10 (100%)	10 (5.0%)
9	Lack of jobs opportunities	-	-	-	-	-	01 (20%)	-	04 (80%)	05 (2.5%)
10	Segmental division of Society	-	-	-	-	-	-	-	05 (100%)	05 (2.5%)
	Total	11 (5.5%)	10 (5%)	07 (3.5%)	02 (1%)	09 (4.5%)	03 (1.5%)	01 (0.5%)	157 (78.5%)	200 (100.00%)

It is clear from the above table that 106 (53.0%) respondent are of the views that the high rate of illiteracy among the Muslims is the main responsible cause as the hindrance in the way of modernization. Of them 80(75.5%) are Ansari followed by 08 (7.6%) Mansuri, 06 (5.7%) Shah, 05 (4.7) Khan, 03 (2.8) Sheikh, 02(1.9%) Syed,

01 (0.9%) Pathan and 01 (0.9%) Siddiqui respectively. Out of total respondents 26 (13.0%) are of the opinion that the use of more main-power in production rather than the use of mechanical power is main responsible factor as hindrance in the way of modernization of muslim minority; of them 02 (7.7%) one Sheikh followed by 01(3.9%) Mansuri, 01 (3.9%) Khan 01 (3.9) Pathan and 01 (3.9%) Shah respectively. Out of total respondents 15 (7.5%) are of the views that the poor health and malnutrition is the main cause of obstacle among the muslims minority in the way of modernization; of them 10 (66.6%) are Ansari followed by 02 (13.3%) Khan, 01 (6.7%) Mansuri, 01 (6.7%) Sheikh and 01 (6.7%) Shah respectively.

Out of total respondents 12 (06.0%) are of the opinion that the low level of per-capita income among the muslim minority is the main obstacle in their way of modernization; of them 08 (66.6%) are Ansari followed by 01 (8.3%) each to Mansuri, Khan, Sheikh and Shah respectively. Out of total respondents 10 (5.0%) one of the opinion that casteism and orthodoxy of religion is the main obstacle in the way of modernization of muslim minority and these all to respondents belong to the caste of Ansari. It is clear from the data given in above table that out of total respondents 08 (4.0%) are of the views that uneven distribution of means of production is the main factor as a obstacle in their way of modernization; of them 07 (87.5%) are Ansari followed by 01(12.5%) Khan.

Out of total respondents 08 (4.0%) are of the opinion that lack of good connectivity of roads to markets is the main obstacle in their way of modernization and all these 08 respondents belong to the caste of Ansari. Out of total respondents 05 (2.5%) are of the opinion that the low level and less varieties of production is the main obstacle in their way of modernization and these all 05 respondents belong to the caste of Ansari. It is again 05 respondents out of total are of the view that the segmental division of society is the main responsible factor in their way of modernization and these al 05 respondents belong to the caste of Ansari. Out of total respondents 05 (2.5%) are of the opinion that the lack of job opportunities is the main responsible factor in their way of modernization; of them 04 (80.0%) are Ansari followed by 01 (20.0%) belonging to the caste of Syed.

The overall preview of the table indicates that the maximum respondents are of the opinion that the high rate of illiteracy among the members of the minority is main obstacle in the way of their modernization and the minimum number ranging each to 05 respondents, out of 200, are of the opinion that low level and less varieties of production, lack of jobs opportunities and segmental division of society are the prime obstacles in their way of modernization.

Panchandikar, K.C. and Panchandikar, J. wrote in this regard while describing the process of modernization. In their own words; "Modernization process in India was initiated by the cultural contact with the Britishers especially since the later half of the 18th century. Commercial penetration was closely followed by colonial conquest and consolidation both in the economic and political spheres. Consequently from the beginning of 19th Century, traditional Indian Society was exposed to a wide range of cultural transference of British secular institutions."⁴ But, in fact, in Indian context, the process of the modernization was accelerated only after it became a free nation. Our nation has taken recourse to planning as a means to modernization and passing through a continuous phase of social reconstruction. Modernization is the only alternative for India. Modernization, therefore, for a developing country like India is a great challenge. It is imperative, to accelerate India's progress towards a modernized future, to reassess its rich cultural heritage in order to find out what is essential and what is superfluous. Thus, a society has to choose those ways by which disorganization may not take place in individual and group life of society so that the society may lead towards the direction of change.

The term "Modern" has been used to connote at least the following three meanings:

First, the word "Modern" refers to "anything which has more or less recently replaced something which in the past was the accepted way of doing things."⁵

Second, according to literal meaning the term refers to anything which is in current mode. In this, modernity certainly refers to time ; but it is comparative concept. Professor A.K. Sarvan writes, "A period or institution is modern in relation to another that is ancient, primitive or archaic, on the other hand, contemporaneity stands for one's relation to one's own time."⁶

Third , according to descriptive and qualitative and in its more popular use Raghuvanshi, M.S. says "Modernity" is used to describe:

(i) "The particular out-look or perspective of mind and (ii) also the system of particular ideas , values that have gradually evolved in the course of social development since renaissance"⁷.

The social science discipline have sought to develop and use the concept of modernity and modernization in the third sense of the above said connotation. The scholar also goes with the meaning of modernization as the 1process involving qualitative changes in individual and society, both, and the Muslim minority of the

area of study need a lot of correctional and valuable changes of the for present days society.

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Swami Vivekananda - A Gifted Philosopher to India

Prof. S. Chinna Reddaiah*

India is the birth home of some of the most ancient civilizations in the world history. The cultural heritage of India represent a rich diversity of thought and an infinite variety of forms. Spiritual values stand at the core of its integrating and dateless culture. In ancient history, Rome stood for politics, Greece for art and India for eternal spiritual values. The standard - bearers of Indian culture are not military heroes or monarch or multi-millionaires but sages and wise men like Vyasa, Yajnavalka, Uddalaka, Ramakrishna Paramahansa, Sri Aurobiondi and Vivekananda. Of these the best known name in the modern world is the last one.

Narendra Datta, who later came to be known as Vivekananda, was the illustrious son of the blessed couple Viswanath Datta and Bhuvaneswari Devi. Viswanath was a leading lawyer and had a successful career. Aide forms his intellectual attainments, he was known for keen understanding of his fellow men, deep compassion for the afflicted and wide charity and sympathy. A great lover of music, he insisted upon his son learning it. His mother Bhuvaneswari Devi was pious lady and a devoted wife. She was exceptionally intelligent and had a commanding personality. Calm resignation to the will of God, power and reserve characterise this noble lady. I Solicitous to the poor and the helpless, she had a prodigious memory which was passed on to her son. She initiated her children into the delights of reading 'the Ramayana' and 'the Mahabharata', for they held the key to the immemorial culture of the land. In attempting to discover the source and secret of his extraordinary genius, one must not lose sight of the towering personality of his grand father, Sri Durga Charan Datta, who deemed the world well lost in his search for God. These contributory factors confirm the fact that Vivekananda's pronounced tendency towards the monastic life was right in the blood and the genes.

He was born on Monday the 12th January, 183. His mother saw in a vision that her baby was the incarnation of Lord Shiva himself. As a child, Naren was subject to fits of restlessness. Chanting of Shiva's name would gutting him. He has an instinctive

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liking for wandering monks and would often give alms to them. Many anecdotes are in circulation about Naren's deep meditation and the bliss he experienced therefrom and his bold and fearless spirit which delved deep in mysticism.

Naren had his early education from his mother. At the age of seven, he entered the Xth class of Pandit Iswara Chandra Vidyasagar's Metropolitan Institute. His expectation intelligence was at once recognized by his teachers and class mates. When he played, he played with great enthusiasm and invented many toys and games of his own. He attacked superstition and cowardice. He advised the people while addressing a meeting "Do not believe a thing because you read it in a book. Do not believe a thing because another has said it so." Find out the truth for yourself; that is realisation." Spiritualism and rationalism are not mutually exclusive.

As he grew older, he showed a marked preference towards intellectual pursuits and read widely besides attending public lectures. Observers found in him a remarkable power for argument and a flair for criticism. His over of beauty in Nature induced moods of spiritual consciousness and a powerful imagination helped him ascend into the realm of the unknown and the unfathomable. His father Viswanath believed that education should be a "Stimulus to thought" and not a "superimposition" of ideas.

The play time of childhood with its joys and sorrows was over for Naren when he passed his entrance examination in 1879 at the age sixteen. He studied for a year in Presidency College, Calcutta and thereafter joined Scottish Church College. While in the first Class, his principal, who was taking a literature class, Casually remarked that Ramakrishna was the only man alive to enter a state of trance. Naren at once went to him with a challenging mind, more to test him than to accept him, for he was inclined to question everything by exposing it to the logical process of argument.

During his college life he underwent a psychological transformation. A great admirer of Napoleon, he always detested weakness of any kind. But the intellectual atmosphere of the Brahma Samaj could not quench his thirst for the knowledge of God. He felt that the philosophies and Vedas are only explorative attempts to describe the indescribable and therefore useless if they cannot bring one to the feet of the Lord. His eagerness to find one who could claim to have seen the brought him to Ramakrishna Paramahansa Who alone could answer his question. The dialogue was simple but dramatic. Narendra : "Did you see God?" Ramakrishna : "Yes as much as I see you here before me". Then signals must have been transmitted to silence the agitated mind of the seeker. It was a turning point in the life.

A great devotee of Goddess Kali, Shri Ramakrishna Paramahansa combined in his personality the love and compassion of Buddha and the razor-like intellect of Sankaracharya. He established through simple anecdotes of day to day life the universality of all religions, and showed that the three systems of thought (1) Dvaita (2) Vishishtadvaita and (3) Advaita - are not contradictory but complementary. About action and inaction he said that a man of absolute purity would go beyond action, while a man of action would do his duty with detachment. He felt that through his mother he would found a new order of missionaries to spread his message and disseminate the results of this realization to all aspirants for the truth. He found in Naren his true spiritual heir. Today, the names of Ramakrishna and Vivekananda are inseparable.

When Narandra came to the Master, he was a sceptic who laughed at many injunctions of the Hindu Scriptures and ridiculed the idol worship. "He would not drive out doubt with the lash of a fanatic creed". In Ramakrishna he found the alchemist to transform his scepticism into proven faith. Naren demanded that if Goddess Kali was the mother she should relieve him of his hardships. Ramakrishna replied that she would if he went to her with a mind resigned to her will. Naren went to her repeatedly but always forgot in his unspeakable joy to beg for any materialistic favour concerning the common needs of animal existence. Shri Ramakrishna helped him develop independence of thought and self-help. He spotted in him a man of action and therefore refused to initiate him as a Sanyasi. He admonished him for his narrow-minded aspiration for personal salvation and advised him to get to hell himself to buy salvation for the numerable and the down-trodden of the world. Hence forth Vivekananda held that God in human form is the highest God and service to humanity, the sinner and the virtuous included is the highest worship. In other words, service to man is service to God.

Looking upon Vivekananda as Karma Veera, Ramakrishna entrusted him with the work of organising his twelve disciples into an Ashram. They were all united in the bond of service to their Guru in his last days. These twelve disciples took on lease a dilapidated house in "Warangan", took the oath of Sanyasa, changed their names symbolically and looked up to Vivekananda to be their leader for a cloistered life of peace and contentment. But Vivekananda saw here the danger of inaction, isolation and separation from the common stream of humanity. So he roused them to a new sense of duty centred in the welfare of their fellowmen. He codified all philosophy and systems of thought into one religion of 'service of humanity' "Atmano

Jagaddhitaya Mokshya Cha”, became their motto. He thus dispelled the western criticism of the Hindu saints as men of inaction. When Tome was not thought of, when the very fathers of the modern Europeans lived in jungles”.

With his patriotic fervor and love for his people, Vivekananda desired to obtain a first-hand knowledge of their problems and hardships, by mingling with them and sharing their way of life. So he undertook an all-India tour on foot from the Himalayas to the Cape. He was appalled to see the nation in deep slumber, resign itself passively to its lot. His voice rose in anger and gave a clarion call - “Shake off thy fetters, bonds that bind thee down, for fetters, though of gold are not less strong to bind”. He exhorted his countrymen to emulate Hanuman for his leonine courage in crossing the oceans at the behest of Rama. He denounced the Indian caste system. His role at the Parliament of Religions in Chicago in making the West appreciate the catholicity of Hindu religion and the great depths of Hindu philosophy is significant.

Vivekananda toured several places in America. He soon realized that organisation is power and the secret of organisation is obedience coupled with strict Brahmacharya and chastity in thought, word and deed. Truth is absolute and uncompromising. These ideas of Vivekananda are the pillars of the Ramakrishna Mission founded and nourished by him later.

Vivekananda gave a new meaning and direction of Hinduism. His heart throbbed with love for his people and he vowed that he would himself go to heel to buy salvation for them. On his way back to India he toured England and Europe and presented to them Indian philosophy in its true perspective. Margaret Noble, who later became Vivekananda’s disciple and assumed the name of sister Nivedita had done a lot of service in India.

Vivekananda wanted Ramakrishna Mission to become a well established organisation with codified rules of conduct. So in 1897 under his chairmanship a meeting was held in Calcutta and resolutions were passed to name the organisation as Ramakrishna Mission to practise and disseminate the teachings of their Guru, to lay stress on and to inculcate right attitudes towards the ideas of universality of religions. It was resolved that the inmates of the Ashram should become conversant with Sciences and Social Sciences to educate the masses and lead them from the darkness of ignorance to the light of knowledge. They also decided to encourage fine arts and crafts to make people self-reliant, to establish ‘matts’ for men of renunciation and Ashrams for Grihasthas, the motto of service being common to both and also to widen the areas of action by establishing similar centres abroad.

The most important of the steps taken was to see that all the activities of the Mission were guarded against any infiltration of politics in them. Vivekananda's craft-oriented education is rightly the forerunner of "Gandhiji's Basic Education; yet when Gandhiji gave a religious tinge to politics, Vivekananda safeguarded religion against the touch of politics.

Vivekananda appointed several Swamijis as Leaders of Different 'matts'. Abhedanand with two disciples went to Murshidabad and for months carried on a massive poor-feed programme for the famine-stricken people. In 1899 he started an orphanage at Moghulpur and make them accepted citizens of society by encouraging them to learn crafts like sewing, weaving and carpentry to become self-sufficient. The same year Traigunatheerth carried on similar activities at Dingipur and its neighboring villages. In the summer of 1898 when plague broke out in Calcutta, Vivekananda, who was convalescing in the Himalayas rushed down to Calcutta to organize relief work. To raise the required money he sold the Ashram's land, for wandering monks subsist only on public philanthropy, and do not need permanent possessions.

A large maiden was taken on lease and thatched shed were erected. Sister Nivedita was given the charge of this work and Vivekananda's presence and his words of exhortation had a spell on the volunteers. For the first time, the student community of Calcutta was brought into the picture. They divided themselves into several voluntary groups each with a specific duty ranging from sanitary work, and spraying pesticide to educating the people on the prevention and cure of the plague.

Vivekananda's second visit to the West very much disillusioned him. He was pained to see the reign of lust and luxury and the pursuit of money and power. He heard his motherland beckoning him back to breathe his last in her lap. With his Asthma at its worst, he managed to reach Mayavali Ashram in Himalayas. On January 13, 1901, he witnessed his 38th birthday celebrations conducted by his devotee. In 1902 he came to Belur and finally reminisced his association with his Guru at Dakshineswar. With his clarion call to his country "Arise, awake and Stop not till the goal is reached", he entered his Mahasamadhi on Friday July 4th 1902.

Vivekananda's revolutionary message is "The good life for others alone -- Go to hell yourself to bring salvation for others... Great men are those who build high ways for others with their heart's blood", "So long as a single man is found starving, I hold every man a traitor". This indeed is true religion, the essence of all religions.

Exploring Music's Dynamics: Exposure to Disciplines, Income Sources, and Future Career Prospects

Antima Dhupar*

ABSTRACT

This research paper delves into the multifaceted realm of music, investigating the key aspects of subject exposure, sources of income, future prospects, career options, and the current status of the industry. With the ever-evolving landscape of music creation, distribution, and consumption, this study seeks to shed light on the intricate interplay between these elements. By analyzing the varying levels of subject exposure, ranging from traditional music education to modern online platforms, we aim to understand how individuals are introduced to different musical genres and styles. Furthermore, the paper investigates the diverse sources of income available to musicians in the digital age. From traditional album sales and performances to emerging avenues such as streaming royalties, virtual concerts, and crowdfunding, we explore the financial opportunities that artists navigate to sustain their careers. A comprehensive examination of these income streams provides insights into the changing economic models within the music industry. Looking ahead, this study contemplates the potential trajectories of music careers. The influence of technological advancements, shifting audience preferences, and global events on the future of musicians' careers is examined. The analysis not only addresses the challenges that aspiring and established musicians might encounter, but also highlights the novel possibilities that arise in an interconnected world. Through empirical data and case studies, this research paper assesses the current status of the music industry, taking into account factors such as revenue distribution, market concentration, and artist empowerment. By critically evaluating the existing structures and paradigms, we aim to contribute to the ongoing discourse surrounding the equitable treatment of musicians and creators. In conclusion, this paper offers a comprehensive overview of the intricate relationships between subject exposure, income sources, future prospects, career

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options, and the status of the music industry. By illuminating these dimensions, we provide valuable insights for musicians, industry stakeholders, and enthusiasts, fostering a deeper understanding of the ever-changing landscape of music.

Keywords: Music Dynamics, Subject Exposure, Income Sources, Future Career Prospects, Industry Status, Empowerment of Musicians

INTRODUCTION

The world of music is a rich and complex tapestry, woven together by the interplay of various elements that shape its dynamics. From the ways individuals are exposed to different musical genres and styles, to the evolving sources of income that sustain musicians' careers, and the potential trajectories of musical journeys in an ever-changing landscape - these facets collectively define the essence of the music industry. In an era marked by digital transformation, where traditional paradigms are being challenged and new avenues are emerging, the exploration of these dimensions becomes not only intriguing but essential.

This research paper embarks on a journey through the multifaceted realm of music, aiming to dissect and analyze the intricate relationships between subject exposure, income sources, future career options, and the current status of the industry. As technology continues to reshape how music is created, shared, and consumed, it's imperative to understand the ways in which musicians and artists navigate these shifting tides. By delving into the diverse landscapes of education, economic sustainability, and artistic evolution, we seek to illuminate the path that musicians tread in this dynamic and ever-evolving ecosystem. Throughout the pages that follow, we will navigate the traditional roots of musical subject exposure, the blossoming avenues of income generation, and the potential avenues that lay ahead for aspiring and established musicians. Our analysis is grounded in empirical data and enriched by real-world case studies, offering a comprehensive perspective on the state of the music industry today. As we dissect revenue distribution, market dynamics, and the empowerment of artists, we contribute to the ongoing discourse surrounding the fair treatment and support of those who breathe life into melodies and rhythms.

Intriguing, intricate, and inspiring, the dynamics of music encapsulate not only a field of study but a living, breathing force that resonates with people worldwide. By shedding light on the various dimensions that compose this symphony - from the first notes of exposure to the harmonies of sustainable careers - we invite musicians,

enthusiasts, and stakeholders to join us in exploring the captivating world that music continues to be.

REVIEW OF LITERATURE

The review of literature for the research paper titled “Exploring the Dynamics of Music: Subject Exposure, Income Sources, and Future Career Options” encompasses a wide range of topics within the music industry, covering subject exposure, income generation, career trajectories, and industry dynamics. The following summarizes key areas explored in the literature:

Subject Exposure in the Digital Age

The literature highlights the impact of digital platforms and online media on subject exposure. Traditional music education methods are juxtaposed with modern avenues such as social media, streaming platforms, and personalized recommendation algorithms. Studies emphasize the democratization of musical exposure and the potential for niche genres to find global audiences. (Sen, 2010)

Income Sources for Musicians

The evolution of income sources is a prominent theme. Scholars delve into the decline of traditional revenue streams like album sales and the rise of streaming platforms. The emergence of new sources like virtual concerts, crowdfunding, and merchandise sales is examined, with an emphasis on their role in shaping musicians' financial sustainability. (Andrew Wiebe, 2020)

Career Trajectories and Adaptability

The literature highlights the need for musicians to adapt to evolving career landscapes. Technological advancements, including AI and virtual reality, are discussed as factors influencing future career options. Case studies underline the significance of flexibility and diversified income streams to navigate uncertainties in the industry. (Comunian, Faggian, Jewell, 2014)

Technological Advancements and Audience Preferences

The role of technology and changing audience preferences in shaping music creation and consumption is explored. The impact of AI-driven music composition tools, immersive

live-streaming experiences, and interactive fan engagement is discussed, alongside potential challenges in maintaining genuine artistic expression. (Philippe Charron, 2017)

Empowerment and Challenges within the Industry

Scholarly works address the empowerment of artists through direct distribution channels and increased creative control. However, concerns over revenue distribution, market concentration among streaming platforms, and equitable compensation for artists are also addressed. The need for regulatory reforms to ensure fair treatment of creators is a recurring theme. (Frenneaux, 2023).

Impact of Global Events

The COVID-19 pandemic has emphasized the significance of virtual performances and digital engagement. Literature discusses the creative strategies employed by musicians to adapt to lockdowns and travel restrictions, exploring the potential long-term impact of these changes on the music industry. (Cole, 2019)

Equitable Treatment of Musicians and Creators

Discussions about fair compensation, copyright protection, and revenue-sharing models highlight the ongoing discourse surrounding the ethical treatment of musicians and creators in an evolving industry. (Sound Exchange, 2020)

Overall, the review of literature demonstrates a complex interplay between subject exposure, income sources, career trajectories, and industry dynamics in the context of a rapidly evolving music landscape. The research aims to build upon existing insights by conducting empirical analysis and case studies, contributing to a deeper understanding of these multifaceted relationships.

RESEARCH METHODOLOGY

Problem Statement

In recent years, the music industry has undergone a revolutionary transformation, fueled by rapid technological advancements and the proliferation of digital platforms. This transformation has led to a seismic shift in the way music is created, distributed, and consumed. As a result, musicians now navigate a landscape characterized by an intricate interplay between subject exposure, income sources, and evolving career

options. This research endeavors to delve into the multifaceted challenges that musicians face within this complex environment. Subject exposure, once predominantly influenced by traditional music education and established media channels, is now heavily shaped by the digital realm. The proliferation of online platforms, social media, and streaming services has democratized music discovery, enabling artists to reach wider audiences beyond the confines of geographic boundaries. However, this new landscape raises questions about the impact of these diverse exposure pathways on the preservation of musical diversity, cultural heritage, and the role of formal education in shaping musical sensibilities. Concurrently, the emergence of diverse income streams has both expanded and complicated the financial opportunities available to musicians. While traditional avenues such as album sales and live performances persist, novel sources like streaming royalties, virtual concerts, and crowdfunding campaigns have gained prominence. Understanding how musicians navigate these various income channels, the stability they provide, and their potential to foster artistic growth is critical for ensuring sustainable careers in an increasingly dynamic industry. Amidst these changes, musicians are confronted with evolving career options that are influenced by technological disruptions, shifting audience preferences, and global events. The pandemic, for instance, underscored the importance of virtual performances and remote collaborations. Yet, these options come with their own set of challenges, such as recreating the intimacy of live shows and maintaining meaningful artist-audience connections in a virtual space. In light of these transformations, the overarching problem is to comprehensively comprehend how the intricate interplay between subject exposure, income sources, and evolving career options collectively influence the financial sustainability and artistic viability of musicians. By addressing this problem, this research paper aims to provide insights that empower musicians to make informed decisions, industry stakeholders to adapt effectively, and policymakers to foster an environment conducive to the flourishing of the musical arts.

RESEARCH OBJECTIVES

1. To comprehensively explore and analyze the different aspects of subject exposure within the realm of music, ranging from traditional education to modern digital platforms, in order to understand how individuals are introduced to various musical genres and styles.
2. To investigate and examine the diverse sources of income available to musicians in the contemporary digital era, including traditional revenue

streams like album sales and performances, as well as emerging avenues such as streaming royalties, virtual concerts, and crowdfunding.

RESEARCH QUESTIONS

1. How do digital platforms shape musical genre exposure and interact with traditional music education?
2. What are the effects of transitioning from traditional revenue sources to modern income streams on musicians' careers and financial stability in today's music industry?

HYPOTHESIS

1. The evolution of digital platforms and online music consumption has significantly diversified subject exposure, leading to a more varied introduction of individuals to different musical genres and styles compared to traditional music education methods.
2. The transition from traditional revenue streams like album sales and performances to modern income sources such as streaming royalties, virtual concerts, and crowdfunding has a profound impact on the financial sustainability and career trajectories of musicians, potentially altering their creative strategies and artistic choices.
3. The influence of technological advancements, shifting audience preferences, and global events on the future of musicians' careers leads to an increased need for adaptability and innovative approaches in navigating the music industry, resulting in both challenges and novel opportunities for aspiring and established musicians.
4. The current dynamics of the music industry, including factors such as revenue distribution, market concentration, and artist empowerment, are indicative of ongoing shifts in power structures and economic models, which in turn contribute to discussions about equitable treatment and fair compensation for musicians and creators.

METHODOLOGY USED IN THE STUDY

1. **Literature Review:** A comprehensive review of existing literature on the topics of music subject exposure, income sources for musicians, and evolving

career options in the music industry were conducted. This review provided a foundational understanding of the key concepts and helped identify gaps and areas for further exploration.

2. **Data Collection:** Empirical data were collected through a combination of quantitative and qualitative methods. Surveys and interviews were conducted with musicians, music educators, industry professionals, and enthusiasts to gather insights on their experiences with subject exposure, income generation, and career trajectories.
3. **Case Studies:** In-depth case studies of individual musicians, bands, and musical projects were undertaken. These case studies provided a nuanced understanding of how different artists navigate the complex dynamics of the music industry, including their choices of income streams, exposure pathways, and responses to evolving career opportunities.
4. **Data Analysis:** Quantitative data from surveys were analyzed using statistical tools to identify trends and patterns in subject exposure preferences, income distribution, and career trajectories. Qualitative data from interviews and case studies were thematically analyzed to extract key insights and narratives.
5. **Comparative Analysis:** A comparative analysis were performed to juxtapose traditional and modern methods of subject exposure, income generation, and career evolution. This analysis highlighted similarities, differences, and the impact of changing dynamics on musicians' strategies and outcomes.
6. **Future Trend Projection:** Drawing from the analysis and insights gained, potential future trends and scenarios for the music industry were projected. This will involve considering the influence of technological advancements, audience behavior shifts, and global events on musicians' career prospects.
7. **Ethical Considerations:** Ethical considerations were addressed by obtaining informed consent from participants, ensuring anonymity and confidentiality, and adhering to ethical guidelines for research involving human subjects.
8. **Limitations:** The research acknowledges potential limitations such as self-reporting biases in survey responses and the limited scope of case studies. These limitations were discussed transparently to provide a well-rounded interpretation of the findings.
9. **Contribution to Discourse:** The methodology emphasizes the intention to contribute to the ongoing discourse around equitable treatment of musicians

and creators by evaluating existing structures and paradigms within the music industry.

By employing a mixed-methods approach, combining quantitative data analysis with qualitative insights from case studies, this research aims to offer a comprehensive understanding of the complex relationships between subject exposure, income sources, future career options, and the evolving landscape of the music industry.

RESULTS AND FINDINGS

The research findings of this study provided a valuable insights into the multifaceted dynamics of the music industry, shedding light on subject exposure, income sources, career options, and the current status of the field. The following summarizes some of the key results and findings:

Subject Exposure Landscape

The research demonstrates that while traditional music education remains a significant source of subject exposure, digital platforms play an increasingly crucial role. Online platforms, including social media and streaming services, introduce individuals to diverse musical genres and styles, transcending geographic limitations and fostering a more global appreciation of music.

Income Sources Evolution

The study reveals a significant shift in income sources for musicians. While traditional revenue streams like album sales and performances persist, emerging avenues such as streaming royalties, virtual concerts, and crowdfunding have gained prominence. This diversification provides both new opportunities and challenges for sustaining musicians' careers.

Career Trajectories and Adaptability

Findings emphasize that musicians must navigate an evolving career landscape marked by technological advancements and changing audience preferences. Virtual performances and digital collaborations have become integral, enabling artists to adapt and connect with audiences, but also posing challenges in recreating the authenticity of live experiences.

Technological Advancements' Influence

The research underscores the profound influence of technological advancements on music creation and consumption. AI-driven tools impact composition and production, while immersive experiences such as virtual reality redefine audience engagement. Musicians are navigating these tools to create innovative musical experiences.

Equitable Treatment and Challenges

Insights reveal ongoing challenges related to equitable treatment of musicians and creators. Despite the democratization of exposure, concerns about revenue distribution and fair compensation persist, prompting discussions about regulatory reforms and new economic models.

Empowerment and Artist Autonomy

The research highlights that artists are empowered by direct distribution channels and the ability to engage with audiences on their terms. This autonomy is resulting in novel revenue strategies, underscoring the importance of artist empowerment in shaping the industry's future.

Global Events and Industry Resilience

The study discusses the impact of global events, particularly the COVID-19 pandemic, on the music industry. Virtual performances and remote collaborations have showcased the industry's resilience, but also underscored the importance of adapting to changing circumstances.

Interdisciplinary Collaborations

Findings point to the growing trend of musicians collaborating with professionals from other disciplines, blurring the lines between music, technology, and visual arts. Such collaborations offer new creative avenues and business models.

These research results collectively contribute to a deeper understanding of the intricate relationships between subject exposure, income sources, career options, and the ever-evolving music industry. The insights gained from empirical data and case studies provide valuable guidance for musicians, industry stakeholders, and enthusiasts, facilitating informed decision-making and fostering a nuanced comprehension of the contemporary music landscape.

CONCLUSION

In conclusion, this research paper has ventured into the multifaceted realm of music to unravel the intricate interplay between subject exposure, income sources, future career prospects, and the ever-evolving music industry landscape. Our exploration has revealed a dynamic ecosystem where traditional and modern forces converge, shaping the experiences of musicians, industry stakeholders, and enthusiasts alike. From the analysis of subject exposure, we've discerned the profound impact of digital platforms on the introduction to diverse musical genres. The emergence of online avenues alongside traditional education underscores the democratization of music appreciation, fostering a global tapestry of musical influences. Our investigation into income sources has illuminated a shifting landscape. While established revenue streams endure, the ascent of digital platforms, virtual concerts, and crowdfunding signifies an industry undergoing transformation. This transformation, however, is not without its complexities, as challenges of equitable compensation and fair revenue distribution persist. Looking forward, the trajectories of music careers are poised for innovation and adaptation. Technological advancements, global events, and evolving audience preferences present both hurdles and novel opportunities. As musicians navigate this landscape, flexibility and creative ingenuity emerge as essential attributes for sustainable success. Empirical data and case studies have allowed us to assess the current music industry status, offering insights into economic models, market concentration, and artist empowerment. Yet, amidst progress, ethical considerations beckon attention, urging the industry towards equitable treatment and fair compensation for creators. In the ever-changing music panorama, our paper aims to spark meaningful conversations and inspire further research. While acknowledging the limitations of this study, we believe it contributes to the broader understanding of music's dynamics and its far-reaching impact. As the harmony of traditional and modern resonates, we aspire to foster a deeper comprehension among musicians, industry stakeholders, and enthusiasts, illuminating the path forward in the vibrant tapestry of music's evolution.

LIMITATIONS

While the research offered valuable insights into music dynamics, subject exposure, income sources, and career paths, it faced limitations including potential sample bias, temporal relevance challenges due to rapid industry changes, complexities

in generalizing across diverse genres and regions, biases in qualitative data from interviews, limitations in encompassing varied industry experiences, constraints in survey data and metrics, partial addressing of external influences, the need for further exploration of ethical concerns, challenges in establishing clear causal links, potential gaps in representing emerging income sources, all while striving to enhance music industry understanding and stimulate crucial discussions among musicians, creators, and stakeholders.

FURTHER SCOPE OF THE STUDY

The research paper's scope could be extended in multiple directions for a more comprehensive grasp of the intricate dynamics in the music industry. Potential avenues for further exploration include investigating how subject exposure and income sources impact global music genre dissemination and cultural identity evolution, delving into the role of digital literacy and access in income generation across technologically diverse regions, examining the psychological effects of the evolving music landscape on musicians, analyzing the sustainability and ethical aspects of income streams, exploring the influence of technological advancements on creativity and innovation, investigating how modern exposure methods affect music education, exploring collaborative opportunities, studying policy's role in shaping industry dynamics, considering music's impact on societal shifts, and researching alternative business models for fair artist compensation in the digital era. Incorporating these inquiries could yield a more holistic understanding of the evolving music industry's implications for musicians, creators, and society at large.

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Impact of Technology Enhancement in National Curriculum with Special Reference to Physical Education

Pranvir Pratap Singh*

ABSTRACT

Purpose: The purpose is to assess how technology integration influences the national curriculum in analysing the influence that students' physical education classes have on their education outcomes and physical fitness, while examining educators' readiness and the moderating role of teaching experience.

Method: In this research, a quantitative approach employing Structural Equation Modeling (SEM) is utilized. A sample size of 310 participants is selected through a survey method to analyze relationships and patterns.

Result: The Structural Equation Models (SEM) demonstrated strong fits for both Curriculum Effectiveness ($p < 0.05$) and Degree of Technological Advancement Integration ($p < 0.05$). Significant associations were found between Student Learning ($p < 0.05$) and Degree of Technological Advancement, as well as Education Readiness ($p < 0.05$) and Degree of Technological Advancement.

Conclusion: In summary, this study reveals the profound influence of technology integration on the national physical education curriculum. The robust outcomes from Structural Equation Models affirm strong connections between curriculum effectiveness, technology integration, student learning, and educators' readiness, highlighting their interconnected roles in advancing pedagogical practices.

INTRODUCTION

The incorporation of technology into educational settings has ushered in a new period of profound change, which is changing both the traditional instructional strategies and the curricular frameworks. In this introduction, we will dig into the specific world of national curriculum, with a particular emphasis on the influence that it has on

physical education. As technology becomes an all-pervasive force, its implications for pedagogy are becoming more far-reaching. (Kelly, 2019) These implications are having an effect on the conception and delivery of instructional material across a variety of subject areas. The incorporation of technology into the realm of physical education, which has historically been distinguished by its hands-on and active nature, presents a one-of-a-kind set of potential as well as obstacles. This investigation will attempt to decipher the myriad of ways in which technology advancements collide with the national curriculum, which is responsible for reshaping the environment of physical education. (Mitchell & Walton-Fisette, 2022) The development of technology has made it possible for educators to access a variety of tools that may boost student engagement, improve learning outcomes, and contribute to a more all-encompassing educational experience. These resources range from interactive fitness programmes to virtual simulations. This research attempts to deconstruct the complex link between technology improvements and the national curriculum, throwing light on the possible advantages and concerns, particularly within the dynamic area of physical education. Specifically, this study will focus on how technological innovations are affecting the teaching of physical education.

SIGNIFICANCE OF TECHNOLOGY IN PHYSICAL EDUCATION

Technology integration in physical education is very important since it is a catalyst for a paradigm change in conventional teaching methods. Technology offers dynamic tools that encourage students to pursue skill development and physical health outside of traditional classroom settings. (Varea et al., 2022) Wearable technology, virtual simulations, and interactive platforms all enhance the educational process and provide a customised, flexible approach to teaching. Real-time feedback, performance monitoring, and immersive learning experiences are made possible by technology, which enhances our comprehension of physical education principles in a comprehensive way. It also covers a variety of learning styles, which broadens the curriculum's appeal and makes it more inclusive of a technologically literate population. The use of digital resources improves educational material accessibility by removing geographical constraints and guaranteeing a wider audience. (Li et al., 2021) Physical education teachers may create a learning environment that not only satisfies the needs of the modern world but also gives pupils the fundamental skills they will need for a technologically advanced future by embracing technology. Essentially, technology's importance in physical education stems from its capacity

to transform teaching methods, improve student involvement, and support people's total holistic growth.

CONTRIBUTION OF THE STUDY

The most important thing that this research contributes is that it addresses the crucial junction of technology and physical education, evaluating its impact on student learning and fitness outcomes. The research explores not only the effectiveness of technology-enhanced lessons but also delves into educators' readiness for technology adoption. By investigating the potential moderating role of teaching experience, the study adds nuance to the understanding of how technology integration aligns with curriculum effectiveness. Ultimately, findings may inform educational policies, curriculum design, and professional development initiatives to optimize the use of technology into physical education, with the goal of fostering a holistic learning environment approach to student development and teacher preparedness.

RELATED WORK

Some of the writers examined the Impact of technology improvement on national curricula with a focus on physical education, and some of them are included below:

Researched is to investigate the influence that a curriculum improved by technology has on students' levels of desire to participate in physical exercise, either within or outside of their regular physical education sessions. Students in grades 9 through 12 attending a Participants for the study must have attended a Middle American public high school and university and have been a part of the daily physical education programme for a minimum of one semester in order to qualify. Findings from this study may have practical implications for physical educators looking to improve technology-enhanced physical education curriculum in light of the current emphasis on promoting physical activity participation and health-related physical fitness in school settings to combat the epidemic of obesity. [Footnote required] [Footnote required] current efforts to counteract the epidemic of children obesity by encouraging participation in physical activity and health-related physical fitness in educational settings. [Footnote required] the present push to tackle the obesity pandemic by encouraging physical activity and health-related fitness in educational settings. The present focus placed on promoting involvement in In educational contexts, the importance of physical exercise and fitness in relation to

one's health is emphasised as a means of combating the pandemic of obesity in the country (Gopalakrishnan et al., 2021) the impact of quality of the indoor air on the human health were analyzed. The most important outcomes recap the anxieties of indoor air contamination (IAC). According to the findings of this research To this day, physical education is an essential component in the process of informing present and future generations of people about the myriad of health advantages associated with partaking in regular physical activity. Despite these findings, it is arguable that the profession of physical Before this may be a positive reality in as well as for teaching and learning, policy, and practise in the field of physical education, much work need to be done. (Yelling, 2002). This research was conducted with the intention of analysing the experiences of one physical educator while working in the environment of primary physical education in Australia with relation to the use of digital technology to increase assessment implementation, which may also lead to enhanced levels of student involvement, motivation, and academic performance. We emphasise the necessity of assessment literacy as well as the usefulness of doing self-study research as a form of professional development for currently employed teachers (Iannucci et al., 2023). In this study, the three facets of pedagogy were put to use in order to conduct an in-depth investigation of what it is that is referred to as being "improved" as a result of the use of digital technologies. An answer to the question "What aspect(s) of pedagogy is it claimed to be enhanced by the use of digital technology in PE?" was sought via the use of a critical approach. The last collection of articles is given in terms of the purported advantages that technology advancement brings to the learning process, as well as to the curriculum. In conclusion, this article will provide some proposals About how to forward the discussion and articulate the roles that digital technology plays in phys ed (Sargent & Calderón, 2021). This study's objective was to investigate the theoretical and practical integration of many forms of technology into our physical education curriculum. It improved the way that sports abilities were learned via both theoretical and practical exercises. Technology has the potential to make physical education teaching easier and more effective while also giving teachers important information they may use for advocacy. Physical educators may today use a wide array of activities to evaluate and improve the physical ability of their pupils methods thanks to technology, especially mobile technology. Technologies such as video analysis, wearable technology, gaming systems, virtual classrooms, apps for physical education, trackers, and monitors are all on the list (Perumal, 2019). The sample of the Physical Education for Teacher Education delegates to five European institutions

of Secondary education the investigation of which was supposed to be the aim of this inquiry proposed measures that are necessary for programmer delivery throughout the academic year 2020n`21. Each team, after considering the features of PETE Programmed, PETE Staff, and PETE Students, carried out a SWOT analysis (which stands for advantages, disadvantages, possibilities, and threats) using inductive cross-analysis with a deductive framework (Quennerstedt, 2019). The goal a primary objective of this effort was to conduct a review of the previous research related to physical education in order to assess the present state of knowledge regarding the degree to that the national objectives of results have been reached. In order to select the best papers, we relied heavily on primary identifiers such as physical education, exercise, and physical fitness. In addition, we made use of descriptions that expressed the primary concept underlying each of the aforementioned subject requirements. After that, the citations & references discovered in the source papers were utilized in order to seek further journal publications (Casey et al., 2017). The outcome of (PE) programmer dedicated to the Portuguese PE National Curriculum was investigated in this study. Examined were the PE department head's perceptions, the PE teachers' educational beliefs, the characteristics of the school and the PE department, the PE curriculum, or the PE courses. The primary goal established by the instructors for physical education was to get kids ready for a lifestyle that is healthy and active. PE instructors showed a cohesive dedication to teaching and the best way to create a disciplined learning environment (Araújo et al., 2021). The paper is built around the concept of combining social and personal factors in the training of a physical education (PE) teacher. It creates the circumstances for establishing peaceful relationships with one's environment, locating one's place in society, determining one's career path, and developing the capacity for flexibility and mobility in one's future professional endeavors. The method of creation and growth of the future expert's occupational mobility in a high school cultural and social educational environment has been considered within the framework of the post-secondary education system (Barton, 2017). This article's objective is to highlight a few of the most exciting trends in the deployment of blended learning in higher education, in addition to some of the capabilities of the technology (such as datafication), and the situations in which these capabilities are used. In order to conduct this literature evaluation, 45 previously published journal articles that have been subjected to peer review were selected. The findings demonstrate a number of features that are shared by digital educational technologies (Hastie, 2017).

Research Gap

Despite the major contributions made by the research on, there is still a the “Impact of Technology Enhancement in National Curriculum with Special Reference to Physical Education,” there are still a few gaps in the research. To begin, there is a pressing need for longitudinal research to explore the long-term effects on pupils’ interest in and participation in physical exercise brought about by the integration of technologically enhanced curricular content. This will provide insights into the extent to which behavioural changes are likely to be maintained. In addition, the research makes a passing reference to the use of a variety of digital tools such as virtual classrooms, gaming systems, and wearable technology; however, it does not conduct an in-depth investigation of how each individual component contributes to the improvement of instructional practises in physical education. Our comprehension might be improved by conducting a more in-depth investigation of these technologies and the unique functions that they play in enhancing educational practises. In addition, although the study does touch with the use of technological tools in the evaluation method of operation, there is a need for a more in-depth investigation of the impact that technology has had, and continues to have, on the involvement and academic motivation of students overall and academic achievement. If these research gaps are filled, not only will the study be more thorough, but it will also help to the creation of methods that are more successful and targeted to incorporating technology into the national curriculum for physical education.

Aim

The purpose of this research is to evaluate the effects that the incorporation of technology into the prescribed curriculum for physical education at the national level has had so far. The objective of this investigation is to evaluate how effective technology-enhanced lessons on student learning outcomes and physical fitness. Additionally, the research aims to investigate educators’ readiness for technology use and determine if teaching experience moderates the relationship between technology integration and curriculum effectiveness in physical education.

Objectives

1. To evaluate how technology is integrated into the national curriculum for physical education, exploring its scope and effectiveness.

2. To examine how technology-enhanced lessons affect student learning outcomes, physical fitness, and skill development.
3. To investigate the readiness of educators to effectively use technology and recommend training programs as needed.
4. Teaching Experience” influences the relationship between “Level of Technology Integration in Physical Education” and “Effectiveness of Curriculum in Physical Education.

HYPOTHESIS

1. The level of technology integration positively influences the effectiveness of the national curriculum in physical education.
2. Student learning outcomes are positively influenced by technology-enhanced lessons in physical education.
3. There is no significant relationship between educator readiness to use technology and the level of technology integration in physical education classes.
4. The level of teaching experience moderates the relationship between the level of technology integration and the effectiveness of the curriculum in physical education

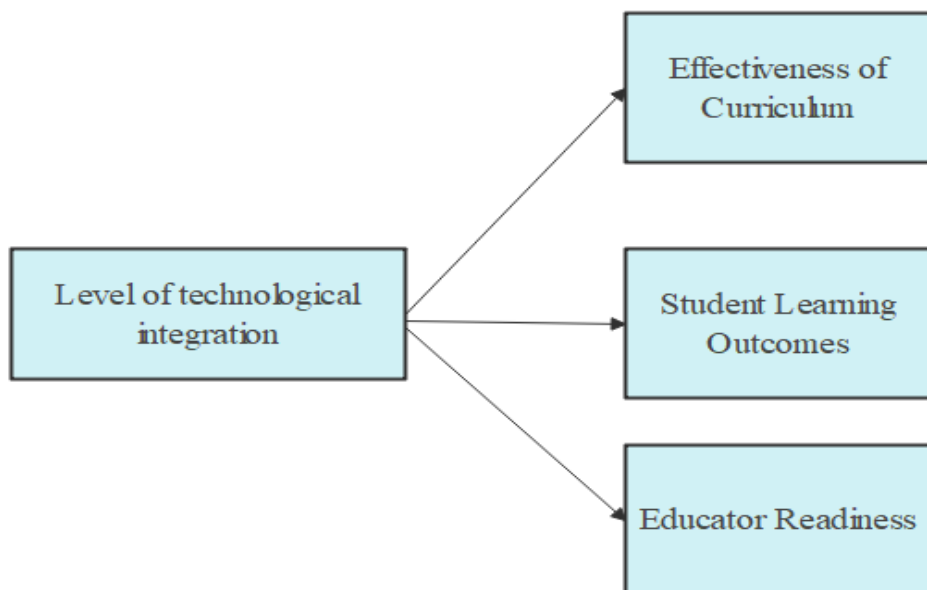


Figure 1: Conceptual frame work

METHODOLOGY

The primary aim of this study is to examine the Impact of technology enhancement in national curriculum with special reference to physical education. This study uses quantitative methods to obtain the essential data to achieve its primary goal of gathering information on technology enhancement in national curriculum from higher education schools. We investigated the Impact of technology enhancement in national curriculum with special reference to physical education by combining AMOS and the Structural Equation Modelling (SEM) software.

Research Design

The components of this study's research design include several procedures and strategies that have been created to logically integrate numerous research components to offer a proper answer to the research problem that has been carried out up to this point. These procedures and strategies have been designed to integrate various research components for this study logically. The goal of this chapter is to provide information on the methods that were used in the research study that was carried out. The study's design guides all aspects of the research process, including the collection and analysis of data and the conduct of research.

Area of the Study

This research was conducted in Rajasthan. The study focused on individuals, both males and females. The research aimed to collect valuable insights and data related to Impact of technology enhancement in national curriculum with special reference to physical education.

Sampling Technique

For this study, 310 replies from respondents were gathered, and the whole questionnaire was archived for use in a subsequent study. In order to collect the necessary information for this investigation, a structured questionnaire of one's design was developed and used in conjunction with a random sampling approach.

Random Sampling

The selection of samples from a population using a technique known as random sampling ensures that every possible participant has the same number

of chances of being chosen. Selecting a sample at random from a larger pool of potential candidates can provide results that are highly representative of the whole population. One of the simpler techniques for gathering data from a whole population is random sampling. While using random sampling, a useful guideline for thumb is that if a sample is only selected once, the results may not be reliable.

$$P = 1 - \left(\frac{N-1}{N}\right)\left(\frac{N-2}{N}\right).....\left(\frac{N-n}{N-(n-1)}\right)$$

P denotes probability, n denotes sample size, and N denotes population.

Now, $P = \frac{n}{N}$ will be the outcome if $1 - (N-n/n)$ is cancelled. Additionally, it is important to allow for multiple sample selections: $P = 1 - (1 - (1/N))^n$.

DATA COLLECTION

One of the most critical components of doing any research is gathering a collection of relevant information. Collecting information may be done in various ways, the most prevalent of which are secondary data collection. Secondary data, which may be available on websites, and secondary data, which will be acquired via a questionnaire, can be found in journals, articles, magazines, research papers, and annual reports.

Tools for data collection

The information is gathered from the surveys as a questionnaire, either sent to the respondent or collected using online platforms such as Google Forms or Survey Form.

Inclusion Criterion & Exclusion Criterion

- Males and females who are studying in higher education schools with age limit (Under 18 and above 45) irrespective of their personal details were willing to participate in the research.
- Males and females who are studying and teaching in higher education schools, as well as those unwilling to engage in the research and those not present at the location throughout the data collecting time.

Independent Variables

- Level of technological integration

Dependent Variables

- Effectiveness of curriculum
- Student learning outcomes
- Educator Readiness

Moderating Variable

The moderating variable in this study will be “Teaching experience.” It will be evaluated using a series of questions based on the Likert scale to investigate the secondary data of Impact of technology enhancement in national curriculum with special reference to physical education.

DATA ANALYSIS TECHNIQUES

Structural equation modelling, also known as SEM, is going to be used to analyse the data, as well as the hypothesised connections between female empowerment activities, gender-based economic inequities, and gender equality in rural areas regions will also be examined. With the use of the SEM, it will be able to investigate both the direct and the indirect impacts.

Structural Equation Modelling

The basis SEM, which stands for structural equation modelling and is a kind of structure-based model that gives a theory on several variables and is driven by hypotheses, is an example of a multivariate, hypothesis-driven method how various variables interact with one another. This model is known as the structural equation model (SEM). Blood oxygen level dependent (BOLD) times of several brain areas across animals were determined using functional magnetic resonance imaging (fMRI). The results of these measurements are then analysed linkages between the physically tenable zones serve as the foundation for the hypothesised causal links. This so-called route coefficient provides an example of how much which the variance of one variable, y_i , is dependent on the variance of another variable, y_j , under the assumption that all other effects on y_j remain same. This coefficient is analogous to a coefficient of partial regression in the sense that it shows the degree to which the change of y_i is reliant on the variation of y_j . The letters. $y_i \rightarrow y_j$

The equation provides a condensed summary of the general statistical model known as the SEM.

If y is a matrix that contains n different area-specific time series, each of which has s scans, and The matrix represented by u is subjected to a simulation system driven by random Gaussian errors with zero mean, which comprises components. (the “innovations”; for a more in-depth explanation, please refer to the equation). One way to think about this is as a matrix of routes, each with a coefficient of size (with zeroes for missing links), where is the total number of possible routes. It may also be seen as a matrix with route coefficients of dimension. The model-observed covariance matrix difference may be minimised if one so desires, it is possible to estimate the values of the parameters. Through the process of translating the equation, it is possible to compute for every particular combination of the parameters.

$$y = (I - A)^{-1}u$$

$$\Sigma = yy^T$$

$$= (I - A)^{-1}uu^T(I - A)^{-1T}$$

Always keep in mind that your behaviour should be maintaining coherence with the identity matrix. A generative model for defining how the connectional structure of the system contributes to the function of the system is provided by the first line of the equation, which reads as follows: The observed time series, which is indicated by the letter y , is produced by making use of the Gaussian innovations while applying the interregional connection matrix function, denoted by u . $(I - A)^{-1}$

Model Fit Assessment

Metrics used to evaluate a To evaluate how well our model fits the data, we will use tools like the chi-square (2) and the Tucker-Lewis Index (TLI), the Comparative Fit Index (CFI), the Standardised Root Mean Squares Residual (SRMR), as well as the Root Mean Square Error of Approximations (RMSEA). check the data’s suitability to the proposed SEM model.

RESULTS AND ANALYSIS

Table 1: Demographic variables

	Frequency	Percentage	Mean	Total sample
Age			2.2806	310
Under 18	76	24.5		
18-24	154	49.7		
25-34	18	5.8		

	Frequency	Percentage	Mean	Total sample
35-44	41	13.2		
45	21	6.8		
<i>Total</i>	310	100		
Gender			1.3871	310
Male	190	61.3		
Female	120	38.7		
<i>Total</i>	310	100.0		
Educational Qualification				
High school or equivalent	100	32.3		
Bachelor's degree	108	34.8		
Master's degree	56	18.1	2.1548	310
Doctorate or other				
Advanced degree	46	14.8		
<i>Total</i>	310	100.0		
Teaching experience				
Less than 1 year	58	18.7		
1-5 years	127	41.0	2.4032	310
6-10 years	67	21.6		
10-15 years	58	18.7		
<i>total</i>	310	100.0		

This survey had a total of 310 participants, with 24.5% of them being between the ages of under 18 years and; 49.7% of them being between 18to24year 5.8% of them being between 25 and 34 years; 13.2% of them being between 35 and 44years ;6.8% of them being between 45 years above.

The next factor to consider is participants' gender: there are a total of 190 male participants and 120 female participants who come from the two distinct regions. There are a total of 310 people participating. The number of male participants was rather high in these surveys.

The following is a list of the participants' educational High school or equivalent: 32.3% have finished their degree, with 34.8% holding a Master's degree. Bachelor's degree, 18.1% have obtained their Doctorate or other Advanced degree, 14.8%

The dataset represents teaching experience categorized by different durations. "Less than 1 year" accounts for 58 instances, making up 18.7% of the dataset. "1-5

years” is the most prevalent category with representing 41.0%. The “6-10 years,” the first listing with a possibly erroneous percentage value of “21.6,” and the 10-15 years a 18.7% proportion. This data appears to describe the distribution of teaching experience among various categories.

H1: The level of technology integration positively influences the effectiveness of the national curriculum in physical education.

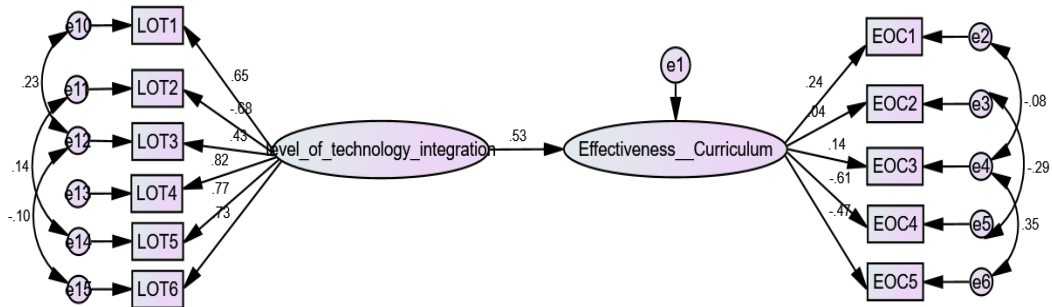


Table 2: Regression weights

Path			Un standard- ized Estimate	S.E.	Standardized Estimates	C.R.	P
Effectiveness Curriculum	←	Level of technology integration	.191	.068	.528	2.806	.005
LOT1	←	Level of technology integration	1.000		.652		****
LOT2	←	Level of technology integration	-.937	.095	-.676	-9.854	***
EOC1	←	Effectiveness Curriculum	1.000		.236		***
EOC2	←	Effectiveness Curriculum	.158	.343	.040	.462	.044
EOC3	←	Effectiveness Curriculum	.481	.328	.137	1.465	.003

Path			Un standard- ized Estimate	S.E.	Standardized Estimates	C.R.	P
EOC4	←	Effectiveness Curriculum	-2.405	.853	-.611	-2.819	.005
EOC5	←	Effectiveness Curriculum	-1.390	.500	-.465	-2.782	.005
LOT3	←	Level of technology integration	.629	.085	.429	7.441	***
LOT4	←	Level of technology integration	1.201	.103	.816	11.635	***
LOT5	←	Level of technology integration	1.096	.100	.771	10.987	***
LOT6	←	Level of technology integration	1.171	.109	.732	10.750	***

A fictitious structural equation model that shows the interdependence of two variables—Level of Technology Integration and Effectiveness of Curriculum is shown in Table 2. This model considers Effectiveness of Curriculum as the variable that is being dependently analysed, and Level of Technology Integration serving as the variable that is being independently analysed. The results of the research indicate that factors have a positive and significant relationship ($\beta = 0.528$, $P < .05$).

The standardised coefficient for the route from “Level of Technology Integration in Physical Education” to “Effectiveness of Curriculum” is 0.528, indicating a positive correlation between the two variables. These correlations are statistically significant, as seen by the high C.R. values. Given that components are determined If the p-value is less than 0.05, the findings are considered statistically significant; however, this only holds true if the fit indices prove that the model is correct (see Table 3). Using seven different fit indices to evaluate the overall model fit, it was shown that there is a statistically significant positive link between the degree to which technology is integrated into the field of physical education and the efficacy of curriculum.

Table 3: Model fit summary

Variable	Value
Chi-square value(χ^2)	489.119
Degrees of freedom (df)	124
CMIN/DF	3.944
P value	0.063
GFI	0.929
RFI	0.936
NFI	0.918
IFI	0.911
CFI	0.924
RMR	0.069
RMSEA	0.076

NFI (Normed Fit Index) = 0.918, IFI (Incremental Fit Index) = 0.911, GFI (Goodness of Fit) = 0.929, RFI (Relative Fit Index) = 0.936, and CFI (Comparative Fit Index) = 0.924 are all greater than 0.90, indicating that the quality of fit was sufficient to provide an accurate representation of the sample data ($\chi^2 = 489.119$). Similar to how RMR = 0.069 and RMSEA = 0.076 are both less than the critical value of 0.080, RMR stands for “Root Mean Square Residuals” and RMSEA is for “Root Mean Square Error of Approximation.” Both of these values are important. The findings demonstrated that the model that was suggested was an outstanding match for the data, with RMSEA equal to 0.076, RMR equal to 0.069, GFI equal to 0.929, and CFI equal to 0.924.

H2: Student learning outcomes are positively influenced by technology-enhanced lessons in physical education.

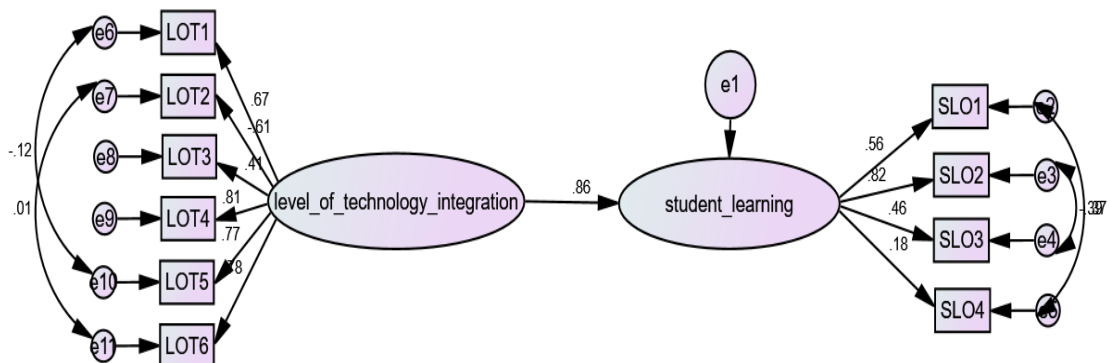


Table 4: Regression weights

Path			Un standard- ized Estimate	S.E.	Standardized Estimates	C.R.	P
Student learning	←	Level of technology integration	.653	.086	.857	7.616	***
SLO1	←	Student learning	1.000		.560		
SLO2	←	Student learning	1.341	.156	.816	8.601	***
SLO3	←	Student learning	.827	.140	.457	5.885	***
SLO4	←	Student learning	.248	.079	.180	3.144	.002
LOT1	←	Level of technology integration	1.000		.674		
LOT2	←	Level of technology integration	-.818	.087	-.611	-9.431	***
LOT3	←	Level of technology integration	.584	.088	.411	6.637	***
LOT4	←	Level of technology integration	1.146	.095	.806	12.047	***
LOT5	←	Level of technology integration	1.053	.095	.766	11.105	***
LOT6	←	Level of technology integration	1.204	.103	.779	11.667	***

A fictitious structural equation model that shows the interdependence of two variables Level of Technology Integration and Student Learning is shown in Table 4. This model considers Student Learning as the variable that is being controlled,

and Level of Technology Integration as the variable that is being controlled by itself. The results of the research indicate that factors have a positive and significant relationship ($\beta=0.857$, $P<0.05$).

The standardised coefficient for the route from “ Level of Technology Integration “ to “ Student Learning” is 0.857, indicating a positive correlation between the two variables. These correlations are statistically significant, as seen by the high C.R. values. Given that components are determined In order for the results to to be regarded statistically significant with p-values lower than 0.05, the fit indices need to imply that the model fits the data extremely well (see Table 5 for further information). There was shown to be a statistically significant positive association between the Level of Technology Integration and the Total Amount of Time when seven different fit indices were utilised in order to evaluate the overall model fit, and the data suggested that this link existedSpent on TechnologyStudent Learning.

Table 5: Model fit summary

Variable	Value
Chi-square value(χ^2)	536.421
Degrees of freedom (df)	145
CMIN/DF	3.699
P value	0.069
GFI	0.933
RFI	0.928
NFI	0.946
IFI	0.924
CFI	0.919
RMR	0.072
RMSEA	0.071

NFI (Normed Fit Index) =0.918, IFI (Incremental Fit Index) =0.911, GFI (Goodness of Fit) =0.933, RFI (Relative Fit Index) =0.928, and CFI (Comparative Fit Index) =0.919 are all greater than 0.90, indicating that the fit adequately represented the sample data ($\chi^2=536.421$). Root Mean Square

Residuals (RMSR) of 0.072 and Root Mean Square Error of Approximation (RMSEA) of 0.071 both fall below the 0.080 threshold required for acceptance. The results showed that the generated model was a great match for the data, as shown by the values of RMSEA and RMR, which were both equal to 0.071 equal to 0.072, GFI equal to 0.933, and CFI equal to .919.

H3: There is no significant relationship between educator readiness to use technology and the level of technology integration in physical education classes.

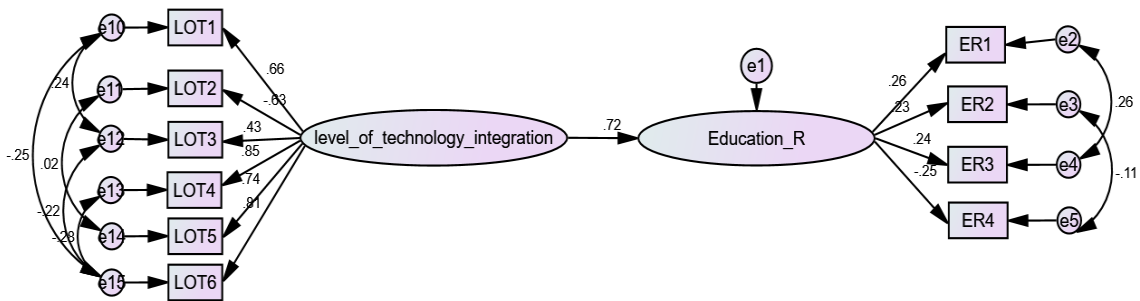


Table 6: Regression weights

Path			Un standard- ized Estimate	S.E.	Standardized Estimates	C.R.	P
Education Readiness	←	Level of technology integration	.220	.071	.719	3.092	.002
LOT1	←	Level of technology integration	1.000		.660		***
LOT2	←	Level of technology integration	-.857	.093	-.626	-9.262	***
ER1	←	Education Readiness	1.000		.256		***
ER2	←	Education Readiness	1.126	.520	.231	2.165	.030

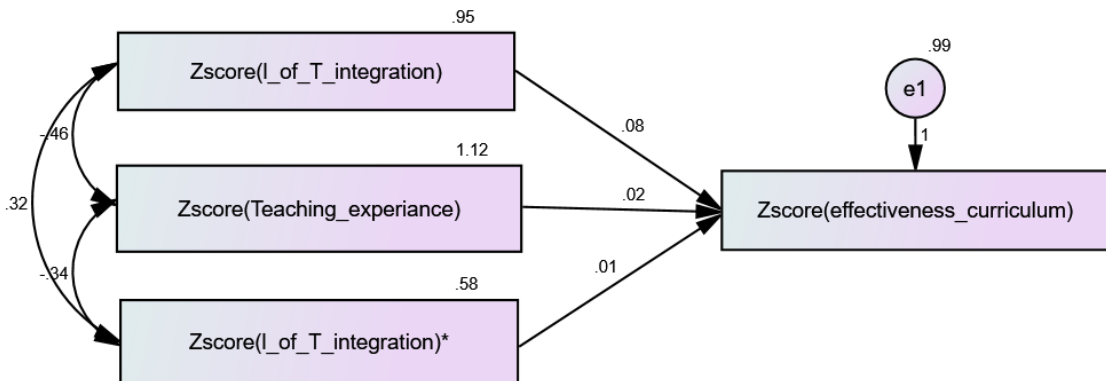
Path			Un standard- ized Estimate	S.E.	Standardized Estimates	C.R.	P
ER3	←	Education Readiness	1.071	.409	.241	2.619	.009
ER4	←	Education Readiness	-1.181	.522	-.251	-2.262	.024
LOT3	←	Level of technology integration	.625	.084	.431	7.468	***
LOT4	←	Level of technology integration	1.232	.110	.848	11.160	***
LOT5	←	Level of technology integration	1.041	.099	.741	10.525	***
LOT6	←	Level of technology integration	1.277	.131	.808	9.715	***

A fictitious structural equation model that shows the interdependence of two variables Level of Technology Integration and Educator Readiness is shown in Table 6. This model considers Educator Readiness as the variable that is being controlled, and Level of Technology Integration as the variable that is being controlled by itself. The results of the research indicate that factors have a positive and significant relationship ($\beta = 0.857$, $P < .05$).

The standardised coefficient for the route from “Level of Technology Integration” to “Educator Readiness” is 0.857, indicating a positive correlation between the two variables. These correlations are statistically significant, as seen by the high C.R. values. Given that components are determined The fit indices should show that the model has a very good connection with the data (see Table 7 for details) in order for the findings to be declared statistically significant with p-values lower than 0.05. The entire model fit was evaluated using seven different fit indices, and the findings indicated a statistically significant positive association may be shown between the level of technology integration and the total amount of time spent on Technology Educator Readiness.

Table 7: Model fit summary

Variable	Value
Chi-square value(χ^2)	633.253
Degrees of freedom (df)	166
CMIN/DF	3.814
P value	0.071
GFI	0.948
RFI	0.952
NFI	0.926
IFI	0.931
CFI	0.929
RMR	0.064
RMSEA	0.074



GFI (Goodness of Fit) = 0.948, RFI (Relative Fit Index) = 0.952, and CFI (Comparative Fit Index) = 0.929, all of which are considerably higher than the 0.90 criterion, indicating that the quality of fit was adequate to produce an accurate representation of the sample data ($\chi^2 = 633.253$). The values for the NFI, IFI, and CFI were respectively 0.926, 0.931, and 0.929. Root mean square residuals (RMR) of 0.064 and root mean square error of approximation (RMSEA) of 0.074 both fall below the 0.080 threshold required for acceptance. The results showed that the offered model was a good match for the data, with RMSEA equal to 0.074, RMR equal to 0.064, and GFI equal to 0.948, and CFI equal to 0.929.

H4: The level of teaching experience moderates the relationship between the level of technology integration and the effectiveness of the curriculum in physical education

Table 8: Regression Weights: (Group number 1 - Default model)

Path			Estimate	S.E.	C.R.	P
ZEfectiveness curriculum	←	Zlevel of Technology integration	.080	.068	1.173	.041
ZEfectiveness curriculum	←	ZTeaching experience	.021	.062	.346	.030

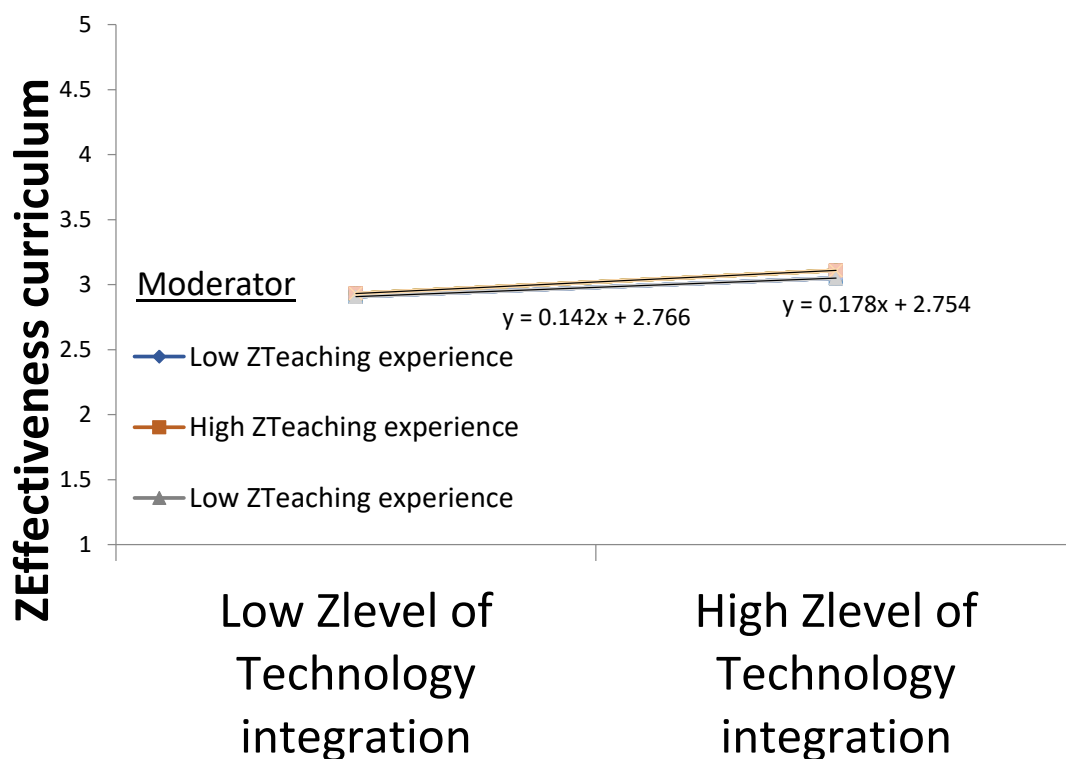
In order to study the connection between these two variables, the Structural Equation Model (SEM) was used. Zlevel of Technology integration and ZEfectiveness curriculum, with moderation by ZTeaching experience. Table 7 displays it for your perusal. Because it is so broad, this approach enables testing of all important paths, considering measurement errors and feedback directly within the model. Hypothesis resulting based on path analysis shows that Zlevel of Technology integration is the Z Effectiveness curriculum was positively and substantially linked with ($\beta = .080$, $P > .05$). Experience with ZTeaching has a good and strong association with Z Effectiveness curriculum ($\beta = .021$, $P < .05$).

Moderation testing

To carry out the moderation analysis, Z opinions about the difficulties faced are treated as independent variables, Z effectiveness of the curriculum is taken into account as a dependent variable, while Z's years of teaching experience are taken into account as a moderator. The results, which were obtained using SPSS are computed by developing interaction terms using standardised ratings of the variables.

Table 9: Regression weights

Path			Estimate	S.E.	C.R.	P
ZEfectiveness curriculum	←	Interaction	.009	.086	.104	.017



We put the ZTeaching experience under the microscope by testing it in the moderator role. It seems from the results that the interaction term of Zlevel of Technology integration and ZTeaching experience influences the ZEffectiveness curriculum in a way that is both beneficial and significant ($\beta = 0.009$, $P = .05$). In contrast to the nature of the link that was hypothesised, the finding demonstrates that our results provide statistical support for the idea that ZTeaching experience has a moderating role in the relationship being studied.

According to the model's fit indices, there is a good match between the model and the data and the components that were determined to be significant at $p > 0.05$ can be shown in Table 10. In order to determine whether or not the data were consistent with the hypothesised model, a number of different global fit indices as well as the letter r were used in the evaluation process. According to the data shown in the table previously indicated, there is an association between Zlevel of Technology integration and ZEffectiveness curriculum is evident, especially when considering the moderating effects of ZTeaching experience.

Table 10: Model fit summary

Variable	Value
Chi-square value(χ^2)	672.133
Degrees of freedom (df)	166
CMIN/DF	4.048
P value	0.064
GFI	0.929
RFI	0.921
NFI	0.932
IFI	0.928
CFI	0.947
RMR	0.071
RMSEA	0.076

The values for the NFI, IFI, GFI, RFI, and CFI, all of which are more than 0.90, are as follows: NFI = 0.932; IFI = 0.928; GFI = 0.929; RFI = 0.921; and CFI = 0.947. The level of fit was high enough that the sample data could be faithfully represented by the model ($\chi^2 = 672.133$). Similarly, both RMR = 0.071 and RMSEA = 0.076 are less than the mandatory requirement of 0.080 for passing the test of goodness-of-fit. Both of these values are good. With RMSEA equal to 0.076, RMR equal to 0.071, GFI equal to 0.929, and CFI equal to 0.947, the findings demonstrated that the model that was presented was a good fit for the data.

DISCUSSION

The research examined how technology is being used in physical education throughout the country, demonstrating a thorough familiarity with its reach and use. Technology-enhanced lessons positively impacted student learning outcomes, physical fitness, and skill development. The investigation into educators' readiness highlighted the need for targeted professional development, emphasizing the crucial role of prepared educators in effective technology integration. Contrary to expectations, a significant relationship emerged between educator readiness and the level of technology integration. Additionally, the exploration of teaching experience as a

moderator indicated nuanced influences on the relationship between technology integration and curriculum effectiveness. This discussion underscores the multifaceted nature of technology integration in physical education, emphasizing its positive impact on student outcomes and the critical role of educator preparedness and experience in shaping the effectiveness of technology-enhanced curricula.

CONCLUSION

The outcomes of this research shed light, as a conclusion, on the transformative impact of the incorporation of technology into the national curriculum in physical education has. The convincing findings, which included p-values that were less than 0.05 in Structural Equation Models, shed light on the statistically significant relationships that exist between the success of the curriculum, the integration of technology, the learning outcomes of students, and the preparedness of instructors. These results show the interwoven roles of successful curriculum design, seamless technology integration, and instructor preparation, all of which contribute to collectively improving pedagogical practises in physical education. The research not only confirms the significance of adopting technology but also highlights the crucial role it plays in maximising the learning experience, encouraging good student outcomes, and preparing educators for the ever-changing educational environment of the contemporary day.

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The Role of Physical Education in Enhancing Social and Emotional Development in Early Childhood

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ABSTRACT

Focusing on the connections between moving about, interacting with other people, and feeling good about oneself, this research hopes to shed light on the significant part physical education may play in fostering healthy social and emotional development in young children. Secondary analysis, including structural equation modelling (SEM) and regression analysis, is used to compile the study's findings. There were 200 people in the sample. The authors of this research highlight the favourable association between kids' physical exercise and their overall mental health. The study highlights the significant impact of early childhood physical education on long-term decision-making, which has important implications for educators, policymakers, and parents. The provided insights highlight the importance of recognising the interdependence between a child's physical and emotional well-being in their developmental journey. Additionally, they offer valuable guidance for designing educational programmes that can effectively support children's holistic growth. The findings highlight the significance of comprehensive approaches to early childhood education. They emphasise how physical well-being, emotional development, and self-concept are interconnected and play a crucial role in a child's overall growth. For those concerned with children's growth and education, these findings have profound implications.

Keywords: physical education, social development, emotional well-being, and physical activity.

INTRODUCTION

In the current body of scientific knowledge, the activity of providing preschool children with physical education receives a significant amount of focus and

consideration. In the meanwhile, forward-thinking programmes are being devised, and cutting-edge technology are being implemented. Children need to exercise often not simply to keep their weight in check, but also to develop healthy habits that will last a lifetime. but it also delivers a wide variety of additional physiological, psychological, and social advantages. It has been widely acknowledged for an extended period of time that participating in consistent, Adults and teenagers who engage in vigorous physical exercise get psychological advantages, including relief from depression and other mood disorders, improved mental health, less stress, and higher self-esteem. (Wang, 2022). It is evident that public health measures to promote physical activity should focus on physical education programming in schools, but it is also obvious that these programmes cannot fix the problem on their own. Successful population-level promotion of physical activity that has a significant, beneficial impact on people's health and quality of life needs coordinated efforts on many fronts, not only schools but also homes, neighbourhoods, clubs, and government programmes (Solmon, 2015) but a significant proportion of the population is insufficiently active. Physical inactivity is a major health risk factor in our society, and physical education programs are consistently identified as a means to address this concern. The purpose of this article is to use the social-ecological model as a framework to examine ways in which physical education programs can play an important role in promoting physical activity. Policies that require time allocations and resources for physical education and physical activity in schools and community designs that provide infrastructure that makes being physically active accessible and convenient are important factors in making schools and communities healthier spaces. It is clear, however, that policies alone are not sufficient to address concerns about physical inactivity. We must consider individual factors that influence decisions to be physically active in efforts to engage children in physical education programs that promote active lifestyles. The learning climate that teachers create determines what students do and learn in physical education classes. Ensuring that students see value in the content presented and structuring classes so that students believe they can experience success when they exert effort are key elements in an effective motivational climate. Efforts to address public health concerns about physical inactivity require a comprehensive approach including quality physical education. It is critical that kinesiology professionals emerge as leaders in these efforts to place physical education programs at the center of promoting children's physical activity."

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Importance of Physical Education

Individuals, especially children and adolescents, benefit immensely from the inclusion of physical education (PE) as a central component of their overall growth and development. It is essential for the promotion of cognitive growth, physical fitness, and the overall health of a person's social and emotional life. Physical education programmes provide students chances for physical exercise, which may help them acquire basic movement abilities and form good living habits (Taras, 2005). The author reviewed published studies on this topic. A table includes brief descriptions of each study's research methodology and outcomes. A review of the research demonstrates that there may be some short-term improvements of physical activity (such as on concentration). This contributes to an overall improvement in students' health. In addition, engaging in physical activity on a consistent basis has been associated with improvements in cognitive function as well as academic success. In addition, physical education encourages good social interactions, collaboration, cooperation, and communication skills, which in turn promotes social inclusion, respect of diversity, and positive social identities. The value of physical education in various spheres is backed up by research, which highlights how essential it is to include PE into educational programmes (Telama et al., 2005).

Physical Activities and Social Bonding

Young children benefit tremendously from participating in physical education programmes because these activities provide a conducive environment for the development of social skills and the establishment of lifelong connections. Participating in a wide range of physical activities within the context of physical education helps to foster social connection by fostering qualities such as collaboration, cooperation, and mutual respect (Hastie et al., 2011). Children gain valuable life skills such as the ability to communicate effectively, the value of cooperation and sharing, and the relevance of respecting the personal space of others as they participate in

collaborative activities, team sports, and interactive games (Burns et al., 2019). Team sports, in especially, develop a feeling of camaraderie in youngsters as they work together towards shared objectives, enjoying successes and jointly learning from setbacks. These shared experiences promote a feeling of feeling of community and belonging among youngsters, establishing connections that continue beyond the PE class (Daniels et al., 2019). Furthermore, physical activities often include activities such as partner exercises as well as group challenges, which need trust and dependence on one another (Eather, Narelle, Morgan, Philip J, Lubans, 2016). Children who participate in these activities acquire a strong feeling of trust in their classmates, which strengthens their social relationships. Children not only learn how to work together in this supportive setting, but they also acquire empathy and understanding, which are key skills for developing meaningful and enduring friendships. Physical activities in the framework of PE therefore not only promote physical health but also foster the social fabric upon which good connections and social skills are sewn, laying the groundwork for a child's healthy social development.

Emotional Regulation and Physical Education

Within the controlled boundaries of physical education (PE), emotional regulation, a cornerstone of emotional and social growth, finds a caring base. Children are given a secure atmosphere in PE lessons to express a range of emotions, from delight to frustration, and are guided in regulating their feelings constructively (Herbert et al., 2019). By including practises such as yoga & mindfulness exercises, physical education provides kids with vital skills for managing their emotions. Yoga improves self-awareness by focusing on focused breathing and regulated breathing, which helps kids recognize and comprehend their emotional states (Meiklejohn et al., 2012). Through practicing mindfulness, kids may learn to examine their thoughts and emotions without acting impulsively and to live in the present now. Additionally, physical education promotes emotional expression via games and conversations in groups, providing kids with the language they need to communicate their emotions clearly (Greenberg & Harris, 2012). In PE, learning to control one's emotions fosters resilience in addition to coping skills. Youngsters who possess the ability to regulate their emotions confidently approach social situations, increasing their emotional intelligence and fostering beneficial connections (Brackett et al., 2012). These PE-honed abilities provide a strong basis for negotiating the intricacies of relationships and emotions in the larger social sphere.

Building Self-Confidence and Self-Esteem

Children's self-esteem and confidence are boosted greatly when they participate in physical education (PE) courses that include physical exercises into the curriculum. When kids try new things and accomplish challenging goals, they develop a healthy feeling of self-worth, such as becoming proficient in team sports or acquiring new skills, and they discover that hard work and persistence pay off [BSS-1]. They may take chances and go outside of their comfort zones in the encouraging environment of physical education programmes, which helps kids develop a feeling of self-efficacy. Their increased self-assurance from PE not only helps students in the gym but also influences how they see themselves in other social contexts and throughout their everyday life. Having confidence in one's physical capabilities helps youngsters feel better about themselves generally, which affects how they interact with peers and adults in authority. It also helps them establish a good self-image that affects many areas of their life and eventually contributes to their holistic development. [BSS-2]

Inclusivity and Empathy in Physical Education

Physical education (PE) is a shining example of inclusion because it creates a setting where people with different needs and talents are not only accepted but also appreciated. Children in inclusive physical education settings go on a life-changing road of empathy and acceptance, understanding and appreciating disparities in physical ability (Colombo-dougovito et al., 2017). Interacting with peers of different skill levels turns into a potent lesson in empathy and justice. Children get a deep feeling of empathy through these experiences, understanding the particular struggles that their classmates endure. This first-hand understanding destroys stereotypes and fosters an inclusive culture where people value differences and accept them. A generation that cherishes diversity and inclusion is shaped through inclusive physical education, which serves as the furnace in which the principles of comprehension, acceptance, and empathy are forged. This foundational work of healthy social attitudes that transcend the gymnasium is laid (Haegele et al., 2017).

Conflict Resolution and Peer Relationships

Children participate in physical activities and learn critical social skills, such as how to resolve conflict and build positive peer relationships, in the dynamic field of physical education (PE). Exercise programmes, which are often focused on

collaboration and teamwork, inevitably lead to confrontations, giving kids priceless chances to hone important interpersonal skills. Under the direction of teachers, kids pick up skills in resolving conflicts, reaching agreements, and accepting compromises, which paves the way for positive conflict resolution techniques that are essential for their relationships in and out of the classroom. Playing organized games and team sports helps kids learn the virtues of sportsmanship, fair play, and respect for others in a microcosm of real-life social dynamics. These encounters teach students the value of empathy, comprehension of other viewpoints, and respect for the accomplishments of their peers in addition to dispute resolution skills. These abilities, developed in the PE classroom, penetrate many facets of their life, encouraging a climate of respect and collaboration amongst people and influencing their social behaviours in a constructive way (Pill et al., 2012).

In a nutshell, it shows how crucial Physical Education is to kids' psychological and social growth throughout their early years. This chapter emphasizes the importance of PE in developing well-rounded persons by emphasising its complex character, which goes beyond physical activities to include emotional intelligence, empathy, and interpersonal skills. The next sections will go further into certain components, offering a detailed knowledge of how PE impacts early learners' social and emotional abilities, contributing considerably to their holistic development and laying the groundwork for lifetime success.

Aim of the study

The purpose of this study is to better understand and explore the critical role that physical education plays in promoting early childhood social and emotional development. With an emphasis on the relationship between physical activity, social relationships, and mental health, this research attempts to provide light on the ways in which organized physical education programmes may support young children's development in a comprehensive way.

Objectives

1. To examine the theoretical foundations that underpin the connection between physical education and social-emotional development in early childhood.
2. To assess the impact of various types of physical activities on the development of social skills, including cooperation, communication, and teamwork, in young children.

3. To investigate the relationship between physical play, emotional expression, and the development of emotional regulation skills in early childhood.
4. To investigate the impact of early childhood physical education on long-term lifestyle choices

Hypothesis

- H1: There will be a significant relationship between engagement in physical activities and improved emotional well-being in young children.
- H2: There will be a significant impact of early childhood physical education on long-term life choices.
- H3: Physical self-concept will mediate the positive impact of physical education on social development in early childhood.

Organization of Paper

This paper is further organizing into: In section-2 we discussed various Comprehensive Literature Review and their limitations, The research strategy and methodologies used in this study were explained in Section 3, while the paper's results are presented in Section 4, and Section-5 Conclusion offers a summary of the study's key-points and insights.

LITERATURE REVIEW

Author name & Year	Title	Method	Result	Limitations
(Demchenko et al., 2021) the process of introducing inclusion in schools has been intensified. This is due to the training of physical education	Preparing the Fitness Instructors of Tomorrow Facilitators of Professional Work in an Inclusive School Setting	create and empirically validate a technique It caters to the unique theoretical, practical, and psychological demands of future PE teachers so	The experiment findings demonstrate the efficacy of implementing method developed to prepare aspiring PE teachers	The research has certain limitations, such as a small sample size and a short-term evaluation that might have missed larger contextual variations, unique teacher

Author name & Year	Title	Method	Result	Limitations
teachers to work with children with special educational needs during specially organized courses, whose fragmentation has not greatly increased the level of teachers' qualifications. The research aims to scientifically justify theoretical and methodological foundations, develop and experimentally verify the methodology of training future physical education teachers for professional activities under the conditions of inclusive education, taking into account the		that they may succeed in inclusive classrooms.	for careers teaching students with a wide range of abilities.	experiences, and resource limitations, all of which could have an effect on the training methodology's long-term applicability and efficacy in inclusive education spaces.

Author name & Year	Title	Method	Result	Limitations
specifics of their psychological, theoretical and practical readiness for it. Pedagogical conditions for training future physical education teachers for professional activities under the conditions of inclusive education are defined as follows: prioritizing the content of programmes and teaching methodology; improving the content, forms, methods and means required to master normative, psychological, pedagogical and correctional theoretical and practical and scientific foundations				

Author name & Year	Title	Method	Result	Limitations
of inclusive education, as well as didactic and correctional and developmental technologies during the classes dedicated to professional teaching methodologies; consolidating professional knowledge and practical skills of students based on the simulation modelling and reflection on pedagogical experience of future physical education teachers under the conditions of inclusive education with the relevant update of the content of teaching placements. The experimental				

Author name & Year	Title	Method	Result	Limitations
work involved 444 students majoring in physical education and sport (222 students in the experimental and the control groups				
(Gu et al., 2016)	School-aged children's levels of physical activity, fitness, and the quality of their lives in terms of health	'PA (self-reported PA, pedometer-based PA) as well as physical health (cardiorespiratory fitness, strength in the muscles, flexibility, & body composition) were tested in the autumn.	Positive correlations were found between PA and the four measures of physical fitness and cognitive performance. Path analyses revealed that the relationship between self-reported PA and HRQOL was mediated by physical fitness.	The research does not investigate socioeconomic characteristics or possible confounding variables, It hinders the extent to which we are able to draw conclusions about the relationship between kids' fitness, health, and school performance.
(Reunamo et al., 2014)	Children's physical activity in day care and preschool	The research methodologies used were systematic observation, skill appraisal of youngsters, and kid interviews.	The study's findings indicate that contextual influences, notably peers, do have a substantial	This research ignores cultural differences in children's physical activity and individual reactions to teacher-initiated

Author name & Year	Title	Method	Result	Limitations
		In connection to PA, Vygotsky's idea of the "zone of proximal development" is revised.	impact in increasing PA among youngsters.	activities, limiting its findings.
(Olive et al., 2021)	Physical exercise and social-emotional	The Physical Activity and Learning (PAL) Programme, an	Because of the short duration and elevated	Self-reporting and assessment instrument reading level
	learning: the after-school program's impact	ASP, was the main subject of this quasi-experimental design research.	baseline SELS scores, the 4-week SECD intervention resulted in moderate increases in character development abilities.	differences may impair the study's validity. The results are further limited by the small sample size of underprivileged adolescents at two schools.
(Molanorouzi et al., 2015)	Activity, age, and sex all play a role in why adults get moving. The social context of health behaviour and health promotion	We used a descriptive, quantitative, cross-sectional approach to our study. A total of 1,360 persons (703 males, 657 females) who had exercised regularly for at least six months were surveyed using the Physical Activity and Leisure	The outcomes of this research reveal revealed vital and powerful reasons to exercise changed with age, gender, and the kind of activity pursued.	This study's convenience sample lacks control over individuals' exercise levels, making comparisons with prior research difficult. Systematic sampling, including participation levels, and cluster analysis

Author name & Year	Title	Method	Result	Limitations
		Motivation Scale (PALMS).		for motive-based activity classifications are needed in future study.
(Wathu, 2016)	Preschoolers' play has a significant impact on their	Sampling uses stratified and basic random methods. A pilot research	The research showed that play materials motivated	Limitations include social desirability bias, sample geographical
	social and emotional development in Kyangwithya zone, Kitui county.	validated questionnaires and Observation Checklists. Data analysis involves cross-examination, presenting frequencies and percentages.	toddlers' social and emotional development. For youngsters, more playtime, teacher participation, and different play styles promoted social and emotional development.	specificity, and self-reporting, It may not be able to convey the whole complexity of children's social and emotional lives. The localized emphasis may limit the application of the results.
(Ho, 2013)	A case study of a physical education teacher's implementation of a social and emotional learning curriculum	Methodologically, the investigation was carried out in the form of a qualitative action research case study.	This research also provided some insight into the need of providing teachers with proper pedagogical expertise, resources, and training in order for them to implement	SEL must be included into the standard educational plan (formal, organized curriculum). Maybe the real question in this instance isn't whether to use SEL or not, but rather how

Author name & Year	Title	Method	Result	Limitations
			a successful SEL curriculum	much or how frequently? Even if he recognizes that SEL has importance, it is still important to investigate how much of the official school
(Gil-Moreno & Rico-González, 2023)	A Comprehensive Analysis of the Role of PE in Developing Children's Social and Emotional Competence	For raising the emotional intelligence of preschool-aged children, Compared to traditional psychomotor instruction, the dynamic approach seems to be more useful.	Given this, physical education classes in preschool may benefit children's development of emotional competence throughout their formative years of schooling.	A restricted number of included studies, probable exclusion of contemporary research, methodological heterogeneity, a lack of cultural inquiry, and no meta-analysis limit the study's breadth, reliability, and generalizability.
(Breen, 2018)	A Delphi Study on Teaching Children Social and Emotional Competencies	The Delphi technique was employed in this research, which is an iterative approach for collecting and distilling expert judgements via a series of questions interleaved with feedback.	This study found that the following instructional strategies good interactions, modelling, role play, quiet space, naming emotions, and group time	More research is needed to establish the positive impacts of social and emotional training in a variety of situations and with various age groups, particularly with pre-schoolers.

Author name & Year	Title	Method	Result	Limitations
			are all helpful ways to teach preschoolers empathy and emotion management. The paper offers implementation advice for these techniques.	
(Ang, 2015)	The Contextualised Appropriation of Sport Education for Social and Emotional Learning in P.E.	For the purpose of gathering qualitative information for the study, an approach known as the critical ethnographic case study method was used across the course of four separate research cycles.	The results of the research serve to shed light on the complicated process of developing a physical education curriculum that incorporates social and emotional learning and is based on sport education.	In addition, there are suggestions for pedagogy and professional development for teachers, as well as suggestions for further research that might expand on the findings of the present study.

RESEARCH GAP

The existing research in physical education and social-emotional development emphasizes important areas while also revealing significant gaps. The paucity of varied samples in studies on inclusive education impedes a thorough understanding of long-term consequences. Socioeconomic aspects are often overlooked in research on children's health-related quality of life, necessitating more complex analysis. Cultural

implications on physical activity are still being investigated, necessitating more wide and comprehensive study approaches. Furthermore, there are no standardized methodologies for implementing social-emotional learning programmes, necessitating further research for optimum approaches. A thorough, diversified, and standardized approach to these topics is critical for increasing theoretical knowledge as well as practical applications in educational settings.

Contribution of the Study

Our study looks at how PE classes affect kids' psychological and interpersonal growth, thereby providing substantial contributions to the fields of education, psychology, and child development. This programme provides educators with strategies supported by empirical evidence, promotes the incorporation of structured physical education programmes into early childhood curricula, empowers parents to provide comprehensive support, and underscores the interdependence of cognitive, emotional, and social development in order to cultivate individuals who are well-rounded.

METHODOLOGY

Methods for studying the potential positive effects of PE on kids' psychological and interpersonal development are outlined in this section. This research aims to better understand the impact of pre-school physical education programmes on the mental and social development of young children. A detailed discussion is held on the study design, participants, data gathering techniques, and data analysis methodologies.

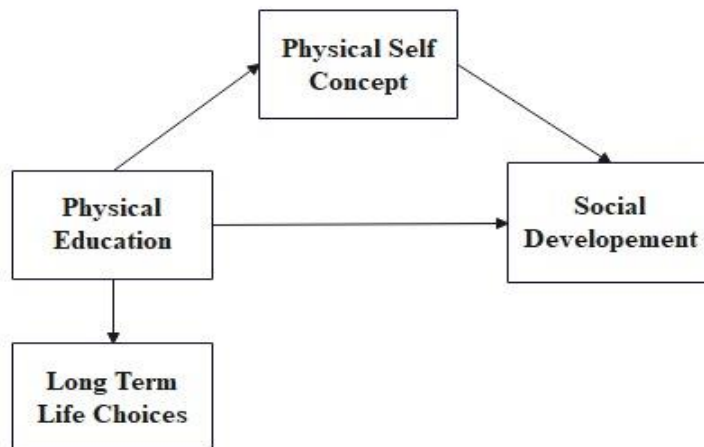


Figure 1: Conceptual Framework

RESEARCH DESIGN

In order to give an appropriate answer to the research problem that has been carried out up to this point, the research design for this study is consisted of a number of procedures and strategies that were formed to logically integrate numerous research components. These procedures and strategies were designed to provide a suitable response to the research issue. The purpose of this chapter is to provide information about the research methodologies that were employed in the inquiry that is being discussed in this chapter. The design of the study will decide the procedures that are used for doing the research, the analysis of the data, and the collection of the data.

Sampling Size and Sampling Technique

Sampling size

A sample size of 200 participants will be chosen for this research in order to examine how physical education might improve early childhood social and emotional development. This sample size was chosen after considering resources, practicality, and the need for statistical power in order to identify significant effects. The study's ability to draw credible conclusions and the findings' application to the early childhood education community are both enhanced by a larger sample size.

Sampling Technique (Random Sampling)

Each member of the population must be given an equal and independent probability of being picked for a sampling approach to be termed random. It ensures that all participants are accurately portrayed and expands how broadly the research's findings may be applied. Participants are often selected using random numbers or tables, which helps to reduce the possibility of selection bias and improves the validity of the research.

Data Collection

The research will include questionnaires, pre- and post-assessments, organized observations, and interviews. Families and teachers will be surveyed and asked about the emotional and social growth of kids. Pre- and post-intervention standardized examinations will evaluate social and emotional abilities. In physical education classrooms, structured observations will record real-time interactions with others and

emotions. To get qualitative perspectives, teachers, parents, & physical education instructors will be interviewed in-depth. Our multi-method approach guarantees a complete knowledge of how physical education affects early childhood social and emotional development.

Inclusion Criterion & Exclusion Criterion

Inclusion Criterion

The inclusion criteria were instructors and parents of young children attending secondary high schools who voluntarily gave informed permission, demonstrating their active participation and adding a variety of views from the perspectives of both the educational and parental domains to the research.

Exclusion criterion

The study's exclusion criteria comprised parents and instructors of young children enrolled in secondary high schools who indicated a lack of interest in participating. Furthermore, participants who were not present at the designated site throughout the duration of data collection were omitted.

Data Analysis

In this study, we used an in-depth data analysis strategy to probe the many relationships between factors influencing kids' social and emotional growth. In order to thoroughly investigate these associations, three sophisticated statistical techniques were applied: structural equation modelling (SEM), regression analysis, as well as correlation analysis. The selection of these analytical methods was predicated on their capacity to unveil both explicit and implicit connections between the variables under investigation, thereby furnishing a more intricate comprehension of the elements that impact social and emotional growth within the realm of early childhood education.

Correlation Analysis

Correlation analysis, a key tool in our research, extensively dissects the correlations between several factors influencing young children's social as well as emotional development. This analysis reveals not only the existence of linkages, but also their strength and direction. Positive correlations highlight synergies, highlighting places where progress in one area catalysis progress in another. Negative correlations, on the other hand, identify possible stumbling blocks and guide solutions. Educators receive

specialized insights by measuring these correlations, allowing focused interventions in classrooms. These complex relationships have far-reaching repercussions. Educators who are equipped with this information may optimize teaching by emphasising activities that build good connections and addressing impediments to child growth. Policymakers may create policies that promote comprehensive early education if they are informed by these relationships. Parents, too, see importance in creating home situations that foster strong relationships. Correlation analysis, in unravelling these complexities, offers us with actionable knowledge, laying the groundwork for kids' social and emotional development.

Regression Analysis

Regression analysis, a critical statistical method in our study, examines how many variables affect the mental and emotional development of toddlers and preschoolers. We get useful insights into the links between independent and dependent variables by analyzing these predictors. We discover which variables have a substantial effect on social and emotional abilities using regression models, offering a more comprehensive view. This technique quantifies the amount and direction of these impacts, which aids in the identification of significant drivers. Educators may use these data to improve teaching practises by concentrating on important elements. Policymakers obtain strategic advice for developing focused initiatives that promote holistic child development. Armed with predictive insights, parents may establish supportive home settings that coincide with characteristics important for their children's social and emotional development. Our research uses regression analysis to transform complicated data into actionable insight, enhancing collaborative efforts to develop well-rounded, emotionally intelligent persons.

Structural Equation Modeling (SEM)

In this research, structural equation modelling (SEM) is used as a sophisticated analytical framework to provide a comprehensive understanding of the intricate web of interactions that shape social and emotional development in young children. SEM, in contrast to previous approaches, includes both measuring and structural components, providing a holistic approach. SEM reveals hidden patterns by illuminating latent variables and their observable indicators, revealing direct and indirect effects among components. This strategy allows us to evaluate theoretical models while also providing in-depth insights into causal links. SEM allows for a more detailed

investigation of how many factors like as parental engagement, peer relationships, and classroom dynamics interact, revealing insight on the subtle dynamics of early childhood development. Our research not only deciphers these links but also confirms theoretical frameworks, expanding our knowledge of the many processes that contribute to social and emotional development.

Tools Utilized

SPSS Statistics as well as AMOS were useful tools for data analysis in this investigation. SPSS was used for correlation and regression analyses, while AMOS was used for advanced Structural Equation Modelling (SEM), allowing for a thorough investigation of early childhood social and emotional development aspects.

SPSS

SPSS Statistics was used as the foundation for the correlation and regression analysis in this study. Its comprehensive characteristics enabled for a thorough investigation of variable connections, measuring correlations, and finding key predictors. SPSS provides a statistical framework, allowing for accurate insights into the intricate dynamics of early children's social and emotional development.

AMOS (Analysis of Moment Structures)

AMOS, a specialized tool for Structural Equation Modelling (SEM), was critical in this research. AMOS offers a comprehensive framework for verifying theoretical models and studying causal linkages among multiple elements by combining measurement and structural components. Its sophisticated capabilities shed light on hidden factors and their visible indications, allowing for a better understanding of the subtle linkages that influence social and emotional development. The complex analyses performed by AMOS enhanced the study's results, increasing the total depth of knowledge in the area of early childhood education.

Ethical Considerations

Ethical concerns were given top priority in the study process in order to protect the rights, welfare, and privacy of all participants. Parents, educators, and other interested parties were carefully asked for their informed permission, which included a detailed explanation of the goals, methods, and possible consequences of the research. All participants were assured they may stop participating at any moment

without any repercussions. Strict adherence to confidentiality protocols guaranteed respondents’ privacy and protected their private data. Furthermore, throughout the study procedure, participants’ dignity and cultural variety were respected. Strict adherence to ethical norms and procedures promoted a trustworthy atmosphere and preserved the integrity of the study’s conclusions.

RESULTS AND CONCLUSION

Data Analysis

Demographic Variable

Table 1: Demographic table

GENDER				
	Frequency	Percent	Mean	Std. Deviation
Male	101	50.5	1.495	0.501
Female	99	49.5		
Total	200	100		
AGE				
	Frequency	Percent	Mean	Std. Deviation
18 - 22 Years	64	32.0	2.030	0.820
23 - 27 Years	66	33.0		
28 - 32 Years	70	35.0		
Total	200	100.0		
EDUCATION				
	Frequency	Percent	Mean	Std. Deviation
Graduated	57	28.5	2.025	0.773
Post Graduated	81	40.5		
Above Post Graduated	62	31.0		
Total	200	100.0		

Table 1 presents the demographic data pertaining to the gender of the individuals involved in the study. The sample size consisted of 200 individuals, with 101 of them being male. This means that males accounted for 50.5% of the respondents. The gender variable has a mean of 1.495, suggesting a slight inclination towards the male gender. The data points have a standard deviation of 0.501, indicating that they are relatively close to the mean. Table also presents the age distribution of the participants. The sample size is 200 individuals. The age groups are classified as “18 - 22 Years,” “23 - 27 Years,” and “28 - 32 Years.” The category with the highest frequency is “28 - 32 Years,” which consists of 70 participants, accounting for 35.0% of the sample. The calculated mean age of 2.030 suggests that the age groups are fairly evenly distributed. The calculated standard deviation of 0.820 indicates that there is a noticeable amount of variation in the data points from the mean. Table 1 further provides insights into the educational qualifications of the study participants. The data is categorised into three groups: “Graduated,” “Post Graduated,” and “Above Post Graduated.” The category with the highest percentage of participants is “Post Graduated,” accounting for 40.5% of the sample, which is equivalent to 81 individuals. The average educational level is 2.025, suggesting a slight preference for postgraduate education. The standard deviation of 0.773 indicates that there is a certain level of variability in the educational qualifications of the participants. This suggests that the participants have a diverse range of educational backgrounds.

H1: There will be a significant relationship between engagement in physical activities and improved emotional well-being in young children.

Table 2: Correlations

		Engagement Physical Activities	Emotional Wellbeing
Engagement Physical Activities	Pearson Correlation	1	.214**
	Sig. (2-tailed)		.002
	N	200	200
Emotional Wellbeing	Pearson Correlation	.214**	1
	Sig. (2-tailed)	.004	
	N	200	200

The correlation analysis demonstrates a statistically significant association between engagement in physical activities (Engagement Physical Activities) and emotional well-being (Emotional Wellbeing) in young children. The Pearson Correlation coefficient of 0.214** suggests a positive correlation between engagement in physical activities and emotional well-being. This means that as individuals participate in more physical activities, there is a tendency for their emotional well-being to improve.

The correlation’s significance level (Sig. 2-tailed) is reported as 0.002, indicating that it is statistically significant at a level lower than the commonly used threshold of 0.05. The use of the ** notation indicates that the correlation has a significant level of 0.01 (2-tailed), which highlights the robustness of this relationship.

The results indicate a strong correlation between kids’ engagement in physical activities and their increased sense of emotional well-being. The finding suggests that promoting physical activity in young children can have positive effects on both their physical health and emotional development.

H2: There will be a significant impact of early childhood physical education on long-term life choices.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.523	.418	.72821
a. Predictors: (Constant), Physical Education				

Table 2 presents a comprehensive overview of the model employed for examining the correlation between early childhood physical education and long-term life choices. The correlation coefficient, denoted as “R”, has been calculated to be 0.452, this value suggests the presence of a moderate positive relationship between the variables. The R Square value, with a value of 0.523, indicates that around 52.3% of the variability in long-term life choices can be accounted for by the predictor variables. The value of “Adjusted R Square” is 0.418, indicating a decrease in the model’s goodness of fit when considering the number of predictors.

The coefficients of the regression model are presented in Table 4. The coefficient for the “Constant” variable is 3.915, and it has a standard error of 0.272. The expected value of long-term life choices is being discussed in relation to a predictor variable of zero. The coefficient for “Physical Education” is 0.154, indicating a positive relationship. A coefficient estimate with a standard error of 0.071 indicates some scatter in the underlying data. The coefficient quantifies the impact of a one-unit change in the predictor variable (Physical Education) on long-term life choices. The “Beta” value, with a value of 0.152, represents the standardised coefficient. This coefficient enables the comparison of the predictor variable’s effect strength in a relative manner. The calculated “t” statistic is 3.167, which suggests a strong relationship between Physical Education and long-term life choices. Additionally, the p-value of .031 indicates that this relationship is statistically significant.

The analysis emphasises the significance of early childhood physical education in promoting positive life choices and emphasises the potential long-term effects of these educational interventions. Researchers hope that teachers, legislators, and parents will all benefit from this study’s results. It highlights the significance of incorporating well-organized physical education programmes into early childhood education. These programmes can play a crucial role in fostering and facilitating the development of children’s decision-making abilities, ultimately influencing their life choices. Physical education has been shown to have positive effects on both present and long-term health, and this study sheds light on those effects.

H3:Physical self-concept will mediates the positive impact of physical education on social development in early childhood.

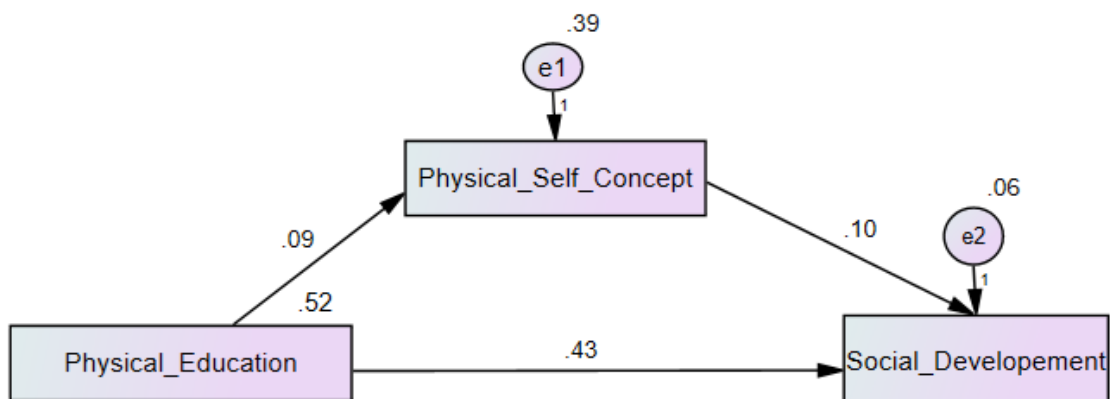


Table 6: Regression Weights: (Group number 1 - Default model)

PATH			Standardized	S.E.	C.R.	P
Physical Self Concept	←	Physical Education	.090	.061	1.483	.013
Social Development	←	Physical Education	.429	.025	17.169	***
Social Development	←	Physical Self Concept	.096	.029	3.318	***

The table presents data on the regression weights that represent the relationships between variables in the mediation model. The study examines the relationship between “Physical Education” and “Social Development” in early childhood, specifically focusing on the mediating role of “Physical Self-Concept.” The standardised coefficients, standardised errors, critical ratios (C.R.), and probability values for each route are all shown in the mediation model.

The importance of physical education on one’s sense of bodily identity is the subject of this paper. The standardised coefficient of 0.090 indicates a small positive relationship between the variables. The standard error of 0.061 suggests that the estimate of the coefficient is relatively precise. The critical ratio (C.R.) of 1.483 is below the threshold for statistical significance, indicating that the relationship may not be significant. The p-value of 0.013 further supports this, suggesting that there is a 1.3% chance of observing such a relationship by chance alone. This line of reasoning shows how P.E. classes might positively affect one’s sense of body image. There is a statistically meaningful link between PE and Body Image if the correlation coefficient is positive. However, it must be stressed that the strength of this connection is low.

The standardised coefficient for the relationship between social development and physical education is 0.429. The standard error is 0.025, indicating the precision of the coefficient estimate. The critical ratio is 17.169, which is highly significant (***), suggesting a strong relationship between social development and physical education. The low p-value further supports the significance of this relationship. The evidence points to a significant positive relationship between PE and maturation in social skills. Physical education seems to have a positive effect on children’s social growth, according to the evidence.

The correlation between social maturation and bodily self-perception is estimated to be 0.096 using a conventional correlation coefficient. This coefficient has a critical

ratio of 3.318 and a standard error of 0.029. This line represents the connection between one's sense of social development and their sense of physical self-concept. The presence of a positive coefficient indicates that there is a statistically significant, albeit relatively weak, direct relationship between the two variables.

In conclusion, it is evident that the user's text lacks analytical content. Table 5 displays important data about the mediating effect of "Physical Self-Concept" between "Physical Education" and "Social Development" in preschoolers. The correlation between Phys. Ed. and self-perception in terms of physical ability was poor but statistically significant. The direct impact of Physical Education on Social Development is notable and statistically significant. The existence of a direct connection between Physical Education and Social Development, as well as physical self-concept's positive effect on social development is evidence that psc moderates the connection between phys ed and psych growth. In the end, these results are consistent with hypothesis (H3), which holds that physical self-concept mediates the beneficial effects of physical education on early childhood social development. The significance of taking a child's self-concept into account is highlighted in relation to physical education programmes that aim to improve their social development.

CONCLUSION

The analyses and findings presented valuable insights into different aspects of early childhood development and education. Let us outline the main findings:

It's crucial to learn more about the link between working out and mental health. The correlation study shows that children's mental health improves significantly after they participate in physical activities. The Pearson Correlation coefficient of 0.214** suggests a positive relationship between children's engagement in physical activities and their emotional well-being. The significance of promoting physical activity in young children is emphasised by this finding, as it highlights the benefits it has on both their physical health and emotional development.

The regression analysis reveals that there is a noteworthy influence of early childhood physical education on the decisions individuals make throughout their lives. The coefficient for the variable "Physical Education" is 0.154, indicating a positive relationship. This coefficient is statistically significant, as evidenced by the p-value of .031, which is below the commonly used threshold of .05. The statement implies that early childhood physical education has a significant impact on individuals' future decisions and career paths, highlighting the lasting effects of these educational

interventions. There are substantial consequences for educators, legislators, and parents based on the findings of this research. They emphasise the significance of implementing structured physical education programmes in early childhood education.

The goal of this research is to analyse how “Physical Self-Concept” moderates the connection between “Physical Education” and “Social Development” in young children. The correlation between Phys. Ed. and s.e.l.f.-perception was shown to be statistically significant, but modest. Physical education has a large and statistically significant effect on students’ ability to interact with others. According to the results, P.E. may have a positive effect on both children’s physical self-concept and their social development. This highlights the importance of taking a child’s self-concept into account when designing physical education programmes that aim to improve social development.

The findings presented in this study provide valuable insights into the significance of physical education, physical activity, and self-concept in the overall development of young children. The statement highlights the importance of adopting comprehensive approaches in early childhood education. These approaches should focus on fostering the development of both physical and emotional well-being. Additionally, it is crucial to consider the long-term effects that early education can have on the choices individuals make throughout their lives. The insights provided have significant implications for educators, parents, and policymakers who are involved in the design and implementation of educational programmes aimed at promoting the comprehensive development of children during their crucial formative years.

The outcomes discussed collectively highlight the significant value of implementing well-rounded approaches to early childhood education. The text emphasises the interconnection between physical well-being, emotional development, and self-concept in children’s overall growth. The ramifications of this study’s results for teachers, parents, and politicians are substantial. They highlight the importance of promoting physical, emotional, and social well-being during early childhood. By doing so, we can lay the foundation for successful and fulfilling future development.

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श्रीमद्भागवतपुराण में भक्तियोग का स्वरूप एवं वर्तमान सन्दर्भ में उसकी प्रासङ्गिकता

कमलेश मिश्रा*

योग का वास्तविक तात्पर्य है सम्बद्धता। योग मानव जीवन का एक अद्भुत और अमूल्य महत्त्वपूर्ण कर्म है। योग के माध्यम से आत्मा और परमात्मा आपस में सम्बद्ध होते हैं। अपने को सभी प्राणियों के साथ जोड़ने की कुशलता आ जाय तो योग की साधना सिद्ध हो जाती है। आत्मा जब परमात्मा से जुड़ती है तब मानव जीवन का परम पुरुषार्थ सिद्ध हो जाता है। महाभारत के भीष्म पर्व में उपनिबद्ध श्रीमद् भगवतगीता जो आज स्वतंत्र ग्रन्थ के रूप में उपलब्ध होती है। यह वस्तुतः योगशास्त्र का एक अनुपम ग्रन्थ कहा जा सकता है। इस ग्रन्थ में भगवान् कृष्ण ने ज्ञानयोग, कर्मयोग, भक्तियोग, सन्यासयोग, समत्वबुद्धि योग, निष्काम कर्मयोग को विस्तारपूर्वक प्रकाशित करने का प्रयास किया है। इन सभी प्रकार के विभिन्न योगों में विभिन्न प्रकार की कर्म कुशलता की बात कही गई है। अन्ततोगत्वा भक्तियोग के द्वारा आत्मा को परमात्मा से जोड़ने की बात कही गई है। श्रीकृष्ण ने कहा है —

“सर्वधर्मान्परित्यज्य मामेकं शरणं ब्रज”

वस्तुतः कृष्ण के द्वारा यहाँ धर्म—कर्म छोड़कर लौकिक कर्मों से पलायन करने की बात नहीं कही गई है। अपितु लौकिक कर्मों के माध्यम से ही मानव को जीवन मिलता है। मानव जीवन वस्तुतः एक यात्रा है। जन्म से मृत्यु पर्यन्त मानव विविध प्रकार की यात्राओं में लगा रहता है।

आत्मा से परमात्मा को जोड़नेवाला योगी लौकिक कर्मों को छोड़ पलायनवादी नहीं बनता है, बल्कि सदाचार और सत्कर्म को करते हुए योग के पथ पर आरुढ़ होता है। लौकिक कर्मों को सम्पादित करते हुए परमात्मा के साथ सम्बद्ध होने के लिए तत्त्वज्ञानियों के पास श्रद्धायुक्त होकर जाना होगा तब भक्तिभाव की आवश्यकता होती है। इसप्रकार सभी प्रकार की सिद्धियों की प्राप्ति भक्तियोग के बिना संभव नहीं है।

भारतीय सांस्कृतिक जीवन में ईश्वर की धारणा एक महत्त्वपूर्ण स्थान रखती है। श्रीमद्भागवत अद्वैततत्त्व का प्रतिपादक एक भक्तिशास्त्र ही है। यहाँ भक्ति, भक्त और

*शोधछात्र, ल.ना.मि.वि. दरभंगा।

भगवान् के महत्त्वों से परिचित कराया गया है। ऋग्वेद भी कहता है कि— ‘एकं सद्विप्रा बहुधा वदन्ति’ ।

एक ही स्वयंभूत शक्ति भिन्न-भिन्न रूपों में उत्पन्न होकर जनकल्याण करता रहता है। वस्तुतः समुचित सफलता के लिए चित्त में एकाग्रता आवश्यक है। भक्तिपूर्वक किए गए कर्मों के वाञ्छित फल प्राप्त होते ही हैं। अतएव जीवन में भक्तियोग की अवश्य ही प्रासङ्गिकता है। चित्त की शुद्धि के बिना भक्त भगवान् के स्वरूप दर्शन भी नहीं कर सकता न ही ज्ञान के महत्त्व को जान सकता है। भक्ति करने के लिए भक्त को पवित्र बनना पड़ता है। जो व्यक्ति मनसा, वाचा, कर्मणा पावन होता है वही भक्ति या पूजा करने योग्य माना जाता है। अथर्ववेद में कहा गया है—

“कृतं मे दक्षिणे हस्ते जयो मे सत्य आहितः”

अर्थात् जिसके दाहिने हाथ में पुरुषार्थ है उसके बायें हाथ में सफलता निवास करती है। पुरुषार्थी बनने के लिए आत्मिक एवं शारीरिक शुद्धि की आवश्यकता होती है। शरीर का शुद्धिकरण तभी संभव है जब उसके हाथों एवं पैरों का प्रयोग किसीप्रकार की हिंसा या अपकार में नहीं बल्कि उपकार एवं सेवा में किया जाय। कहने का आशय यह है कि शारीरिक अंगों की शुद्धि बुराईयों का परित्याग कर मानवीय गुणों को अपना कर संभव है। उसीप्रकार आत्मपरिष्कार मन से अथवा हृदय से दुष्चिचारों का परित्याग कर क्रोध, लोभ, मोह, घृणा, द्वेष, मद, मात्सर्यादि को नियंत्रित कर संभव है। क्षमा, दया, प्रेम, सहानुभूति परोपकार, सहिष्णुता, सद्भावों से पूरित होकर तदनुरूप आचरण करके आत्मशुद्धि की जा सकती है। इसके उपरान्त ही आत्मदर्शन से ज्ञान प्राप्ति संभव है। आत्मदर्शन के लिए बाह्य लौकिक वस्तुओं से दृष्टि को फेरकर आत्मकेन्द्रित होना पड़ता है। इसी साधना को ‘समाधि’ कहते हैं। समाधीस्थ व्यक्ति को अपने ही भीतर ईश्वर की अवस्थिति का आभास होने लगता है। जीवन के गूढ़ रहस्यों को वह दर्पणवत् देखने में समर्थ हो जाता है। ईश्वर के अंश हमारे भीतर ही विद्यमान हैं। जिसे समझने के लिए भक्तियोग की परम आवश्यकता होती है।

“अहं ब्रह्मास्मि तत् त्वमसि।”

शुद्धाः पूता भवत यज्ञियसः” ।

“ऋतस्य पन्था न तरन्ति दुष्कृतः” ।

सत्य के मार्ग को दुष्कर्मी पार नहीं कर सकते।

श्रीमद्भागवतपुराण में इन्हीं मन्तव्यों को सरलतम रूप प्रकाशित किया गया है—

देवानां गुणलिंगानामानुश्रविककर्मणाम् ।

सत्त्व एवैकमनसो वृत्तिः स्वाभाविकी तु या ॥

अनिमिता भागवती भक्तिः सिद्धेर्गरीयसी ।

जरत्याशु या कोशं निगीर्णमनलो यथा ॥

अर्थात् जिसका चित्र एकमात्र भगवान् में ही लग गया है, ऐसे मनुष्य की वेद—विहित कर्मों में लगी हुई एवं विषयों का ज्ञान कराने वाली कर्मेन्द्रिय एवं ज्ञानेन्द्रिय रूप इन्द्रियों की सत्त्वमूर्ति श्रीहरि के प्रति स्वाभाविकी प्रवृत्ति है वही भगवान् की अहैतुकी भक्ति है। यह मुक्ति से भी बढ़कर है; जैसे जठरानल खाये हुए अन्न को पचा डालता है, ठीक उसीप्रकार यह अहैतुकी भक्ति कर्म संस्कारों के भण्डार रूप लिङ्गशरीर के समस्त विकारों को भस्म कर देती है मनुष्य का बाह्याभ्यान्तरिक परिष्कृत शरीर एवं मन ज्ञानग्रहण करने योग्य बन जाता है। प्रारम्भिक काल में सामान्य जन के लिए ध्यान केन्द्रित करने के लिए इष्टदेव की प्रतिमा की आवश्यकता होती है। लोकचर्चित जिस देवता की गुण चर्चा मन में भक्तिभाव उत्पन्न कर दें उस देव की प्रतिमा प्रतिष्ठित की जा सकती है। उन्हें ही अपना मार्गदर्शक मानकर समर्पित भाव से नाम स्मरण करना श्रेयस् होता है। आत्मशुद्धि सभी के लिए आवश्यक है। एक बार भगवान् विष्णुभक्त कर्दम एवं माता देवहूति के मनोरथ सिद्ध करने के लिए 'कपिल' नामक बालक के रूप में उत्पन्न हुए और सांख्यदर्शन का पुनरुद्धार किया। इतना ही नहीं अपनी माता के आत्मोद्धार के लिए उनकी इच्छा को पूर्ण करने के लिए भक्तियोग का उपदेश दिया। उन्होंने अपनी माता को कहा —

ज्ञान वैराग्ययुक्तेन भक्तियोगेन योगिनः ।

श्रेत्राय पादमूलं मे प्रविशन्त्यकुतोभयम् ॥

एतावानेव लोकेऽस्मिन् पुंसां निःश्रेयसोदयः ।

तीव्रेण भक्तियोगेन मनो मय्यर्पितं स्थिरम् ॥

अर्थात् योगीजन ज्ञान वैराग्ययुक्त भक्तियोग के द्वारा शान्ति प्राप्त करने के लिए मेरे निर्भय चरणकमलों का आश्रय लेते हैं। संसार में मनुष्य के लिए सबसे बड़ी कल्याण प्राप्ति यही है कि उसका चित्त तीव्र भक्तियोग के द्वारा मुझमें लगकर स्थित हो जाय। जीव और परमात्मा में अद्वैत भाव तब उत्पन्न होता है जब जीव सुकर्मों की ओर प्रवृत्त होता है। सुकर्म करने के लिए चारित्रिक निर्मलता आवश्यक है। निर्मल चित्त से किया गया

हर कार्य मनोवांछित सिद्धि प्रदान करता है। मनोनुकूल सफलता प्राप्तकर तृप्त आत्मा का मन स्वतः भगवत् शरण का अभिलाषी हो जाता है। एक तत्त्वज्ञ प्राणी के लिए कोई वस्तु दुर्लभ रह ही नहीं जाती है। क्योंकि धर्मविरुद्ध कोई कामनाएं उसके मन में उत्पन्न ही नहीं होतीं। इसप्रकार बाल्यावस्था से ही भारतीय व्यवस्थापन में ईश्वराधना की परम्परा प्रत्येक घरों में सुनिश्चित की गई है। एक संस्कारी बालक ही आदर्श नागरिक का रूप ले सकता है। वस्तुतः एक आत्मविजयी व्यक्ति ही शत्रुविजयी हो सकता है। महाभारत के शान्तिपर्व में कहा भी गया है—

आत्मा जेयः सदा राजा ततो जेयाश्च शत्रवः ।

अजितात्मा नरपतिर्विजयेत् कथं रिपुन् ।।”

यहाँ महाभारतकार का कहना है कि सबसे पहले राजा को अपने मन पर विजय प्राप्त करना चाहिए, इसके बाद शत्रुओं पर विजय प्राप्त करने की चेष्टा करनी चाहिए। वस्तुतः बाल्यावस्था में ही अच्छे संस्कारों की स्थापना होती है। भक्तिभाव का उदय सुगमतया हो पाता है। अच्छे महापुरुषों का दैवीय शौर्य से युक्त गुणगान उसे आकर्षित करता है। वह भी उन दैवीय गुणों को अपनाकर शौर्य वीर्य युक्त होना चाहता है। उसके इष्टदेव की प्रतिमा उसे अच्छे कर्मों को शास्त्रोक्त चरित्र को अंगीकार करने की प्रेरणा श्रोता के हृदय में जागृत करते हैं। उसे एकाग्रचित्त होकर एकनिष्ठ भाव से कार्य करने की धीरे-धीरे आदत पड़ने लगती है। यही बालक शनैः शनैः भगवत्भक्ति के माध्यम से कर्मकुशल, व्यवहारकुशल, लोकनायक के लिए उपयुक्त आत्मज्ञानी, शास्त्रज्ञानी होने के लिए प्रयत्न करने योग्य बनने लगता है।

हमारे भारतीय व्यवस्थापन में एक भी व्यवस्था निरर्थक नहीं है। सबके पीछे एक सुपरीक्षित तर्क एवं मंगलमय शुभ की प्राप्ति के लिए दिया गया मार्ग दर्शन है। किसी भी राष्ट्र का सामाजिक परिवेश ही उसके उन्नयन, उसकी शिक्षाप्रणाली की सफलता या असफलता पर निर्भर है। आज प्राचीन पद्धतियों को तेजी से अनदेखा किया जा रहा है। जो सर्वत्र एक भयावह स्थिति को उत्पन्न कर रहा है। हमारा समाज व्यावसायिक शिक्षा के युग में प्रवेश कर चुका है। जहाँ स्वार्थपूर्ति एवं अनैतिक का मार्ग ही प्रशस्त एवं वरेण्य होता जा रहा है। लेकिन मानव स्वभाव का विश्लेषण इस तथ्य को पुष्ट करता है कि शिक्षा का यदि समुचित प्रबन्ध हो तो हम चरित्रवान् एवं नैतिकता से सुसम्पन्न नागरिक तैयार कर सकते हैं। इस कार्य के लिए हमें प्राचीन आश्रमीय शिक्षा पद्धति के प्रेरक तत्त्वों

को ग्रहण कर बाल मस्तिष्क में बाल्यावस्था में ही प्रत्यारोपित करना होगा। राष्ट्रीय उन्नति के लिए आध्यात्मप्रधान नैतिकता से संबलित व्यक्तित्व निर्माण के लिए भक्तियोग की साधना नितान्त आवश्यक प्रतीत होती है।

संदर्भ

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2. ऋग्वेद — 1.164.46.
3. अथर्ववेद — 7/52/8.
4. ऋग्वेद — 5.51
5. ऋग्वेद — 9/73/6
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स्वामी विवेकानंद का शैक्षिक दर्शन : वर्तमान समय में प्रासंगिकता

डॉ. सीमा कौशिक*

प्राचीन काल से ही भारत भूमि में ऐसे महापुरुषों का अवतार होता रहा है जिन्होंने अपना, आध्यात्मिक योगदान देकर मानवता की रक्षा की है। इन महापुरुषों में से स्वामी विवेकानंद भी एक थे। वे भारतीय दर्शन के पंडित थे। स्वामी विवेकानंद युग दृष्टा एवं युग सृष्टा थे। वे भारतीय धर्म दर्शन का व्याख्या आधुनिक परिपेक्ष्य में करने, वेदांत को व्यवहारिक रूप देने एवं उसके प्रचार करने और समाज सेवा और समाज सुधार करने के लिए शिक्षा की आवश्यकता पर बल देते थे। स्वामी विवेकानंद ने जन-जन में वेदांत और उसमें अंतर्निहित सामाजिक, धार्मिक एवं आध्यात्मिक विचारों का प्रसार करने के लिए एक विस्तृत शिक्षा दर्शन प्रस्तुत किया और शिक्षा के सभी पहलुओं के संबंध में अति महत्वपूर्ण विचार प्रस्तुत किए।

शिक्षा का अर्थ

शिक्षा के द्वारा मनुष्य को अलौकिक और पारलौकिक दोनों प्रकार के जीवन के लिए तैयार करना चाहते थे। उनका विश्वास था कि जब तक हम भौतिक दृष्टि से संपन्न एवं सुखी नहीं होते तब तक ज्ञान कर्म भक्ति और योग से सब कल्पना की वस्तु हैं। लौकिक दृष्टि से शिक्षा को परिभाषित करते हुए उन्होंने कहा हमें ऐसी शिक्षा चाहिए जिसके द्वारा चरित्र का गठन हो, मन को बल मिले, बुद्धि का विकास हो और मनुष्य स्वावलंबी बने। पारलौकिक दृष्टि से स्वामी जी ने कहा “शिक्षा मनुष्य की अंतर्निहित पूर्णता की अभिव्यक्ति है” स्वामी जी का यह मानना था कि लौकिक और आध्यात्मिक दोनों प्रकार का ज्ञान मानव मन में निहित होता है जो एक आवरण से ढका होता है जैसे-जैसे यह आवरण हटता जाता है बालक सीखता जाता है। विवेकानंद के अनुसार व्यक्ति के अंदर उपस्थित गुणों का विकास करना ही वास्तविक शिक्षा है” स्वामी जी के अनुसार मानव में कुछ शक्तियां उपस्थित रहती हैं। शिक्षा का उद्देश्य होना चाहिए अंतर्निहित पूर्णता की अभिव्यक्ति शिक्षा मनुष्य को मानवीय गुणों से संपन्न करती है।

*प्रोफेसर, शिक्षा शास्त्र विभाग, श्री टीकाराम कन्या महाविद्यालय, अलीगढ़।

शिक्षा के उद्देश्य

स्वामी जी के अनुसार— शिक्षा के उद्देश्य अग्रलिखित हैं—आंतरिक शक्तियों का विकास—स्वामी जी ने स्पष्ट शब्दों में यह बताया है कि मानव के अंदर सभी तरह की शक्तियां विद्यमान होती हैं। शिक्षा का परम उद्देश्य है उन शक्तियों का विकास करना। बालक ईश्वरीय शक्ति से पूर्ण है।

- **मानव निर्माण**

सक्षम, सुरक्षित मानव का निर्माण शिक्षा का मुख्य उद्देश्य होता है।

- **चरित्र निर्माण**

चरित्र व्यक्ति की आंतरिक शक्ति का परिचायक है। चरित्र से निर्भीकता, दृढ़ निश्चय, मानसिक शक्ति का विकास होता है। चरित्र ही मानव को व्यक्तिक विशिष्टता प्रदान करता है।

- **इच्छा शक्ति का विकास**

मानव की मानसिक शक्ति है इच्छा शक्ति। इच्छा जहां मानव को प्रगति पथ पर स्थिर करती है वहीं उसे आशा भी प्रदान करती हैं। अतः स्वामी जी ने स्पष्ट किया है कि शिक्षा का परम उद्देश्य है इच्छा शक्ति का विकास करना।

- **हृदय पक्ष का विकास**

हृदय पक्ष के विकास से ही दुखियों के दुख, गरीब की दिक्कत दलितों की समस्याएँ तथा बीमारी की छटपटाहट की अनुभूति संभव है। तभी तो मानव समाज के दीन दुखी पीड़ित दलित व्यक्तियों की सेवा में हम अपनी सभी शक्तियां लगाने को तैयार हो जाते हैं। इस तरह हृदय की शिक्षा की वास्तविक शिक्षा है।

- **विशिष्ट ज्ञान प्रदान करना**

स्वामी जी के अनुसार हमें तो उस ज्ञान की भी उतनी बड़ी जरूरत है जिसके सहारे हम सच का अनुभव करते हैं, विश्व की एकता की अनुभूति करते हैं, विश्व बंधुत्व की भावना का विकास करते हैं। शिक्षा का लक्ष्य इस ज्ञान की प्राप्ति भी है।

विज्ञान तथा तकनीकी ज्ञान का विकास

आधुनिक जीवन में विज्ञान ने मानव जीवन में प्रवेश कर लिया है। व्यक्तिगत रूप से लेकर सामाजिक जीवन तक सभी विज्ञान से प्राभावित हैं। आधुनिकता के निर्माण के

कारण की प्राप्ति भी तो विज्ञान तथा तकनीकी ज्ञान से ही संभव है। इसलिए आधुनिक शिक्षा का उद्देश्य विज्ञान व तकनीकी का विकास होना चाहिए।

- **मानवीय गुणों का विकास**

मानवीय गुणों में सबसे महत्वपूर्ण है आत्मविश्वास का गुण। मानव में अनेक प्रकार के गुण पाए जाते हैं जिन्हें पाकर ही मानवता सार्थक होती है।

- **विचार शक्ति का विकास**

आज की शिक्षा में अलग-अलग तरह की सूचनाओं को समझे बिना ही याद कर लेना मुख्य बात हो गई है। विचार शक्ति से ही हम अपने जीवन का समस्याओं का समाधान ढूंढने में सफल हो पाते हैं। रूढ़िवादी परंपराओं व संकुचित धारणाओं का नाश विचार शक्ति से ही संभव है। अतः शिक्षा का विकसित उद्देश्य होना चाहिए।

शिक्षा का पाठ्यक्रम

स्वामी जी ने जीवन के आदर्शों की प्राप्ति के लिए शिक्षा के उद्देश्य को प्रस्तुत किया एवं उनकी पूर्ति के लिए पाठ्यक्रम संबंधी विचार प्रस्तुत किए। स्वामी जी आध्यात्मिकता वादी पहले हैं बाद में शिक्षा शास्त्री। पाठ्यक्रम संबंधी विचारों में आध्यात्मिकता की जगह स्वाभाविक है फिर भी उन्होंने पाठ्यक्रम के अंतर्गत लौकिक जीवन से संबंधित विषय की उपेक्षा नहीं की है क्योंकि स्वामी जी शिक्षा को पूर्ण मानव के लिए बनाना चाहते थे। उन्होंने पाठ्यक्रम के अंतर्गत उन सभी विषयों को सम्मिलित किया है जिनके अध्ययन से आध्यात्मिक उन्नति के साथ-साथ भौतिक उन्नति भी होती रहे। स्वामी जी ने आध्यात्मिक पूर्णता के लिए धर्म, दर्शन, पुराण, उपनिषद, साधु संगत, कीर्तन और लौकिक समृद्धि के लिए भूगोल, राजनीति शास्त्र, अर्थशास्त्र, विज्ञान, मनोविज्ञान व खेलकूद तथा व्यायाम आदि विषयों को पाठ्यक्रम में सम्मिलित किया है।

शिक्षण पद्धति

स्वामी जी द्वारा बताई गई विधियां आधुनिक शिक्षण सिद्धांतों एवं मनोवैज्ञानिक नियमों पर आधारित होते हुए भी आध्यात्मिक प्रकृति की हैं जैसे धर्म या योग विधि। स्वामी जी ने अपने शिक्षा दर्शन में जिस 'धर्म को अपनाने के लिए कहा है यह वास्तव में योग ही है जिसे गीता के शब्दों में चित्त की वृत्तियों का निरोध कहा गया है। इस विधि का लक्ष्य

युक्त करना या एकीकरण है। योग के अनेक स्वरूप हैं जैसे कर्म योग, भक्ति योग, ज्ञान योग और राजयोग। उनके अनुसार शिक्षा की निम्नलिखित विधियाँ हैं—

- **केन्द्रीयकरण विधि:** इस विधि में व्यक्ति को अपने मन को एकाग्र केंद्रित करना पड़ता है। ऐसा करने से एक और मन की चंचलता दूर हो जाती है तो दूसरे और व्यक्ति सही ढंग से मनन करने लगता है।
- **उपदेश विधि:** स्वामी विवेकानन्द ने उपदेश विधि का प्रयोग करने पर बल दिया है और इसलिए उन्होंने लिखा है वर्तमान समय में सेमिनार या ट्यूटोरियल कक्षाएं इसी विधि का एक रूपांतरण मात्र है।
- **अनुकरण विधि:** अनुकरण विधि के संदर्भ में उन्होंने कहा कि छात्र ऐसे गुरु के साथ रहे जिसका चरित्र उत्तम हो और छात्र के सामने उत्तम त्याग का उदाहरण हो। किंतु अनुकरण विधि का उपयोग अध्यानुकरण के रूप में नहीं होना चाहिए।
- **व्यक्तिगत निर्देशन एवं परामर्श विधि:** स्वामी जी ने जिस व्यक्तिगत निर्देशन व परामर्श की बात की है वह आज के व्यक्तिगत निर्देशन व परामर्श से भिन्न है। आज का निर्देशन एवं परामर्श केवल एक सुझाव मात्र है जबकि स्वामी जी द्वारा प्रयोग किया गया ज्ञान बाला व्यक्तिगत निर्देशन, शिक्षा व परामर्श पूर्णता के लिए एवं वित्तीय विधि है।
- **क्रियात्मक एवं व्यवहारिक विधियां**
स्वामी विवेकानंद ने क्रियात्मक एवं व्यवहारिक विधियों के प्रयोग पर बल दिया और स्वयं उनका प्रयोग किया। साधु संगत, भ्रमण, सेवा कार्य, खेलकूद, शारीरिक शिक्षा, उद्योग, खेल एवं कौशल आदि क्रियात्मक व्यवहारिक विधियां हैं जो व्यक्तिगत एवं सामाजिक जीवन के लिए उपयोगी ज्ञान प्रदान करने में अत्यधिक सहायक होती हैं।

शिक्षक

शिक्षकों के विषय में स्वामी जी के विचार परंपरावादी थे। वे शिक्षकों से यह अपेक्षा करते थे कि वे आत्मज्ञानी हो, सदाचारी हो और शिष्यों के दिव्य स्वरूप को पहचानने वाले हो। वे उनसे यह भी अपेक्षा करते थे कि वे मनोविज्ञान की सहायता से शिक्षार्थियों की कर्मजनित भिन्नता को समझें और उनके लिए अधिक अनुकूल शिक्षा की व्यवस्था करें और श्रद्धा एवं ज्ञान की सहायता से उनकी आध्यात्मिक एकता को समझे और उन्हें आत्म तत्व

का ज्ञान कराएं । वे अपने विषय के पंडित हो यह तो सभी चाहत हैं । उनके सदाचारी होने व शिक्षार्थी संबंध में भी सब एकमत हैं । यदि शिक्षक ईमानदार और कर्तव्यनिष्ठ हो जाएं तो शिक्षा की सभी समस्याएं हल की जा सकती हैं ।

शिक्षार्थी

शिक्षार्थी के संबंध में स्वामी जी के विचार परंपरावादी के साथ-साथ आधुनिक थे । वे शिक्षार्थियों से ब्रह्मचर्य व्रत के पालन की उपेक्षा करते थे । उनका स्पष्ट मत था कि जब तक शिक्षार्थी इंद्रिय निग्रह नहीं करते उन्हें सीखने के लिए प्रबल इच्छा नहीं होती और वह गुरु में श्रद्धा नहीं रखते तब तक उन्हें न भौतिक ज्ञान दिया जा सकता है और न आध्यात्मिक । आज शिक्षाविद स्वामी जी के ब्रह्मचर्य शब्द से भले ही सहमत ना हो परंतु वह सभी स्वीकार करते हैं कि शिक्षकों को संयमी होना चाहिए, ज्ञान पिपासु होना चाहिए अध्ययन में रुचि रखने वाला होना चाहिए और परिश्रमी भी होना चाहिए ।

विद्यालय

स्वामी जी ने एक और गुरुकुल प्रणाली का समर्थन किया और दूसरी और जन शिक्षा और विशेष शिक्षा की व्यवस्था के लिए स्थान-स्थान पर क्रमश सामान्य एवं विशिष्ट शिक्षा संस्थाओं की स्थापना पर बल दिया । उन्होंने स्वयं जनजातियों की बच्चों के लिए विद्यालय स्थापित किए । परंतु विद्यालय कहाँ हो और किसी प्रकार के हो उनके अनुसार उनका प्राकृतिक वातावरण शुद्ध होना चाहिए सामाजिक पर्यावरण आदर्शोन्मुख होना चाहिए और उन में आध्यात्मिक विकास के लिए योग साधना होनी चाहिए । आज स्वामी जी की पहली दो बातों से तो सभी सहमत हैं परंतु विद्यालयों में अध्यात्मिक विकास हेतु भजन, कीर्तन एवं योग साधना को स्थान देने में विद्वान एकमत नहीं हैं उनका तर्क है कि यह कार्य परिवार और धार्मिक संस्थाओं का हैं ।

अनुशासन

स्वामी जी के अनुसार अनुशासन का अर्थ है आत्मा द्वारा निर्दिष्ट होना स्वामी जी ने यह स्पष्ट किया है कि मुनष्य जन्म से पशु समान होता है । वे मुनष्य जीवन के मुख्य तीन पक्षों पर महत्व देते हैं प्राकृतिक, सामाजिक और अध्यात्मिक । स्वामी जी परंतु सर्वाधिक

महत्व अध्यात्मिक पक्ष को देते हैं। स्वामी विवेकानंद के अनुसार अनुशासन का अर्थ है अपने व्यवहार में आत्मा द्वारा निवेश होना। उनके अनुसार जब मनुष्य अपने प्राकृतिक स्वर से प्रेरित होकर कार्य करता है तो हम उसे अनुशासित नहीं कह सकते जब वह अपने प्राकृतिक स्व पर संयम रखकर सामाजिक स्व से प्रेरित होता है तो हम उसे अनुशासित कह सकते हैं। परंतु वास्तव में अनुशासित वह है जो आत्मा से प्रेरित होकर कार्यकर्ता है। स्वामी जी शिक्षक और शिक्षार्थी दोनों को आत्मानुशासन का उपदेश देते थे।

स्वामी विवेकानंद की स्वतंत्रता की धारणा

स्वामी विवेकानंद शाब्दिक अर्थों में तो राजनीतिक चिंतन नहीं थे फिर भी स्वतंत्रता के संबंध में उनके विचार महत्वपूर्ण तथा सकारात्मक हैं। स्वामी जी ने स्वतंत्रता को न केवल मानव मात्र की आवश्यकता बताया वरन संपूर्ण ब्रह्मांड की आवश्यकता बताया। उनके अनुसार स्वतंत्रता विकास की एक मात्र शर्त है। इस तरह विवेकानंद की स्वतंत्रता की अवधारणा पाश्चात्य विचारकों की अपेक्षा व्यापक है। स्वामी विवेकानंद ने ऐसी स्वतंत्रता की परिकल्पना की जिसके तहत मानव द्वारा शोषण ना किया जाता हो। विवेकानंद स्वतंत्रता के मार्ग में आने वाली समस्त अड़चनों तथा बाधाओं को दूर करने के पक्ष में थे। वे यह मानते थे कि हर व्यक्ति को अपने शरीर, मस्तिष्क तथा धन का प्रयोग दूसरे को हानि पहुंचाए बिना स्वतंत्रता पूर्वक करने का अधिकार होना चाहिए। स्वामी विवेकानंद राजनीतिक दार्शनिक न होते हुए भी एक सच्चे राष्ट्रवादी थे। इसका उदाहरण शिकागो विश्व धर्म सम्मेलन में देखने को मिला। उन्होंने जिस तरह विश्व धर्म सम्मेलन में भाग लेकर भारत की प्रतिष्ठा में चार चांद लगा दिया वह कभी भुलाया नहीं जा सकता। उन्होंने यूरोप वासियों के सामने भारत तथा भारतीय दर्शन की महानता को साबित किया। वे केवल राजनीतिक विचारक ही नहीं थे बल्कि वे लोकतंत्र में विश्वास करते थे। उनका मानना था कि स्वतंत्रता ही विकास का एकमात्र रास्ता है। वह वैज्ञानिक एवं आध्यात्मिक आधार पर विश्व की एकता के समर्थक थे। इस तरह वे सही शब्दों में मानवतावादी और अंतराष्ट्रीयता वादी थे।

स्त्री शिक्षा

हमारे देश में प्राचीन काल में भारत स्त्रियां पुरुषों के समान पूज्य मानी जाती थी। स्वामी विवेकानंद ने यह आवाज उठाई कि उस परिवार अथवा देश की उन्नति की संभावना

नहीं जहाँ स्त्रियों का आदर न हो जहाँ वे दुखी रहे, जहाँ वे शिक्षित नहीं। यदि उन्हें शिक्षा प्रदान करने की समुचित व्यवस्था की जाए तो निश्चय ही भारत का भाग्य पलट जाएगा।

वर्तमान समय में प्रासंगिकता

विवेकानंद ने मनुष्य के भौतिक एवं आध्यात्मिक दोनों पक्ष पर समान बल दिया और वेदांत को जीवन में जीने का मार्ग प्रशस्त किया उन्होंने मनुष्य के भौतिक विकास के लिए देश-विदेश के ज्ञान एवं कौशल का लाभ उठाने पर बल दिया और उसके आध्यात्मिक विकास के लिए भारतीय धर्म दर्शन विशेषकर वेदांत दर्शन के ज्ञान और योग की क्रियाओं पर बल दिया। जिससे भारतीय संस्कृति में भौतिक जीवन से संबंधित शब्दों का महत्व बढ़ा। समाज में देश विदेश के ज्ञान का लाभ उठाने की प्रवृत्ति का विकास हुआ। विवेकानन्द ने एक तरफ अपने देशवासियों को पाश्चात्य ज्ञान विज्ञान का लाभ उठाने की ओर प्रवृत्त किया और दूसरी तरफ पाश्चात्य देशवासियों को भारतीय आध्यात्मिक ज्ञान से परिचित कराया विशेषकर वेदांत दर्शन और राजयोग से आज पूरे भूमंडल में भारतीय आध्यात्मिक ज्ञान और पाश्चात्य ज्ञान एवं तकनीकी का प्रयोग हो रहा है। विवेकानंद के समय भारत में शिक्षा के क्षेत्र में दो विरोधी विचारधाराएं चल रही थी प्राच्यावादी दूसरी पाश्चात्यावादी। विवेकानंद ने इन दोनों में संबंध किया। इनके प्रभाव से देश में भारतीय भाषा साहित्य धर्म दर्शन एवं ज्ञान विकास के साथ-साथ पाश्चात्य भाषा साहित्य धर्म दर्शन ज्ञान विज्ञान एवं तकनीकी की शिक्षा की व्यवस्था होने लगी। देश भौतिक क्षेत्र में प्रगति करने लगा। स्वामी विवेकानंद वे पहले भारतीय हैं जिन्होंने हमें हमारे देश की आध्यात्मिक श्रेष्ठता और पाश्चात्य देशों की भौतिक श्रेष्ठता से परिचित कराया और हमें अपने भौतिक एवं आध्यात्मिक दोनों प्रकार के विकास के लिए सचेत किया। उन्होंने उद्घोष किया कि भारत के प्रत्येक व्यक्ति को शिक्षित करो और शिक्षा द्वारा उसे जीवन के प्रत्येक क्षेत्र में कुशलता पूर्वक कार्य करने के लिए सक्षम करो, उसे स्वावलंबी बनाओ, आत्मनिर्भर बनाओ, निर्भय बनाओ, स्वाभिमानी बनाओ और इन सब के ऊपर एक सच्चा मनुष्य बनाओ जो मानव सेवा द्वारा ईश्वर की प्राप्ति में सफल हो। उन्होंने अपने दार्शनिक एवं शैक्षिक विचारों को मूर्त रूप देने के लिए रामकृष्ण मिशन की स्थापना की देश-विदेश में उसकी शाखाएं खोली गईं और उनके द्वारा जन सेवा एवं शिक्षा की व्यवस्था की गई उन्होंने देश के निर्बल एवं उपेक्षित व्यक्तियों पर विशेष रूप से ध्यान दिया स्वामी जी के बारे में पंडित जवाहरलाल

नेहरू के विचार विचारणीय हैं एक स्थान पर इन्होंने लिखा “भारत के अतीत में सरल आस्था रखते हुए और भारत की विरासत पर गर्व करते हुए भी स्वामी जी का जीवन समस्याओं के प्रति दृष्टिकोण आधुनिक था।”

स्वामी विवेकानन्द देश में एक ऐसी शिक्षा प्रणाली का प्रचार करना चाहते थे जिससे देश की आवश्यकताओं की पूर्ति हो लोगों में विश्वास और दृढ़ चरित्र का निर्माण हो तथा साहब और आगे बढ़ने की इच्छा जागृत हो वह देशवासियों को ऐसी शिक्षा देना चाहते थे जो सिर्फ सूचना मात्र ना होकर उनके जीवन निर्माण में सहायक हो। वे भारत के अतीत और वर्तमान के बीच एक बड़े संयोजक थे।

स्वामी जी के शिक्षा संबंधी विचारों में प्राचीन तथा आधुनिक विचारों का सम्बन्ध है। अतः वे जहां एक ओर बालक के आध्यात्मिक विकास पर बल देते थे दूसरी ओर उसको लौकिक समृद्धि के लिए भी तैयार करते थे। इस प्रकार एक महान संत की भांति स्वामी जी जहां एक ओर वसुधैव कुटुंबकम के भाव का प्रचार करते थे वह दूसरी ओर भी राष्ट्र को शक्तिशाली बनाने के लिए शक्ति के निर्माण तथा उसके संचय पर बल देते थे। उन्होंने बालक के शारीरिक, मानसिक, सामाजिक, तथा आध्यात्मिक विकास पर ही बल नहीं दिया अपितु स्त्री शिक्षा, जन शिक्षा, धार्मिक शिक्षा आदि अनेक पक्षों की विस्तृत व्याख्या करते हुए मानव के चारित्रिक विकास पर बल दिया।

स्वामी विवेकानंद भारत के ही नहीं बल्कि विश्व के महान दार्शनिक, शिक्षा शास्त्री एवं युग प्रवर्तक के रूप में माने जाते हैं। रवीन्द्र नाथ टैगोर ने रोमेरो ला को भारत के संबंध में जानकारी प्राप्त करने के लिए लिखा “यदि भारत के विषय में जानना चाहते हो तो विवेकानंद का अध्ययन करो। उसमें सब सकारात्मक है और कुछ नकारात्मक आत्मक नहीं है। पंडित जवाहरलाल नेहरू ने स्वामी विवेकानंद की महानता पर विचार करते हुए लिखा कि भूतकाल की संपदा में जड़ जमाए हुए भारत पर गर्व करते हुए विवेकानंद जी जीवन की समस्याओं को हल करने के साधन में आधुनिक थे। भूत—कालीन तथा वर्तमान भारत के बीच सेतु के सदस्य थे। वह हमारे देश की एक ऐसी आत्मा व रत्न थे जो सदैव हमारे सामने ही नहीं बल्कि सारे विश्व के समक्ष पथ प्रदर्शन एवं प्रकाश करते रहेंगे और हमें आगे बढ़ाते रहेंगे। डॉक्टर कैलाश नाथ काटजू ने उनके प्रति श्रद्धांजलि अर्पित करते हुए लिखा हम अपने आत्म सम्मान के लिए उनके ऋणी हैं और वही आत्मसम्मान बाद में गांधीजी के स्वतंत्रता आंदोलन की नींव बनी।

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Mobile Phone an Effective Communication Media

Vinod Malale* and Dr. Sunder Rajdeep**

ABSTRACT

It was seen that the most promotion, spread and use of mobile phone as a medium of communication has been seen among the young students on a large scale. Due to this, the researcher thought that the students of the affiliated colleges of Mumbai University should study. Because while using the medium of entertainment as a very cheap medium along with exchanging information, the standard of living of the students has increased and it has been observed that there has been a radical change in their behavior, that is why the researcher has treated the social, cultural, educational, intellectual, psychological, financial etc. condition of the students. Based on these facts, the objective formulated by the researcher is proved here.

Keywords : Mobile Phone, Telecommunication, Telephone, Communication media, slung language, effectiveness.

INTRODUCTION

'Communication' means the exchange of information, feelings and thoughts. As communication is the medium of expression, the means of transmitting information and accepting information have always been important in human life. The communication has become one of milestones in the stage of human progress. The communication has evolved through gestures, postures, hand movements, facial expressions, whistles, the letter sent through pigeons to telephones, radios, televisions, internet and mobile phones. Mobile phone as 'multimedia' has now turned to be an important means of communication.

The modern age is the age of information and the media has now gained the center stage of human communication. Due to the theoretical and technological advancement in the medium of communication, the propagation, spread, scope and

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speed of the medium is not only increasing but its impact is being felt in all spheres of life. Marshall McLuhan, a media expert, said that the world has become a 'Global Village' because of the all-pervasive nature of the media, while Dennis Mcquail, another media expert, considers media as a 'tool of social change'. Mobile phones have revolutionized the field of communication. As this medium has become a means of communication, service and entertainment, especially for the youth studying in colleges, various aspects of this medium are being studied all over the world. In India too, this medium is proving to be hugely beneficial. India ranks second in the world next to China in terms of mobile phone subscribers, according to a report by the Telecommunications Regulatory Authority of India (TRAI), the number of mobile phone subscribers in India has reached 1161.81 million by the end of March 31, 2019". This is why, it is important to study mobile phones. As a researcher, I have studied how mobile phones are as effective as other communication media.

THE CONCEPT OF COMMUNICATION MEDIA

Like other basic human needs such as food and shelter, 'communication' is also a basic need. Man has been communicating through media since time immemorial. Primitive man also used mountain cave walls, stones and bones as a means of communication. Wood, leather and metal were used by humans for communication. Humans began using the medium of communication. This is the first stage of the communication revolution. Pigeons also seem to have been used to send messages to one another in medieval times. After this a message / letter / *khalita* used to be sent to a person separately. It used to take several days to get a message. The eighteenth century saw the beginning of the Industrial Revolution in Europe. The Industrial Revolution also revolutionized communication. After the Industrial Revolution, the field of telecommunications was also explored and traditional means or written communication was replaced by machines. And communication started through machines. Devices for telecommunication were developed. Communication started through wires, radios, wireless devices.

EFFECTS OF MOBILE PHONES

This small device of mobile phone has created many questions. All work began to be done through mobile phones. As it was put to good use, its side effects began to show. The younger generation has gone on a diet of this. Children are also victims

of mobile phones. Mobile phones have caused many effects. Radiation emitted from mobile towers affects human health. It also affects the environment, animals and birds. There are debates around the world about this. Sleep time is also reduced due to being constantly on mobile phones. Due to the constant use of headphones, many began to hear less. Many are experiencing premature deafness. It has also caused many hearing problems. He uses his mobile phone even in the dark of night which affects the retina of his eye. Frequent use of mobile phones seems to affect the fingers, neck and shoulders, head, legs and feet. "Many people have fallen victim to mental illness due to overuse of mobiles. Many have committed suicide. Many have gone permanently mentally deranged. A Special Unit has been set up at AIIMS Hospital in Delhi to treat a child who has gone on an internet diet. Many of these young people are treated, leading to some mental illness. Not living without a mobile phone is called '**Nomophobia**', Phantom Ringing Syndrome is called '**Gaming Disorder**'. Taking selfies every day is a mental illness called '**Selfitis**'.

Many today write on their mobile phones. Due to this, the writing technique has changed. That is, the abbreviated language was created. Instead of see you, **cu**, before, **b4** a new language system came into existence. Emoji is used to express your feelings in mobile phones. Of this code (Emoji) is used by many in mobile phone messages.

USES OF MOBILE PHONES

The mobile phone is not only a device of communication but also covers all areas of life due to its various features. The use of mobile phones has made life easier in the banking sector, health sector, education sector, industry sector, journalism sector, agriculture sector, election, government and many other sectors. This device can be used 24 hours a day in any field whether you are at home or constantly with it.

Tommy T. Ahonen, the media writer, has given the status of media to mobile phone and said that mobile phone is the seventh media. Since the advent of mobile phones, journalists have been using them the most. Live news is also shown through video calls. This is why the concept of mobile journalism (MJ) was created.

THE INDIAN TELECOMMUNICATIONS SECTOR

The British East India Company ushered in the modern telecommunications system in 1850. Telegraph service was introduced in India by telegraph service.

The 1980s, however, belonged to Sam Pitroda, who radically changed the Indian telephone service. C Dot's program has created a network of telephone services across India. The telephone reached the common people and masses. Telephone booths started everywhere. Modern mobile services arrived in India on July 31, 1995. As on December 31, 2019, the number of mobile phone holders in India was 115 crore 14 lakh 37 thousand 099. 5G technology is expected to be launched in India by the end of December 2021.

RESEARCH OBJECTIVE

In the presented research, the researchers had set some objectives of this researcher. The prime objectives of the present research work are as follows:

1. To examine the changes in the behavior of the students due to the medium of mobile phone.
2. To explore the educational usefulness of mobile phone medium for students.
3. To study of qualitative change in students through mobile phone.
4. To find out the causes of far-reaching effects of mobile phone on students.

Survey Research Method

In this research “Mobile Phone an Effective Communication Media”, college students are using mobile phones for communication and for a variety of reasons. This has led to the use of this survey method to find out the attitudes of the respondents to study whether mobile phone is an effective means of communication.

Sample Collections

The presented research uses a three-tiered sampling technique for sample selection. The jurisdiction under the University of Mumbai was selected. These include Mumbai City, Mumbai Suburbs, Thane, Raigad, Ratnagiri, Sindhudurg and Palghar. Out of these, Mumbai City, Mumbai Suburbs, Thane and Raigad were selected as the four districts. Out of these, Mumbai city and Mumbai suburbs were selected as urban areas and Thane and Raigad as rural areas.

Sample Size

In the present research, information was first filled by 490 respondents in the form of questionnaires. Out of them 6 respondents were canceled due to insufficient

information in the questionnaire. Therefore, the information filled in the form of questionnaire from 484 respondents was finalized.

Research Tools

A total of 99 questions and sub-questions from seven different sections were answered by the respondent in the form of a closed questionnaire for the research topic "Mobile Phone an Effective Communication Media". It is classified into seven types.

1) Personal information of the respondents: 2) Questionnaire on how 'Mobile Phone' is an effective means of communication: A total of 93 questions were prepared for this questionnaire. Five-point response categories were used. Which were categorized as Completely Accepted, Accepted, Uncertain, Invalid, and Completely Invalid 3) Purpose of using mobile phone 4) Usefulness of mobile phone 5) Usefulness of mobile phone function 6) Ease of using mobile phone 7) Change in the life of students due to the effect of mobile phone.

Sample Selection Techniques for Research

The data presented for the research "Mobile Phone an Effective Communication Media" has been compiled from both primary and secondary sources. Survey: The questionnaire prepared for this research had a total of 93 questions. These questions were of a closed ended. The survey was conducted from October to December 2017.

COCLUSION

As the present researcher is a practitioner in the field of media, the subject of "Mobile Phone an Effective Communication Media: a Study" has been selected for this research. It has been found to be the most prevalent among the young students. Due to this, the researcher felt that the students of the affiliated colleges of the University of Mumbai should conduct a serious study. Because the exchange of information and use of entertainment as a very cheap medium has raised the standard of living of the students and has shown a radical change in their behavior, the researcher has treated the social, cultural, educational, intellectual, mental and financial condition of the students. The objective created by the researcher based on these facts is proved here.

RECOMMENDATIONS

At the end of the present research, he is making the following recommendations.

1. Most of the students were in the age group of 18 to 28, all of them young people and they use mobile phones more; they need to try to reduce the use of mobile phones.
2. It is a good thing that the mobile phone keeps the student up to date, provides comprehensive information and interacts with each other. The student is required to provide enlightening information through mobile phone.
3. The use of mobile phones to improve students' work, to have effective control over work, to complete tasks faster, to help at critical moments in work, to increase efficiency, to improve performance, to complete impossible tasks, to increase work efficiency, to make work easier, to be more useful. This media is effective as mobile phone has helped the student in all the above matters, it should be used more effectively.
4. The mobile phone has caused the student to forget to write, write abbreviations (slung language) without writing the full word, use emojis.
5. The mobile phone has not only brought loneliness in the lives of the students, it has also given them the confidence to speak in a roundabout way.
6. Students talk on mobile for at least 3 hours, the first call comes between 7 and 10 in the morning and the last call is between 9 and 10 at night, the student should be discouraged from talking too much.
7. The student uses a mobile phone while at home, does not devote full time to family and friends, and spends time playing games on the phone. For this it is necessary to counsel the students.
8. The student is constantly on social media, the mobile phone gives the virtual experience of being in a group even when alone. This requires keeping the student away from social media and constant use of mobile phones.
9. Constantly looking at the small screen of a mobile phone puts strain on the eyes of the students, causing eye pain. This requires the student to be informed of the side effects of the mobile phone.

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Dollar Bahu: Money Verses Dollar

Dr. Geeta Bisht Walia*

ABSTRACT

The present research paper focusses on the materialistic relationship of today's world. It depicts the strength of dollar that makes a mother blind towards her own younger son and his wife. It shows how the American dollar supersedes the Indian money. It also displays the mentality of Indians who are impressed by the glamorous life of America without knowing the hardships faced by the Indians living in America. The paper tries to attract the attention of the readers towards building cordial relationship in the family.

Keywords: Dollar, Materialism, Moral values, greed

PAPER

Sudha Murthy was born on 19th August 1950. She is an Indian educator, author and philanthropist who is the chairperson of Infosys foundation and is married to the co-founder of Infosys Narayan Murthy. She became the first female engineer hired at India's largest auto manufacturer TELCO. She had received many prestigious awards like Raja-Lakshmi award (2004), Padam Shri (2006), the highest civilian award, R.K. Narayan award for literature (2006), Daana Chintamani Attimabbe award (2010). Her major works include ; *Mahashweta* (2002), *The old Man and His God* (2006), *The Bird with Golden Wings* (2009), *Grandma's Bag of Stories* (2012), *Dollar Bahu* (2013), *The Mother I never knew* (2014), *The serpent's Revenge* (2016), *How the sea became Salty* (2019) *The Gopi's Diary: Growing Up* (2022).

Dollar Bahu is a novel that shows the real nature of human beings. It is a story of a Sanskrit teacher Shamanna and his wife Gouramma and their three children- Chandra Shekhar as Chandru (engineer), Girish (Bank clerk) and Surabhi (spoilt daughter)

The story begins on a straight line. The twist comes when Chandru was offered to go to Florida on one year deputation. The news brought cheer and happiness to the family. Chandru, an ambitious man dreams of America and its glamorous life.

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His childhood dream was going to be fulfilled. Whenever Chandru made a phone call and talked about American life to his mother, she became overwhelmed with joy and would talk to Girish about the power of dollar.

The Dollar is the most powerful financial instrument of modern time.

It is a magic money...It is universally acceptable currency.¹

Gauramma's body was in India but her spirit was in America. She would dream of dollar and its benefits. Dollar was the only medium by which she could fulfil her unfulfilled desires. She dreamt of a good future with the aid of dollar.

Chandru who was like his mother wanted to make a career in America and therefore he found a job in Nashville, Tennessee near the East coast.

When after some years Chandru got green card, he thought of marriage. The notion of marriage reminded him of Vinuta, a girl, whom he met at Dharwi. He wrote a letter to Vinitu expressing his feelings for her but the letter was not received by Vinuta as she had left Dharwar. In a letter from Girish, he came to know that Girish had been married with Vinuta, a girl with whom Chandru wished to marry. Chandru's arrival brought hordes of marriage proposal.

As soon as word got round that Shamanna's son was in India, marriage proposals began to pour in. He was a prize catch.²

Gouramma chose Jamuna, as she was rich girl. As soon as Jamuna came to Gauramma's house, she began to compare her second daughter-in-law Vinuta. Vinuta was beautiful, responsible and a working woman. She had all the qualities required for a good wife and daughter-in-law. Gouramma gave importance to Jamuna because she had brought lots of gifts for her and she was the wife of Dollar babu (Chandru). Gouramma was a greedy lady who judge people on the basis of their financial condition.

She had also made a condition for her future son-in-law. She wanted a rich boy with a motor car to marry with her daughter Surabhi. She rejected Gopinath, a medical representative due to his middle-class status and chose Suresh, a lawyer for her daughter. In America Gouramma met Malti, wife of Gopinath and she was astonished to know that Gopinath had earned much money. She became sad on her decision.

This was the very same boy whom Gouramma had forced Surabhi to stop associating with. Today, Malti was enjoying all that.

She remembered how Girish had been positive about Gopinath but she had been blind.³

Gouramma never valued her second son Girish and his wife. For her only Chandru existed because his income was in dollars. After going to America Jamuna also started working. The family's financial condition improved since Chandru started sending dollars to them. In the marriage of Surabhi, Chandru contributed two and half lakhs while Girish was able to contribute just one lakh rupees. Vinitu was pregnant and despite of Shamanna's proposal of fixing the date according to the delivery of the baby, she fixed the date according to Jamuna's convenience. This shows the heartless Gauramma who was least bothered about the coming child of Girish.

Vinuta understood perfectly the hidden meaning of these statements.

So, Gauramma's reasoning was: they who put in more, get to dictate terms. Gauramma was dancing to the tune of the Dollar Bahu.⁴

After the marriage of Chandru, Gouramma began ignoring Vinuta. She was never obliged for the sacrifices Vinuta did for her family. Once Gouramma felt a lump in her breast. Vinuta took her to hospital and was worried that the lump could be a cancer. She even took a leave from school but Gouramma instead of thanking Gouramma towards Vinuta, gradually made her depressed. Vinuta stopped talking to her mother-in-law. She felt sad to see her mother-in-law's ignorance towards her. Her husband though was a good husband but he never stood for his wife. All these situations made her silent. She even stopped singing. Once when Chandru asked her the cause of why she stopped singing. She replied

'Chandru, the koel has understood her position. She has stopped singing.

Vinuta said in a sad tone 'Why? Is she afraid of the powers of the king?'

'Where is the king? Where is the mango tree? The greed for money has killed the spirit of the koel'.⁵

The novel not only talks about the value of dollars but also depicts the cultural conflict between the Indians and the Americans. The Indians due to the greed of dollar and good fortune settle in America but the main problem is faced by their children. Indian parents do not give their children the liberty they want in this country. In one place of the novel Chandru and Radhakrishna talk about their personal

griefs. Radhakrishna's daughter married according to her parents wish but for the groom she was just a ticket to settle in America. They talk about the Indian mentality towards the NRI's. Chandru was also in sorrow because his relatives were always ready to snatch money from him.

What they don't understand is that we also have to struggle, for away from home, family and culture. We worry about our children who are confused between the two value systems. Actually, the price you pay is very high.⁶

Gouramma had always seen Jamuna in saree and jewellery. When she reached America, she was shocked to see her daughter -in-law in formal dress. Initially Gouramma was excited and happy to visit America but gradually she began missing her land. When Jamuna was about to deliver the baby, she insisted to go to hospital for the delivery. But Chandru asked her to remain at home. Gouramma was puzzled to hear this because in India it was a custom for mother-in-law to be with her daughter-in-law at this time. Jamuna according to American custom kept the baby in separate room. Gauramma was shocked to see this and wondered how Harsh slept with his grandparents. This was the reason he had developed a special bond with his grandfather.

Gauramma tried to get accustomed to the new environment. After Manasi was born she became happy and spent her time with her grandchild. Harsh was also her grandchild but she never supported Vinuta in raising him. Jamuna was also happy because in America it was difficult to afford a nanny for a child. Jamuna had also the tricks of keeping her mother-in-law happy. Jamuna did no household work after the arrival of Gauramma. In comparison Vinuta never let her do anything. But greed had made her blind and she was not able to appreciate the sacrifice of Vinuta. On the other hand, she was like a slave to Jamuna.

Once she took Mansi for a stroll. When she came back, she heard her name from Jamuna. She stopped to listen the words of praise from her favourite daughter-in-law. The statements of Jamuna disheartened her. Her illusion about Jamuna broke and she thought of going back to India and love Vinuta.

Gouramma thought that due to respect and love, Jamuna had invited her to take care of her during pregnancy. But when she came to know that she was invited to save money. She always flaunts the gifts given by Jamuna but the reality was that they were used items. Jamuna was a selfish lady.

That is why I wanted my mother-in-law. She was dying to come to U.S anyway and my husband wanted his mother to come...

In this one year, she has looked after us, the house and baby sat Manasi.⁷

For Jamuna Gouramma was just a replacement for a maid. Jamuna on hearing this understood the difference between Jamuna and Vinuta. She felt guilt. She asked Chandru to send her to India.

Vinuta was getting depressed day by day. She felt worthless. Her father-in-law, who was a sensible man suggested her to get transferred and lead an independent life in Dharvi. When Gouramma reached India and asked about Girish and Vinuta, Shamanna replied:

Gouri, we raised our children according to our ideas and values...

Now allow Vinuta to do the same thing in her house.⁸

The research paper at the end depicts the regret and penance where Gouramma realises the worth of her daughter-in-law Vinuta and the fall of the invincible dollar. The novel shows that in this materialistic world money wins over relationship. This is what exactly depicted by Sudha Murthy's in her novel Dollar bahu. The novel beautifully shows the lure of dollar, the desire of becoming NRI. The novel not only depicts the greed for dollar but it shows the hardships faced by Indians in America. Gouramma after visiting America realised this and understood that though dollar is valuable, it could change one's life but it never gives you the peace and contentment that you receive being with your family. Because of her greed for dollar, she never gave importance to Girish and Vinuta though they were her real gems. She was mad after dollar. Chandru was a source with whom she was able to fulfil her dreams and ambitions. All through her life she never cared for genuine human relationship and always ran after dollar. At the end she lost the opportunity to live with her son and daughter-in-law and enjoy the childhood of Harsh. She was sad to know about their transfer. When she opened the purse, the dollar fell but she did not care because she had now realised that dollar is not above love and care.

It was the bill that Chandru had given her at the airport.

But at that moment, it did not hold any charm, any power any magic. The invincible Dollar had fallen...⁹

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A Quantitative Analysis of the Demand for Higher Education in India

Shridhar*

Education acts as a key parameter in the growth strategy of a nation. It is a powerful tool in the process of removing inequalities, accelerating the process of development and in the achievement of economic progress. It is not only effective in enhancing the efficiency of individuals but it also upgrades the overall quality of the society. Education improves the analytical ability of individuals which place them in better position in labour markets, and also helps them in participating effectively in decision making process. For centuries, it has kept many of the great economists interested right from Adam Smith. An in depth analysis of the works of those economists suggests that the economic thought around education has developed a long time ago. Adam Smith in his book “An enquiry into the nature and causes of the wealth of nations (1776)” has given a central place to education in his thinking. According to him, education is the basis of a civil society and a good government. A careful study of the works of other economists such as Thomas Malthus, David Ricardo, Alfred Marshall, and John Stuart Mill represents that they all have taken a keen interest in analysing the role of education. Ricardo and Malthus showed that the economic well-being can be achieved by curtailing population size, and education is a means to achieve that. Similarly, in the book “The Principles of Political economy (1848)”, J. S. Mill said that the effective labour class is a means to economic development which itself is derived from the effective national education. In the book “Principles of Economics (1890)”, Marshall refers to education as an investment and states that such investment is the most valuable of all the other investments in capital.

However, the economics of education as a formal area of study and research has emerged only five decades ago on the theme “Investment in Human Capital” (Schultz, 1961) which was further developed in “Human Capital” (Becker, 1964). Since then, there has been a tremendous growth in the research in the same field. A lot of literature has been developed concerning the contribution of education in economic development (due to trained manpower), the costs and benefits of

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investment in education, demand and supply of education by individuals, effects of education on the wealth distribution etc. The recent theories of endogenous growth by (Romer, 1986), (Lucas, 1988) and (Barro, 1999) have shown the role of education in the economic progress of a nation.

In the field of economics of education, the contributions of the classical economists have been summarised by (Vaizey, 1962): “There is a long and honourable tradition from Adam Smith to Alfred Marshall which assigns to publicly supported education a major role not only in promoting social peace and harmony, and self-improvement, but in the process of wealth- creation itself” (page 23).

In India, the research in the area of the economics of education is dated back to early 1960s with the pioneering works of V.K.R.V. Rao. Later on, various studies pertaining to India have been conducted in the areas like, the cost and financing of education ((Shah, 1987), (Shah & Agarwal, n.d.), (Shah, 2006), and (Jandhyala B.G. Tilak, 1996), estimating the rate of return to education (Kothari, 1967), (Paul, 1967), (W. P. Fuller, 1976), (George Psacharopoulos, 1969), (George Psacharopoulos & Hinchliffe, 1973), (George Psacharopoulos, 1985), (G Psacharopoulos, 1994), (J. Tilak, 1987), (J B G Tilak, 1990); and (M. and P. D. Duraisamy, 1993), education and labour market (Panchamukhi, 1980), (Sanyal & Varghese, 1989) and so on. A large number of studies are available on different aspects of education. However, the studies on demand and supply of education are comparatively lesser (P. Duraisamy, 2001),

(Husain, 2005) (Hossain & Kabeer, 2004) and (S. Chakraborty, 2006) and (Lakshmanasamy, 2006). The present study is confined only to the area of demand for education.

Demand is basically individual's desire to own a good or to experience a service, constrained by his ability to pay for the same at a given point of time. Similarly, the desire of an individual to gain education in the market at a given price constitutes the demand for education (OECD, 1978). However, there are limitations in using the same definition for computing the demand for education for the following reasons.

One, the conventional definition used for calculating demand does not apply to the demand for education since the demand for education is not a mere functional relationship between price and quantity demanded. Rather, it's a complex relationship between the institutional factors comprising mainly of the education system and society. The fee paid by the individuals is merely a part of the costs to them. In fact, sometimes, the share of fees in the total cost is negligible. Thus, determining the

price of Education is comparatively a difficult task as compared to other commodities traded in the market.

The second limitation is the nature of education which is public or semi-public. Thus, the general theory of demand fails in this case. Since the production of public goods creates a positive externality, thus consumers can take advantage of the same without contributing sufficiently to its creation, which is otherwise known as Free Rider Problem. If too many individuals decide to 'free-ride', the incentive of providing education as a good through market would fail.

Third limitation associated with demand for education is highlighted by (Papalia, Kennedy, & Sheehan, 1973). He says that there are two important components of demand for education, one is educational system and two is society. The problem however is that both of these components are not static, rather changing. The relationship between education and the society is more than one way, i.e. the education demanded by an individual does not merely depend on the forces acting within the society. As the demand for education, on one hand, is determined by the society while on the other hand, education does influence the society and so is its demand, technically known as endogeneity.

From the above limitations, we can say that the demand for education is not similar to the demand for a good. Many of the studies have taken the enrolment of students as the demand for Education ((Campbell & Siegel, 1967), (Galper & Dunn Jr., 1969), (Ghali, Miklius, & Wada, 1977), (Duchesne & Nonneman, 1998), (Menon, 1998) and (Canton & de Jong, 2005)).

Now let's understand the nature of demand for education. The demand for education can be treated both as consumption good and investment good. As an investment good, it helps in increasing the future earnings whereas as a consumption good, it provides immediate satisfaction to the individuals. The demand for education can also be classified as an individual demand and social demand (Vaizey, 1972). Individual demand is defined as the enrolment of individuals in an educational system, whereas the social demand constitutes the summation of those individual demands. Both individual and social demands arise by comparing the costs and the benefits of acquiring education. Individual demand arises by comparing the private benefits and private costs of individuals, whereas the social demand arises by comparing the related social costs and social benefits of acquiring education which is calculating the social returns to the society. In another way, the private demand is determined by considering the data collected at a household level, while

the social demand for education is estimated by considering aggregate data, say a city or state or country level data. An another study has looked at the demand for education in another dimension which is vertical and horizontal demand (OECD, 1979), wherein the vertical education refers to the demand for education at different levels such as primary education, higher education etc. and the horizontal demand for education refers to as the demand for different courses/ areas at a given level of education.

SIGNIFICANCE OF HIGHER EDUCATION IN INDIA

In present world, the higher education plays a very crucial role in accelerating the process of human development. The core aim of higher education is to educate, train and undertake research so as to create a better human resource. Higher education does not only provide the skill set necessary for the labour markets but also contributes to the long term benefits to the society. Amartya Sen and Jean Dreze in their book “India: Economic Development and Social Opportunity” said that the higher education is the most important input that influences the development of a nation (politically, economically, socially, culturally or spiritually). Higher education is a powerful tool for building knowledge. It can bring a paradigm shift in the development of a nation. According to (Jandhyala B. G. Tilak, 2005), the higher education has immense externalities which have positive benefits for the economic growth of a nation. Earning a graduation degree does give lifelong benefits in terms of increased earnings over and above merely having school education (Baum, Ma, & Payea, 2010). It also enables the individuals to build up their capabilities. The higher education institutions provide the required educated and trained manpower to develop important programmes and policies leading to the growth and development of a nation (RajuNarayanaSwamy, 2012). It does not only provide trained and specialized manpower to extract the grains from globalisation but also for the research needed for a country for the policy advice (Begum, 2013). Higher education acts both as agents and objects of globalisation. The globalisation has increased the sources for the utilisation of trained manpower. The absorption of these sources require trained and specialised cadre of workers. The globalisation has brought in a whole bunch of opportunities and choices. Entering of foreign institutions in the country enables individuals to choose from a variety of courses and institutions enabling them to remain competitive even at the international level (Scott, 1998).

The significance of higher education in a nation like India facing multifaceted developmental challenge is immense. In India, the higher education has ensured itself a special place that can help in the advancement and upward mobility of the masses. In the era of new economic reforms, the higher education assumes a crucial and special significance in tackling the forthcoming challenges (Lucy & Komow, 2012).

HIGHER EDUCATION IN INDIA: STRUCTURE AND THE INSTITUTIONAL FRAMEWORK

India has a long history of higher education dating back to several centuries such as Nalanda and Takshashila. However, the modern Indian Higher Education can be traced back to the mid-19th century. In 1854, Wood dispatched a report regarding the recommendations for the establishment of modern education in India (Aggarwal, 2001). Based on the same report, the first three affiliated universities were established in the presidency state of Bombay, Madras and Calcutta in 1857. There were initially 27 colleges affiliated to these universities and later on at the time of independence, the number of universities rose to 20. (UGC, 2007). The University Education Commission (1948-49) under Dr. S. Radhakrishnan had laid the foundations for the future of the higher education. Since then, Higher education in India has been on an increasing trend with a tremendous rise in a number of institutions. Indian higher education system is the third largest in the world in terms of its size and diversity, next only to USA and China (World Bank). The number of universities rose from 20 to 611 and the number of colleges from 695 at the time of independence to 31324 in next six decades (UGC, 2007). The decade wise data showed that the growth of colleges and universities was faster in first two decades and then in post reform period. The main reason for this faster growth in post reform period was due the increase in the demand of higher education due to privatisation and globalisation (UGC, 2014). In 2011, the number of universities grew by 29 times; the number of colleges by 71 times and the student enrolment has gone up by 97 times in higher education compared to the time of independence (MHRD, 2011-12).

Higher education basically covers all post-secondary education after class twelfth. It includes all the professional streams like engineering, agriculture, medical etc. There are mainly three levels of qualifications, namely, undergraduate or bachelor's degree program, post graduate or master's degree program and pre-doctoral and doctoral programs (M.Phil and Ph.D). Normally it takes three years for a bachelors

program. However, the bachelor's degree in engineering, pharmacy, technology, veterinary and agriculture and dentistry takes four years, while it is five year duration program for architecture. The degrees in journalism, education and librarianship are known as second degrees. The duration for a post graduate program is two years. And the M.Phil is a pre-doctoral program which is taken after the completion of master's program; followed by Ph.D program. In the Ph.D program, the students are expected to write a thesis based on the original research done by them for the award of degree.

The institutional framework of higher education consists of the following: Central Universities (established by Act of Parliament), State Universities (established by act of State Legislature), Public Universities¹, Deemed Universities² and Institutes of Special Importance³. And on March 31st, 2016, there were 47 central universities, 345 state universities, 235 state private universities, 123 deemed universities, 3 institutions established under state legislation. So in total, the country has 753 universities and university level institutes which impart technical and higher education and give affiliations to a total of 41435 colleges and institution consisting of private aided colleges, government colleges, constituent colleges and self-financing colleges (UGC, 2016). Uttar Pradesh has the highest number of colleges followed by Maharashtra, Karnataka and Rajasthan.

GROWTH PATTERNS OF HIGHER EDUCATION IN INDIA

The analysis of the growth patterns of the higher education in India reveals the following.

Up to 1980s, the higher education sector was basically controlled by the government. The government till then did not only set up the colleges and the universities for the higher education but also control the institutions by taking the responsibility of running set up through the private sector. These institutions were known as private aided institutions or the grant-in-aid (GIA) institutions. Though a large part of these institutions were financed by the private sector, still the government used to aid them by funding for the recurrent costs and sometimes for the capital works. With time, some private institutions had set some high academic standards for themselves. But with the government regulation, the standards went down and their autonomy was also compromised. This in effect has led to the nationalisation of the private higher education further leading to the private led initiatives in the country.

During this period, there was not even a single private university in the country. Initially, the private colleges were confined only to the streams of arts, commerce and sciences. And there were only few medical, engineering and professional colleges at that time.

After 1980s, there was a substantial rise in the population of the middle and higher income groups which can afford to pay the tuition fees of the private colleges. Plus there was a higher demand for the quality professionals relevant to the needs of the business and the industry. Both these factors had put a stress on the governmental resources for providing higher education, making the non-subsidized higher education a viable business. Faced with this, the government had finally let the private players to enter in the market of higher education. Additionally the reforms of the 1990s let us see the middle and upper classes growing richer and younger. This on the one hand leads to a rise in the entrepreneurship in the country, while on the other; the challenges of the globalisation had further led to a rise in the demand of the higher education by the young people. The rising demand for the higher education plus the pace of the entrepreneurship had accelerated the growth of the private higher education in the country. This period had seen the growth of private higher education in the field of medical, engineering and the professional areas. Despite the fact that the most of the growth in higher education is in the field of technical and professional courses, the traditional courses still dominate the higher education field in the country. During this period, a very few universities were set up by the public sector and even lesser under the ambit of the government funding. This period marked nearly the withdrawal of the government from the extra responsibility of the higher education sector.

Till 1990s, the growth of higher education institutes largely took place in the form of affiliated colleges. But then the promoters of the unaided private colleges began to realise that the state government and the affiliating universities are inhibiting their growth, as they were not able to extract the money from the educational enterprises. Thus, these institutions found the ways for getting themselves out of the control of affiliating universities and state governments. Some took the route of the deemed to be university to get the powers of granting degrees to the students. Initially the deemed to be university provision was given only to those institutions which offer programs at an advanced level in a particular specialisation field. Initially, the status of deemed to be university was granted only to two institutions; one was Indian Institute of Science at Bangalore and other was Indian Agricultural Research

Institute at Delhi for the advanced level of research in sciences and agricultural field respectively in 1958. Up to 1981, only 8 institutions were given the status of deemed to be university. However the number rose to 27 in 1991 and to 46 in 2001(UGC, 2007). Initially only the government aided private universities were granted the status of deemed to be university. The Manipal Academy for Higher Education was the pioneer in the private higher education institute and was the first totally privately financed institute to be granted the status of deemed to be university in 1976. But after 2000, when the provision for conferring deemed to be university was introduced, there turned out to be sudden rise in the growth of the deemed to be universities. In 2016, there were in total of 123 deemed to be university, and out of which 76 have been established after 2001(UGC, 2016). Though these deemed to be universities have only affiliating powers, many of them have started spreading their campuses throughout the country. During the past 16 years, there has been a continuous rise in the number of private universities in the country. The first private university was set up in 1995⁴ and till 2000 there were only such universities. This number rose to 18 in 2005 and to 89 in 2010. Since then, 65 more private universities have been set up making their total to 154 in the country. The largest numbers of private universities are in Rajasthan followed by Uttar Pradesh and Himachal Pradesh. It is worth mentioning here that almost all these private and deemed to be universities are running only professional and technical courses, as only these courses enable them to earn profits, which is why they have been set up.

REFERENCES

1. A university established through Cental/State Act by a sponsoring body viz. a public trust or body registered under section 25 of Companies Act, 1956 or a society registered under Societies Registration Act 1860.
2. Institutions which have been given the status of a university with the authority to award their own degree, so declared under Section 3 of UGC Act, 1956 by the central government.
3. This status is conferred to a public higher education institution which plays a pivotal role in developing highly skilled manpower within specified region of State/Country by an Act of Parliament

Vishnu in the Rigveda

Tanmay Tiwari*

For more than two millennium, worship of Vishnu has been an important part of the life of Vaishnavas and Pauranics. The ancient commentators of Puranas, Bhagavad Gita, Upanishads and Vedas have emphasized on the continuity of theism related to Vishnu from the earliest Rigveda. However, with the coming of scientific history in 18th century due to occupation of East India company and creation of societies like Asiatic Society of Bengal, British started to comment upon Indian religions.

While this helped to develop modern history writing, certain errors were made which were detrimental to true understanding of our religious past. While we don't say that Vaishnavism as a sect was present in the early or later Vedic age, it is beyond any doubt that Vishnu is not a minor deity in the Rigveda.

The statistical standard of hierarchization of deities based upon number of hymns is flawed on account of its neglect of basic philosophy of the Rigveda and individual description of the characteristics of deities. Many Indologists have said that both Indra and Varuna appear as creator gods in the Rigveda. Although number of hymns attributed to Varuna is relatively less, he is not an insignificant deity. There is a natural association among Indra, Varuna and Vishnu. While it is well known that Indra and Vishnu are related, not much work has been done on association of Varuna and Vishnu. There is no paucity of evidence to prove beginnings of Vaishnavism in the Rigveda, as an idea not as a sect, we need to understand the transformation of the philosophy of the Rigveda in order to look at Vishnu as a supreme being in the Rigveda.

PHILOSOPHY OF THE RIGVEDA AND VAISHNAVISM

As the earliest Indo-European text, the Rigveda deals with religious ideas of a primitive pastoral people. It is of high probability that many hymns were composed long before Indo-Aryan branch of Indo-European people set foot on the soil of the subcontinent. However, we also witness terms related to agriculture such as yava

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(barley) and phala or langala (plough) in the Rigveda. Vedic Indo-Aryan tribes were not oblivious to agriculture. In light of such developments, we cannot ignore the gradual development of religious and spiritual philosophy in the Rigveda.

The idea of sacrifice (yajna) presents religiosity of a primitive pastoral people. As the tribe (Jana) was an important unifying factor for various clans (Vis), the Rigveda was concerned with mighty sacrifices performed by the Rajan (chief) along with the Purohita (chief priest). While the purpose of the sacrifice was related to material gains¹; cattle, sons, pasture, health; the philosophical nature of the sacrifice underwent change with time. The family books present us with the above-mentioned picture of the sacrifice, the first and tenth mandala presents that shows development of philosophy from polytheism to henotheism² or monotheism³. The rishis who composed the hymns of these later books of Rigveda didn't feel satisfied with henotheism/monotheism. They went a step further to monism.

The creation myths of the tenth mandala present the evolution of philosophy. Rigveda 10.31.7 - What was the wood, which the tree, out of which they fashioned heaven and earth? This hymn looks at the universe as the finished work of the carpenter's and joiner's skill. Many gods together created the universe which is the polytheistic idea. Rigveda 10.121 talks about Hiranyagarbha (golden embryo) arose from the cosmic waters pervading the universe and created it out of pre-existing matter and 10.91.1-10.90.16 is the Purusha sukta. Purusha is the primeval man who was sacrificed, presumably to himself, by the gods, who themselves arose from the purusha. Both these hymns don't clearly mention the personal identity of Hiranyagarbha and Purusha.

These facts clearly show us that philosophy of the Rigveda by the time of its compilation or by the time of end of the early Vedic period was monism. The priestly class certainly understood that while polytheism and henotheism has to work inside the superstructure of monism. This philosophy is the sole reason why we see a sect like Vaishnavism and other puranic sects claim their own respective deities as the supreme being. While these sects practice idolatry which was not prevalent in Rigvedic age, all Puranic sects accept the authority of the vedas⁴.

The intention of this article is not to locate Vaishnavism as a sect in the Rigveda or early Vedic age. Our real motive is show that roots of Vaishnavism lie in the Rigveda. There are five hymns addressed to Vishnu in the Rigveda. Many historians and Indologists consider that statistical standard of number of hymns is the correct method to comment upon hierarchy of deities. However, this method

not suitable as in reality there is no hierarchy of gods; the read message being monistic. While Indra has largest number of hymns; nearly two hundred fifty, and Varuna has comparatively small number of hymns. It doesn't mean that the latter is of little importance⁵. Henotheistic tendencies make it possible to look at Varuna as the supreme being at the time of sacrifice. Varuna is associated with Surya (Sun is the eye of Varuna; a symbolism for all pervasiveness) and Vishnu is one of the solar deities. This means that Vishnu and Varuna are closely related. The ancient commentator Yaska in his Nirukta defines Vishnu as- *viṣṇur viṣvater vā vyaśnoter vā (one who enters everywhere, sarvavyapi, all pervader, omnipresent)*. Nirukta is the first text on grammar, and it gives an insight into the meanings of words used in the Rigveda. Written at the end of later Vedic age, it shows that brahmanas had lost the true meaning of many obsolete words. While we don't find the etymological meaning of the word Vishnu in Rigveda, we get a story which is an allegory to his omnipresent nature. Rigveda 10.22.16, 17, 18 talk about three steps of Vishnu in which he covered the entire universe⁶. He sets in motion his ninety days and four seasons; reference to three hundred- and sixty-days solar year; Vishnu is the personification of the activity of the sun through the three realms of the universe; i.e., earth, middle realm and heaven. (Prithivisthana, Antarikshasthana and Dyusthana respectively) These allegories point towards the etymological meaning of the word Vishnu which means all pervader.

Towards the end of the later Vedic age, we can see the start of identification of purusha with Vishnu or Narayana. Many Indologists have called Narayana a non Indo-Aryan deity, however this is false as he is mentioned in the Rigveda and Satapatha Brahmana. Narayana is synonymous with Purusha in Satapatha Brahmana.⁷ This later Vedic text also designates Purusha-sukta as Narayana- sukta. Thus, the path towards realising Vishnu as supreme being started in the Rigveda itself when a monistic philosophy was set as the superstructure of the entire text. In the later Vedic age, we find the initial identification of Vishnu or Narayana as the supreme being in the Satapatha Brahmana. This identification is taken forward by later Upanishads such as Subala Upanisad, Taittiriya Narayana Upanisad, Agama texts and Puranas. By 200BCE, we can say certainly that a sect called Bhagavat was prevalent.⁸ While it is true that by 200BCE various communities were worshipping Vishnu, Vasudeva Krishna and Narayana as supreme beings and their amalgamation is of a later date, it is beyond any doubt that Rigveda laid the foundation of emergence of Vishnu or Narayana as a supreme being due to its monistic philosophy.

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Endnotes

1. Basham, AL. The Wonder that was India, 3rd edition, London, 2004, Chapter VII, p. 241.
2. Max Mueller calls identification of many attributes in one deity 'henotheism'. He considered that whichever deity is invoked is considered to be the supreme deity.
3. 'VM Apte' considers using the term 'monotheism' instead of henotheism. In his view, acceptance of individual gods as supreme creates assimilation of qualities of various deities into a single divine being. However, the Rigveda later presents this divine being as the sacrifice; i.e. 'the purusha'. Rigveda doesn't associate any Vedic god with purusha. Instead, Vedic gods arose from the Purusha. Indra and Agni from his mouth, moon arose from his mind, Sun from his eye and Wind arose from his breath. Therefore, the Purusha sukta instead of being monotheistic has a monistic nature. This helped later day Vaishnavas to associate Purusha with Vishnu or Narayana.
4. Srimad Bhagavata, 1.1.3, Srimad Bhagavata has been called the mature fruit of the tree of Vedic literature.
5. Varuna is 'all pervader, all encompasser and all enveloper'. Etymologically, Varuna comes from 'vri' meaning to cover or encompass. In the Rigveda, Varuna is associated with water. However, the nature of this water is 'cosmic water' out of which the universe was created. (Rigveda 10.82.6, 10.129.3)
He is also the highest ethical ruler due to his maintenance of 'rta' or 'natural order of the universe'. Day comes after night, seasons change in order and likewise, human life also has to follow an ethical and moral order. Therefore, rta is also ethical and moral order of our society. It is also the order of movement of luminaries (devatas) in the sky.
6. His third step is invisible, far into dyusthana or celestial realm; laid as it were an eye in heaven. This place is most sublime.
7. VIII.6.1.1, Satapatha Brahmana
8. Heliodorus Pillar inscription at 'Besnagar' describes setting up of a 'Garuda-pillar' in the honour of the god Vasudeva. Remains of an ancient temple foundation had been found near the site. Interestingly, Heliodorus, the Greek ambassador, describes himself as a Bhagavata; i.e., worshipper of Vasudeva Krishna. In later Pauranic Hinduism, Krishna is considered to be an Avatara of Vishnu. During 200 BCE to early centuries CE, the idea of Avatara was beginning to emerge. This is evident from the sculptures. It means association of Vasudeva and Vishnu started in this period.

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