EVOLVING HORIZONS

AN INTERDISCIPLINARY JOURNAL OF EDUCATION, HUMANITIES, SOCIAL AND BEHAVIORAL SCIENCES

(An International Peer Reviewed Journal)

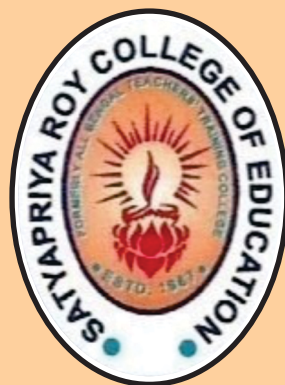## Satyapriya Roy College of Education

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EVOLVING

HORIZONS

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The Evolving Horizons is a peer reviewed international journal published annually by the Satyapriya Roy College of Education and devoted to the advancement and dissemination of the fundamental and applied knowledge of various subjects in an accessible form to professional colleagues who have a common interest in the fields in this country and abroad.

Editor: Dr. Dipak Kumar Kundu

EDITOR'S VIEW

The Evolving Horizons is the official journal of Satyapriya Roy College of Education. It is an international, peer reviewed journal with an interdisciplinary ethos across all aspects of social sciences, humanities, science, and languages. Today, interdisciplinary learning at all levels of education system has become common aspect as it combines subject areas to find synergy, creative solutions, and new perspectives. An interdisciplinary studies major allows students to tailor a degree to their interests. In an interdisciplinary subject, students explore and integrate multiple perspectives from different disciplines, sub-disciplines, and areas of expertise. An interdisciplinary approach involves drawing appropriately from several disciplines (or separate branches of learning or fields of expertise) to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations. This type of study allows the student to learn by making connections between ideas and concepts across different disciplinary boundaries. Students learning in this way can apply the knowledge gained in one discipline to another different discipline to deepen the learning experience. An interdisciplinary perspective involves integrating knowledge and methods from multiple academic disciplines to gain deeper insights into complex issues.

Interdisciplinary research is a type of study or research that draws from two or more disciplines to gain a more well-developed perspective, or discover something new. For example, American studies involve a considerable amount of interdisciplinary research in fields such as sociology, history, anthropology, and political science.

For a field like environmental studies, on the other hand, interdisciplinary research can be a challenge. Because it is a physical science, environmental studies may employ quantitative methodologies, like surveys, which are used to collect large amounts of observational or statistical data. Although this is common in most physical sciences, environmental studies also involve people and their attitudes towards nature, which could be understood through a sociological or legal perspective. Unlike the previous example, this type of research would require going from a physical or life science to a social science, which has a very different way of collecting or analyzing data.

The need for interdisciplinary idea arises from the ever-increasing complexity of the problems to solve, and modern challenges are very much interdisciplinary. Higher education systems and governments attempted to establish alternative modalities of education after the period of necessary social distancing and all the stakeholders in the academic field have proved their expertise in the teaching learning system.

The New Education Policy has been launched in the year 2020 in India and academic community has the responsibility to improve the standard of education in our country. To fulfil some of the objectives of NEP 2020 the scholars, Teachers and academicians have the responsibility to the research output in disseminating the results in the society by writing research papers. The Evolving Horizons, an International Peer review journal is a collaborative process that allows independent experts in the same field of research to evaluate and comment on manuscript submissions. The outcome of a peer review gives authors feedback to improve their work and, critically, allows the editor to assess the paper's suitability for publication. People that are involved in the peer review process include editors, reviewers, authors, and editorial board members. The authors must submit the papers according to the guidelines and maintaining the journal ethics.

Dr Dipak Kumar Kundu

Editor

Evolving Horizons

CONTENT

REPEAT AFTER ME: I AM INVINCIBLE!

Nalanda Roy [1]

Abstract

This vignette narrates a story and discusses how the issue of culture and identity can impact the life of an individual. The memoir showcases the journey of an immigrant in the United States and explains the intricacies of working in a multicultural and diverse environment. It narrates a few real-life conversations and instances, which often trigger despair and loneliness. It is obvious such thin personal experiences would make the day-to-day struggle rugged and appalling. However, as an 'austere survivor,' this memoir ends with the inspiring story to 'thrive and be a champion.' Needless to mention, this memoir is a powerful story of a woman of color in academia who celebrates everyday as 'I am invincible.'

Keywords: Austere survivor, Immigrants, invincible, United States

Repeat After Me: I am invincible!

Malcolm Gladwell said, "who we are cannot be separated from where we're from?" This is so true. My journey as an Indian/Asian immigrant in the United States has taught me the most important lesson of how 'culture and identity' works in this country. These two components form a "contact zone," where, as an immigrant, I experience new identity issues and must adjust my own cultural practices to those of the latter. I have always felt everyone has a story to tell and I am not an exception. On the one hand, I am pleased to see people appreciating my talent, humility, empathy, however, at the same time, I come across people who are always ready to call out on me as the "Indian with a dot," "a go-getter," suggesting me to "keep my head down and

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work, or even talking about my Indo-British accent.

When I first embarked on an academic career, I understood the intricacies of working in a multicultural and diverse environment. Having said that, I also understand the pitfalls of adopting a "one size fits all," approach in such an environment. However, these days, I only feel despair and loneliness, and I struggle every day to understand the reason behind it. Is it because of 'who I am?' I have wonderful colleagues and friends who appreciate me, and make me smile, however, there are a few who would never leave out an opportunity to humiliate me as a BIPOC.

I believe the success of an institution of higher learning depends on our ability to embrace, value, and appreciate the diversity of everyone. We need to realize different perspectives and experiences enhance the richness of ideas and creativity. I believe in a culturally diverse, open, and inclusive environment all of us can rise and shine. So, each time I try to communicate because I believe communication is the key to success. However, every time, I feel disappointed, invisible, and inaudible. I look forward to that day, when we will ask ourselves the question what does it mean to embrace diversity and inclusion in academia? It has been proven time and again that institutions with higher levels of ethnic and gender diversity not only thrive well but also perform better than others. Hence, diversity is but ONE aspect of the equation, followed by another important aspect that is inclusion.

I strongly believe that a diverse and inclusive team will always come up with better solutions to problems, successful ideas, better products, and ultimately more satisfied employees. I look forward to that day. Until then, I will keep celebrating the differences and repeat after myself, 'I am invincible.'

PRACTICED MYTHS AND SUPERSTITIOUS-BELIEF ASSOCIATED WITH COVID 19 FROM INDIAN PERSPECTIVE.

Dr. Sumana Samanta Naskar[1]

Dr. Subir Nag[2]

Abstract

Every country was affected by the Corona Virus globally and India was not free from that. The invisible enemy was not only infecting in a lightning speed but also it had been mutating constantly to worsen the situation. The impact was crossed the barrier of physical health to affect mental health. Helpless and panic-stricken people were ready to take any means to survive. The objective of the study was to examine origination, orientation and the impact of these parameters from psychological as well as sociological perspective. The study was based on the analysis of various primary data sources like journals, media reports, WHO's reports, various medical agencies, and websites etc. It was found that people were gathering in places for worshiping or celebrating rituals violating social distancing norms. From the first wave to second wave misbelieves and superstitions were well oriented in India. It was traced that the myths and superstitious-believes were associated with Covid-19 especially from the sociological perspective.

Key Words: Myths, Superstitious-Belief, Covid 19, Orientation.

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Introduction:

An atmosphere of fears and suspicion was emerged out among the large sections of populations due to the most unprecedented global crisis, COVID-19. A novel virus strain called 'severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) was responsible for this drastic situation. Behavioural uncertainty, highly contagious nature of the microbe affected the society biologically, culturally, socially as well as environmentally without discriminating gender, age, ethnicity, race, education, migration, marital status, minority and class. From time-to-time World Health Organization (WHO) provided various preventive measures to combat with this pandemic. But the unavailability of exact cure along with the inadequate amount of hospital beds, ICU, various lifesaving drugs, PPE, mask, sanitizer etc led a large number of people to believe the unbelievable. Being Panic stricken and socially insecure, surprisingly people were depending both on medical science and divine power simultaneously. The primordial inclination of survival makes the people of the society to resort to any means. People were leaning towards superstitions as the disease was spreading in a lightning speed while no proper medication to treat the disease is available. Confined in the domain of uncertainties people generally found a way through several myths and superstitions to make sense of life. Once in a century, human life had to face the uncertainty like novel coronavirus pandemic. India was going through a tough time battling the terrible second wave of COVID-19. The first wave of the pandemic had shown enormous impact in every aspect of our society whereas the near future still remained hazy. To overcome that enormous challenge especially for public health the Government of India was taking various protective measures as well as motivating the people to cope up with appropriate behavioural changes. Unavailability of proper antidote, scarcity of vaccine, uncertainty on livelihoods and poor state of public healthcare played the role of catalyst in public helplessness in our country. Such a situation was appropriate to pile up misbelieves and superstitions in society. Besides these a lot of fake news and propaganda were circulated in social media also. Sometimes India's societal diversity had also a role for which such misbelieves and superstitions were playing hide and seek. As a result (1) more contamination was taking place (2) improper medication causing other complications and diseases (3) an atmosphere of panic and helplessness being piled up in the society. Myth and superstitions both can be found in the domain of belief. Generally, a myth was traditional historical story or supernatural phenomenon/events. Superstition was considered as irrational belief. Such believes also had the influence of supernatural power. L. Park (2008) beautifully explained the concept of belief and superstition. From scientific view, when we became successful to derive laws of nature from cause and effect then only, we expressed our solidarity by the word "belief". But from the religious point of view, use of "belief" implies faith in a higher power that makes things happen. And this generally defines superstition. However, in our discussion neither we are going into

the terminological details of belief or faith or trust nor myth or superstition. Rather the extent of impact of these parameters on society during this COVID-19 pandemic was paramount importance for analysis.

Manifestation of myth and superstition:
At the time of 2020 and 2021 the country was dealing with the most devastating situation of corona infection. On an average 3.5 lakhs of people were getting affected daily. Scarcity of intensive care units, unavailability of medical oxygen, inadequate numbers of health personal and the high infectivity rate of the virus caused so much fear in the minds of the people that a section of people started believing myth and superstitions. Actually, people were desperate to take any means to get rid of the novel corona virus. Unfortunately, a section of social media was constantly circulating such messages among a large population.

1. Burning candle will destroy corona:
At the time of first corona wave in India, when lockdown and an atmosphere of panic and unsettlement was going on, it was announced to put off electric lights for all Indians at 9 pm for 9 minutes and keep the candle burning. Most of the people in the rural areas set fire with a misconception that it will destroy the Corona virus. In some areas, people had participated in lighting fireworks also.

2. Clapping will destroy corona virus:
On 22nd March 2020, Prime minister on behalf of the Govt. of India requested its citizen to applause to encourage the medical staff as they are fighting from the front. But some people thought that clapping and ringing bells will destroy the Corona virus. Even in some areas procession was

held with drum, bells etc.

3. Apply cow dung and drinking cow-urine cure corona:

A large no. of people from different states of India has taken bath in cow dung along with drinking cow's urine to escape from the Corona. But no scientific base was found for such stupendous activity. Rather several health hazards have been reported for such misbelieves.

4. Worshiping Corona Devi:

Only after few days, some people from the state of Bihar and Uttar Pradesh gathered to worship Corona Devi to get rid of corona. To overcome their fear of death some people made sacrifices also. During the first wave, 'shilnora' was worshiped as Maa Shasthi in some villages of West Bengal. The risk of spreading corona virus increased many folds due to violation of social distancing measures in such gatherings. Wearing tree roots tied with various coloured threads on the body weree common way to get rid of corona in countryside.

5. China originated the virus in a laboratory and purposefully:

From the very beginning of this pandemic people from all around the world eagerly wanted to know the origination of the deadly virus. There are two main theories about its origin. The first one is that it naturally came from wildlife to people. The other opinion is that the virus was escaped from research laboratory. So far there is no direct evidence for any of these concepts. As the disease was started

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in Wuhan province of China, this rumour has circulated on the internet. Proper investigation and scientific research will provide the answer in future.

6. Consuming alcohol can reduce infection:

As preventive measures WHO and other health organisations recommended using alcohol-based hand sanitizer. Alcohol can disinfect the skin and hence the risk of affecting by the virus decreases. But inside our body, alcohol does not have this effect. People from various states of our country misinterpreted this information and started drinking alcohol more. Such people were also reluctant to wear the mask and hand sanitization and even vaccination. Alcohol consuming increased the health risk. Ethyl alcohol denatured with methyl alcohol can severely damage the optical nerve, including death. Considering the gravity of the situation, WHO released a response regarding alcohol and COVID-19.

7. High temperature will kill the virus:

Generally, during season change, the activities of cold and flu viruses became prominent. Though in winter they spread more easily but it does not necessarily mean that their transmission stops in warmer weather. In case of SARS-CoV-2, scientists were still finding the exact behavioural changes with temperature.

8. Parcels from China can spread the coronavirus:

This is now established that virus spreads mainly via human-to-human transfer. Through tiny droplets the virus can enter into the human body via nose or mouth or even from nose. This is why the safe distance restriction has been imposed. On various surfaces the virus remains active only for a short span of time. But in this case the time taken for a parcel to reach in India from China was too long than the lifetime of the virus on surface. So, it is unlikely to be spread from mail, products, or packaging.

9. Garlic gives protection against corona virus:

Scientifically, no evidence has been found so far that garlic could protect us from COVID-19. Although research on garlic showed that it has some antibacterial properties but COVID-19 results from a virus, not bacteria. Moreover, excessive eating of garlic can cause diarrhoea, body odour and **bad** breath as well.

10. Saline water protects against the corona virus

Generally, to get relief from nasal congestion we take saline nasal rinse. But it cannot provide protection against any respiratory infections. In case of COVID-19, no evidence has been found so far that this process can reduce the risk of infection.

11. COVID-19 is ordinary flu:

Symptoms like fever, cough, headache etc are common for flu and covid. But the extent in which covid-19 was causing the devastation in terms of infectivity or mortality that is many folds than that of flu. More than 3.4 million deaths was reported to WHO due to corona till date.

12. Only older people will suffer:

So far, 12% of all Covid-19 deaths in India were in age group below 45 years. It is true that older people especially those who have pre-existing health problems, such as diabetes, asthma, are more likely to become severely ill. But the disease can lead to complications and death in anyone.

13. Children cannot get COVID-19:

From medical point of view, anyone, of any age, can be infected by corona virus. During the first wave of covid in India as well as in other countries children were rarely affected. Research from May, 2020 suggests that children were less prone to be affected by corona virus, probably not more than 1 in 1,000 children. But in the second wave the scenario was changed in such an extent that UNICEF expressed concern for Indian children.

14. Coronavirus can be spread from urine and feces:

In general, the viruses those were detected in urine or feces are not infectious to others. The acidic conditions of our stomach denature or destroy the virus. No research-based evidence is there which strongly concludes that SARS-CoV-2 is present in urine or feces.

15. Chlorine spray on the skin kills virus:

Applying chlorine to the skin is very harmful, especially for eyes and mouth. This chemical can be used to disinfect surfaces, but people should not use them on their bodies.

16. Every COVID-19 affected will die:

This is false. According to the report of the World Health Organisation, around 80% of COVID-19 affected did not need any special treatment or hospitalisation. Only mild symptoms like fever, cough, sore throat, and may be sometimes shortness of breath could be observed. Also, many people were being affected with no symptoms.

17. Pets spread corona:

There were lots of debates regarding this but no evidence was found that showed a significant role of animals in spreading the virus.

18. Flu and pneumonia vaccines can protect against COVID-19

Though the symptoms of covid-19 are similar to that of seasonal flu and it severely affects the lungs to create pneumonia but Flu and pneumonia vaccines cannot give protection against covid-19. The corona virus (SARS-CoV-2) was distinct and hence no existing vaccines could be effective against it.

19. 5G helps in spreading corona:

One of the myths was that 5G technology was responsible for the spread of corona virus. In a study from 2011, it was shown that bacteria can communicate via electromagnetic signals. However, most of the scientists discarded this theory. Also, in China the trial of 5G was conducted in Wuhan. This is nothing but a coincidence. Corona s also affected significantly countries with no 5G coverage.

20. Coronavirus can be spread in swimming pools:

There was no such evidence which suggests that this deadly virus transmits via the water in swimming pools. Generally, the water of the swimming pools makes disinfected with chlorine which can inactivate the virus. Authorities should take extra care to clean and disinfect all facilities.

Why people lean towards superstitions?

- The main reason for which some people in the society were falling towards superstition was the fear created in people's minds due to this corona situation. In this context the role of religion is also important. Several events for which proper justification was not still available, we like to think it as act of divine greatness.
- According to symbolic interactionism theory, the meaning imposed by us was considered as Social action and interaction. This meaning may or not may be the inner meaning of the object. So, corona is not the cause of the superstition. It has become a superstition as different meanings have been imposed by the individual. The myths and superstitions currently associated with corona are imposed by the human consciousness.
- In general we want to understand any situation in our own way. Superstitions are going hand to hand with the activities of people's everyday life. With the help of some common facts people learnt to recognize the things in social life. People were trying to justify their reasoning after superstitious behaviour. On the other hand, what may be su-

perstitions for someone might have become a means of gaining peace of mind for others.
- Misbelieves and superstitions were circulating over social media. Newly digitally literate people were blindly forwarding messages containing fake information without cross-check. So, social media acted as the primary carrier of superstitions in this pandemic crisis. Many people, although their intention was not to harm anyone, forward such messages to help the near ones. Making money and deriving malicious pleasure were the other reasons for spreading these misbelieves.

Conclusion:

Cultural diversity of India has paved the way for various communities to nurture own beliefs

and superstitions. To fight such a pandemic, some common behavioural changes are necessary in such a diverse population. Indeed, this is a monumental task. The Government of India has directed to increase public awareness and appreciation for COVID-19 warriors. Superstitions, irrational claims and several myths over various platforms are creating obstacles in this journey. The Prime Minister of India has also urged people and organisations involved in social welfare, eliminating superstitions and misinformation about coronavirus. People are still gathering in places for worshiping or celebrating rituals violating social distancing norms. For providing crucial information about this threat to public health and government advisories on safe practices media can play a vital role in this

regard. Besides building scientific temper, the government should encourage public and private organisations to be involved in healthcare and scientific communication. To eradicate superstitions during such pandemic situations new laws and regulations should be imposed especially for the India's newly digitally literate society. In this context, it must not be forgotten that among the fundamental duties laid down by our Constitution is Article 51A(h) which requires all citizens to develop the humanism, scientific temper, and the spirit of inquiry. This pandemic with its devastating form reminds us of this sacred duty, while rejecting misbelieves and superstitions. However, this is true that a state of fear and helplessness has been noticed in the current Corona situation and as a result, people have become obsessed with superstitions.

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SUPPORT SERVICE OF COLLEGE LIBRARIES IN UNDERGRADUATE EDUCATION

Dr. Shyam Prasad Ram[1]

Abstract

College libraries are crucial in achieving the College's objectives. At the academic level, it is a vital component of the teaching and learning process. This paper highlighted different service available in the college libraries in Kolkata to support Undergraduate education system. The objective of the paper included identifying the information resources available in college libraries in Kolkata and different services provided by the libraries. Here, a survey method was chosen to collect the data. In this study, it was revealed that electronic resources have very few numbers in the selected college libraries. This study evaluated the information services of college libraries in Kolkata; it revealed that the services of all college libraries were not fully automated. Some services were not provided by the most libraries, like interlibrary loans, reprographic services, and consultancy services, due to less demand by the users.

Key Words: College libraries, UG Education, Library Services.

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Introduction

Libraries are considered to be the heart of an education institute. They primarily exist to provide information to the learners. Due to rapid advancement in Information Communication Technology and the availability of information on the internet, the traditional libraries face a keen competition from hybrid/electronic libraries. Now, a day's users try to get information through internet as it is very easy to search and get information, instead of spending hours together in the library looking for information in the books, journals and other reading materials. Currently, libraries are gradually being transformed into knowledge resource centers. They are no longer limited to collection of books and periodicals. Users now require access to numerous kinds of materials and expertise.

College libraries play a vital role in the achievement of the objectives of the College. It is an integral part of the teaching learning process at the academic level. In order to successfully play its role in the college system a library must have appropriate resources like information resources, staff, space, etc. The College libraries make efforts to better serve the users by providing maximum service with their available resources.

Role of College Libraries in Under Graduate Education

The role of undergraduate college level education in the entire education system is very crucial. Most of the students join the college with very little or no experience of library use from their school days. The college libraries are expected to play a vi-

tal role of introducing the library system and also its use among the new entrants. Ideally, if the students could have obtained the experience of library use in schools it would lessen the task of college library personnel.

Any library and Information centre is providing services to its user groups. To be most functional the services it provides should correspond as closely as possible to the needs of the users. It is thus, essential for a librarian to know his users in order to able to serve them effectively.

Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform (microfilm/microfiche), CDs, cassettes, videotapes, DVDs, video games, e-books, audio books and many other electronic resources. Libraries often provide public facilities to access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digitaltools. Libraries are considered to be the heart of an education institute. They primarily exist to provide information to the learners. Due to rapid advancement in Information Communication Technology and the availability of information on the internet, the traditional libraries face a keen competition from hybrid/electronic libraries. Now,

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a day's users try to get information through internet as it is very easy to search and get information, instead of spending hours together in the library looking for information in the books, journals and other reading materials. Currently, libraries are gradually being transformed into knowledge resource centers. They are no longer limited to collection of books and periodicals. Users now require access to numerous kinds of materials and expertise. College libraries play a vital role in the achievement of the objectives of the Institution. It is an integral part of the teaching learning process at the academic level. In order to successfully play its role in the college system a library must have appropriate resources like information resources, staff, space, etc. The College libraries make efforts to better serve the users by providing maximum service with their available resources.

Objectives of the study:

To identify the information resources available in these (the) selected College Libraries in Kolkata and to find out the different types of information services provided by the selected College libraries;

Literature Review

Alkorand Alhassan (2015) conducted a study on Evaluation of Reference Services in Academic Libraries. The major purpose of this study was to evaluate reference services in academic libraries in Nigeria. In order to carry out this study, 4 research questions were posed. The population of the study consisted of 100 students. (60 students from University of Agriculture, Makurdi, 60 students from Benue State University and 40 students from the University of Mkar). The major findings of the study revealed that reference services provided in the libraries include answering reference queries, provision of referral services and provision digital reference services.

Bhattacharjee, Sinha and Bhattacharjee (2014) conducted a study to know the status of information seeking behaviour of college library users of Cachar district, Assam which comprises of undergraduate students, faculty members and research scholars. The respondents are mainly drawn from the five selected college libraries of Cachar district, The questionnaire method were followed for gathering related information. The samples comprise of UG students, faculty members, research scholars, and Staff. They conclude that library users are not satisfied with the services provided by the college library.

Coleman, Mallon, and Lo (2015) Conducted a national survey of academic librarians to know the effect of the staffing changes in reference services, reference service innovations, changes of reference technology, library type and size, and service quality and examine the relations among them.

Dawngliana and Singh (2015) conducted a study on the students of Pachhunga University College and Government Aizawlcollege. The topic of the study was the use of information sources and services by students. The questionnaire was used as a tool to identify the opinion of users toward the use and awareness of library services, adequacy of library resources and their views on library services.

Edewor&et. al. (2016) in their paper discuss the strategies used by the University libraries in Africa for the library services, market their resources and the problem encountered by the libraries. They select 20 university libraries for their study. They found that the most used strategies for marketing of library and information services in African Universities libraries are library publications, orientation exercises, website, and flyers. This study also revealed that low-level use of social media such as Facebook, blogs, Twitter, e-mail alerts for marketing.

Yusuf (2012) conducted a study on Information needs, sources and information seeking behaviours of Women Artisans in Offa Metropolis. Here the women artisans in Offa metropolis such as tailors, embroiderers, hairdressers, manicurists and pedicurists formed the population of this study. Total 269 respondents were selected randomly and a structure questionnaire were distributed among them. Finding of this study gave details information on the type of information need of women artisan.

Methodology:

To get understanding about the study primary sources were consulted. The survey method was chosen using combination of techniques like questionnaire, interviews and observation. Investigator visited the libraries personally and met the librarians or In-charge.

Total 4 number of college libraries are selected for this study which are affiliated to University of Calcutta:

1. City College of Commerce & Business (CCCB)
2. Maharaja Manindra Chandra College (MMCC)
3. Maharani Kasiswari College (MKC)
4. Seth Anandram Jaipuria College (SAJC)

This study is very much important to identify the different resources available in the selected college libraries and evaluated the different services provided by the selected college libraries. But due to the time constraint the study limited to only 4 college libraries in Kolkata under affiliated to University of Calcutta and also limited to the study only the availability of resources and different services provided by the selected college libraries

Analysis & Findings General Information

1. **Status of the library building of the different colleges in Kolkata**

Building status	CCCB	MMCC	MKC	SAJC	Total
Own building	√	√	√	√	4(100%)
Rental	-	-	-	-	0(0%)

Above table shows that all i.e. 4(100%) college libraries has their own library building.

2. **Website available in the different colleges in Kolkata**

Availability of Website	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	4 (100%)
No	-	-	-	-	0 (0%)

Table no. 2 shows the availability of website in the different selected College libraries in Kolkata. It is revealed that all 4(100%) libraries have their own website .

3. **Library working hour of the different colleges in Kolkata**

Working hours	CCCB	MMCC	MKC	SAJC	Total
6 hours	-	√	√	-	2 (50%)
7hours	√		-	-	1 (25%)
8 hours	-	-	-	-	0(0%)
10 hours	-	-	-	-	0(0%)
12 hours	-	-	-	√	1 (25%)

Above table no. 3 indicate the library working hour of the different selected College libraries in Kolkata. It is found that 2(50%) college libraries working hour is 6 hours per day, followed by 1(25%) college libraries is 7 and 1 (25%) library is 12 hours per day .

4. **Strength of library personnel of the different colleges in Kolkata**

Post	CCCB	MMCC	MKC	SAJC	Availability of different Designate Personnels
Librarian	02	02	02	03	4(100%)
Library Assistant	-	-	01	-	01 (25%)
Library Clerk	01	02	00	02	04 (100%)
Library Peon	02	-	01	04	3(75%)
Library Attendant	-	-	03	-	01(25%)
Total Strength of library personnel	05	04	07	09	

From the above table no. 4, it is revealed that the availability of Librarian is in all selected college libraries i.e. 4(100%), the availability of Library Assistant is in 1(25%) library, the availability of Library clerk is in 4(100%) libraries, Library peon is in 3(75%) and Library Attendants is in 01 (25%) libraries

Information Resources
5. **Distribution of resources in different College Libraries**

Resources	CCCB	MMCC	MKC	SAJC	Percentage of the College libraries having the resources
Text Book	34000	36000	31000	50500	4(100%)
Reference book	3100	3200	2600	850	4(100%)
E-book	00	00	00	00	0(0%)
E-journal	00	00	00	00	0(0%)
Printed journals	18	21	08	12	4(100%)
Newspapers	09	04	04	08	4(100%)
CD-ROM	00	00	10	00	1(25%)

From the above table no. 5, it is found that the availability of text book collection, Reference book, Printed Journals and Newspaper is 100% in all selected college libraries i,e. 4 libraries, and CD-ROMs were available 01(25%) libraries.

6. Subscription of N-LIST by the college libraries

Subscription of NLIST	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	4(100%)
No	-	-	-	-	0(0%)

Above table shows that all i.e. 4(100%) college libraries subscribed NLIST

Technical organization

7. Different Classification schemes used by the different College libraries in Kolkata

Classification schemes	CCCB	MMCC	MKC	SAJC	Total
DDC	√	√	√	√	4(100%)
UDC	-	-	-	-	0(0%)
CC	-	-	-	-	0(0%)_

Above table shows that all i.e. 4(100%) college libraries used DDC for their classification scheme.

8. Different Catalogue code used by the different College libraries in Kolkata

Catalogue Code	CCCB	MMCC	MKC	SAJC	Total
AACR	√	√	√	√	04(100%)
CCC	-	-	-	-	0(0%)

Above table shows that all i.e. 4(100%) college libraries used AACR catalogue code.

Users

9. Distribution of Students as a Library Users in the College **Libraries**

Students	No. of College Libraries
Nil	0(0%)
Below 500	0(0%)
501-1000	0 (0%)
1001-2000	2(50%)
2001 above	2 (50%)
Total	4(100%)

The data about student users in libraries of Colleges shows that there are 1001-2000 numbers of students in 2 (50%) college libraries, and above 2001 numbers of students in 2 (50%) library.

Information Services and Products

10. Availability of Lending Service in the different college libraries in Kolkata

Availability of Lending Service	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	04(100%)
No	-	-	-	-	0(0%)

Table no. 10 shows that 4(100%) college libraries provide lending service.

11. Availability of Reservation of book in the different college libraries in Kolkata

Availability of Reservation of book	CCCB	MMCC	MKC	SAJC	Total
Yes	-	√	-	-	1(25%)
No	√	-	√	√	3(75%)

Table no. 11 shows that 1 (25%) college libraries provide reservation of book service and 3(75%) libraries were not allowed for reservation of book service

12. Availability of Renewal of book Service in the different college libraries in Kolkata

Availability of Renewal of book Service	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	4(100%)
No	-	-	-	-	0(0%)

Table no. 12 shows that 4(100%) college libraries provide renewal of book service.

13. Availability of SDI Service in the different college libraries in Kolkata

Availability of SDI Service	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	-	-	2(50%)
No	-	-	√	√	2(50%)

Table no. 13 shows that 2(50%) college libraries provide SDI service and 2(50%) libraries were not allowed for SDI service.

14. Availability of CAS in the college libraries in Kolkata

Availability of CAS	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	-	-	2 (50%)
No	-	-	√	√	2 (50%)

Table no. 14 shows that 2 (50%) college libraries provide CAS and 2(50%) libraries were not provide CAS.

15. Availability of User Orientation in the college libraries in Kolkata

Availability of User Orientation	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	4(100%)
No	-	-	-	-	0(0%)

Table no. 15 shows that 4(100%) college libraries provide User orientation service

16. Availability of Reprographic Service in the college libraries in Kolkata

Availability of Reprographic Service	CCCB		MKC	SAJC	Total
Yes	√	-	-	-	1(25%)
No	-	√	√	√	3(75%)

Table no. 16 shows that 1 (25%) college libraries provide Reprographic service and 3(75%) libraries were not provide Reprographic service

17. Availability of Reference services in the college libraries in Kolkata

Availability of Reference services	CCCB	MMCC	MKC	SAJC	Total
Yes	√	√	√	√	4(100%)
No	-	-	-	-	0(0%)

Table no. 17 shows that 4(100%) college libraries provide Reference service.

18. Availability of Inter library loan service in the college libraries in Kolkata

Availability of Inter library loan service	CCCB	MMCC	MKC	SAJC	Total
Yes	-	-	√	-	1(25%)
No	√	√	-	√	3(75%)

Table no. 18 shows that 1 (25%) college libraries provide Inter library loan service and 7(75%) libraries were not provide.

19. Availability of consultancy services in the college libraries in Kolkata

Availability of consultancy services	CCCB	MMCC	MKC	SAJC	Total
Yes	√	-	√	√	3(75%)
No	-	√	-	-	1(25%)

Table no. 19 shows that 3 (75%) college libraries provide consultancy service and 1(25%) libraries were not provide consultancy service.

Computerisation of the library

20. Library automation software used by the libraries

Library automation software	CCCB	MMCC	MKC	SAJC	Total
Koha	-	-	√	√	2(50%)
Soul	√	√	-	-	2(50%)
Libsys	-	-	-	-	0(0%)
E-Grantalaya	-	-	-	-	0(0%)

Above table shows that 2(50%) college libraries used Koha software for library automation and 2 (50%) college libraries used Soul software for library automation

21. Areas of computerisation in the different College libraries in Kolkata

Areas of computerisation	CCCB	MMCC	MKC	SAJC	Total
Acquisition	√	-	-	-	1 (25%)
Cataloguing	√	√	√	√	4(100%)
Serials controls	-	-	-	-	0(0%)
Circulation	√	-	√	√	3(75%)
Bar-coding	√	√	√	√	4(100%)

Table no. 21 shows that the computerised catalogue and bar-coding technology has been completed in 4(100%) college libraries , followed by computerised circulation completed in 3(75%) college libraries and computerised acquisition in 1(25%) college libraries.

IT based services

22. Quick link service through library website in the different College libraries in Kolkata

Quick link service	CCCB	MMCC	MKC	SAJC	Total
DELNET Services	-	-	√	-	1(25%)
Online full text e-journal/e-book service other than consortia	-	√	√	-	2(50%)
CD ROM and DVD based services	-	-	√	-	1(25%)
Internet services	√	√	√	√	4(100%)
Digital library service	√	-	√	-	2(50%)
Document Scanning service	√	-	√	-	2(50%)
Document printing service	√	-	-	-	1(25%)
Institutional Repository	√	-	-	-	1(25%)

Table no. 22 shows that internet service provided 4(100%) libraries, followed by Online full text e-journal/e-book service other than consortia, Digital library service and document scanning service provided 2 (50%) libraries and DELNET Services, CD ROM and DVD based services, Document printing service & Institutional Repository provided 1 (12.5%) library.

23. The College libraries have different mechanism to provide services to the users convenient place

Users convenient	CCCB	MMCC	MKC	SAJC	Total
Department Library	-	√	√	√	3(75%)
Study centers	-	-	-	-	0(0%)
e-mail	√	√	√	√	4(100%)
Interlibrary loan	-	-	√	-	1 (25%)

Above table shows the different mechanism adopted by the college libraries to provide services to the users in their convenient place. It is revealed that 4(100%) college libraries provide services through e-mail followed by 3(75%) libraries provided services to the users through department library and 1(25%) college library responded that they provide through interlibrary loan.

Library problems

24. Problems available in different College libraries in Kolkata

Problems	CCCB	MMCC	MKC	SAJC	Total
Lack of trained staff	√	√	√	√	4(100%)
Lack of proper technology	-	√	-	-	1(25%)
Investment for the library is insufficient	-	-	-	√	1(25%)
Less demand for available information service/products	-	-	-	-	0(0%)

Table 24 shows that out of 4 college libraries, 4(100%) college libraries faced the problem due to shortage of trained staff present in their library, 1(25%) college libraries pointed out that they are facing problem due to less investment for the library and 3(37.5%) college

libraries faced the problem due to lack of proper technology

Conclusion

Libraries are the important resource centre in the College. College libraries were established on the basis of various set of objectives of their parent institutions. Therefore library services and resources were evolved according to their user need. In these ways the libraries had been creating their own identity.

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21ST CENTURY CATALOGUING MODULE

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Abstract

21st Century Integrated Library Management Systems (ILMS) contains different functions and facilities by way of various types of modules in the housekeeping operations part. Cataloguing module is one of the important modules of the ILMS. Exploring of various cataloguing modules in the ILMS is main intention of the present work. The study is based on the analysis of various primary sources and own thought of content. This paper finds out several sub-modules considering multiple options and operations part through which bibliographic information of the library collection is recorded on regular basis. This paper suggests that cataloguing modules are very much relevant and must be incorporated into an ILMS at the present perspectives.

Keywords: Library automation, cataloguing modules, MARC, FRBR, ILMS

1. Introduction

Integrated library automation software is an essential tool for any type of library. We know that an integrated library management system contains different types of modules which are very much related with the different library functions and activities related with the different departments of the library management system. Out of these different modules of an integrated library management system the cataloguing module is an important module which helps to record the Bibliography description of the different types of collections available in the library as we know catalogue is the mirror of the self of any library. In modern days cataloguing modules must have some

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important elements which relate to the different types of functions and activities of the catalogue in the department. The major role of the catalogue in the department is to organise and describe the information resources and various information settings. We may also consider the modern days cataloguing modules or systems as 21st century cataloguing module in our discussion here. The following outline are the important part of a modern catalogue which covers major part of the automation of the catalogue in department:

2. Essential Elements of a 21st-Century Cataloguing Module

A. Theoretical perspectives

Metadata principles are essential guidelines that oversee the development, management, and utilization of metadata, ensuring its efficiency in organizing, describing, and enabling access to information.

Considering the different purpose is the kind of metadata should be used. It is also important to use the kind of matter according to the types of documents to be incorporated in the library management system. here the library management system considers depending on the type and nature of document to be recorded and the services of the library itself. if it is a digital library application then it is very much related to the digital library application software such as Dspace etc.

And if it is an integrated library management system such as KOHA ILMS, EGRANTHALAYA, etc. and other software.

If it is a digital library software then Dublin core battery is very much related with this type of application and if it is an integrated library management system then MARC 21 is very much related with this system.

In addition to MARC and Dublin Core metadata schema there is another modern concept called MODS, which stands for Metadata Object Description Schema. It is a bibliographic metadata standard created and managed by the Library of Congress. This schema, based on XML, is crafted to describe various types of resources, including books, articles, maps, multimedia, and digital content. It is frequently utilized in digital libraries, repositories, and cataloging systems due to its readability by both humans and machines.

B. Data Models

i. ISBD: First basic re-examination of cataloguing theory and practice on international level had been started by International Federation of Library Associations and Institutions (IFLA) in 1961 at International Conference on Cataloguing Principles (ICP) which is known as Paris Principal. The second outcome was in full swing at the International Meeting of Cataloguing Experts which was held in 1969 in Copenhagen with the agreement of a decision to launch international standards for the structure and content of bibliographic descriptions and it helps to produce the first of the standards named International Standard Bibliographic Descrip-

tion for Monographic Publications published in 1971. Later years various types of international Cataloguing codes were revised and produced.

The International Standard Bibliographic Description (ISBD) provides a set of guidelines for creating bibliographic descriptions of resources, ensuring they are understandable and interchangeable across different languages and cataloguing systems. ISBD establishes a consistent framework for describing books, serials, maps, digital resources, and other materials, promoting uniformity in library catalogues and bibliographic records. It is the first data models generally used to record the bibliographic description and still in use in many libraries.

ii. FRBR: Financial stresses have encouraged the libraries to attempt to make simpler the cataloguing process and to do more and more nominal level cataloguing in order to keep speed with the constant growth of publishing amount produced. On the other side growing requirement to get used to with the cataloguing codes and exercises to accommodate change which are coming from the emergence of new types of information resources such as electronic publishing and the introduction of networked access to

different types of information resources. At the same time a wide range of user expectations, reeds and requirements are also identified particularly the way of information services and the media, tools and technologies through which the services to be provided and also through which they want to access those information sources.

To compete with these changes the next Seminar has come into effect in 1990 at Stockholm on Bibliographic Records which was sponsored by the IFLA Universal Bibliographic Control and International MARC (UBCIM) Programme and the IFLA Division of Bibliographic Control. Apart from the other discussions it was also documented that in this perspective the feasibility of shared or cataloguing programs at national and international level that an approved benchmark or standard for a "basic" or "core" level record are required to be formed. Nine resolutions were taken at the Stockholm Seminar of which one is directly related to the FRBR (Functional Requirements for Bibliographic Control). And it may be called that, that Seminar was the one which started the ground work for the development of FRBR that come into effect in the year 1988.

FRBRs are defined in relation to

the following generic tasks that are performed by users when searching and making use of national bibliographies and library catalogues:

➤ Using the data to find materials that correspond to the user's stated search criteria (e.g., in the context of a search for all documents on a given subject, or a search for a recording issued under a particular title);

➤ Using the data retrieved to identify an entity (e.g., to confirm that the document described in a record corresponds to the document sought by the user, or to distinguish between two texts or recordings that have the same title);

➤ Using the data to select an entity that is appropriate to the user's needs (e.g., to select a text in a language the user understands, or to choose a version of a 8 computer program that is compatible with the hardware and operating system available to the user);

➤ Using the data in order to acquire or obtain access to the entity described (e.g., to place a purchase order for a publication, to submit a request for the loan of a copy of a book in a library's collection, or to access online an electronic document stored on a remote computer).

➤ FRBR embodies the Functional Requirements for Bibliographic Records, a conceptual framework developed by the International Federation of Library Associations and Institutions (IFLA). This model provides a structure for understanding and organizing bibliographic information in libraries, archives, and diverse information systems. It is the most versatile and enumerated data model which fits with the almost all type of information sources as per present perspectives.

➤ BIBFRAME: The Bibliographic Framework, launched by the Library of Congress, is designed to replace the traditional MARC (Machine-Readable Cataloguing) standards used in library cataloguing. Its goal is to update and enhance bibliographic descriptions by employing Linked Data principles, enabling more effective integration of library data with the broader web. With the help of this data model particularly all types of web resources are recorded or incorporated into the library management system as well as digital library management systems. It also helps to improve as well as increase the total library resources and serves in a better way through out the network environment.

➤ Interoperability: Interoperability in cataloguing data models refers to the ability of diverse systems, organizations, or data repositories to work together seamlessly, facilitating the efficient exchange and utilization of information de-

spite differences in their underlying structures, formats, or technologies. Within the realms of library science, archives, museums, and digital repositories, interoperability ensures that metadata and cataloguing records can be exchanged, understood, and used across various platforms.

C. Cataloguing Standards

i.   Resource Description and Access (RDA): It is the current international standard which is replacing AACR2 and it also focuses on the user-centric cataloguing. RDA is a comprehensive set of guidelines and instructions designed for cataloguing and generating metadata in libraries, archives, and diverse cultural institutions. Its purpose is to facilitate the discovery and retrieval of information resources across various formats and media. While RDA builds upon the principles of previous cataloguing standards, especially the Anglo-American Cataloguing Rules, 2nd Edition (AACR2), it is specifically adapted for the digital and interconnected information landscape.

ii.   Subject Headings and Classification: These are also important standards to be followed at the time of preparation of Cataloguing of library materials. It helps to organize library collections according to the subjects on the shelves so that all the documents on particular subjects must be available at the same place. There are different type of subject headings such as Library of Congress Subject Headings (LCSH), Sears List of Subject Headings, etc. Dewey Decimal Classification (DDC) Scheme, Library of Congress Classification (LCC), Universal Decimal Classification (UDC), Colon Classification, etc. are the examples
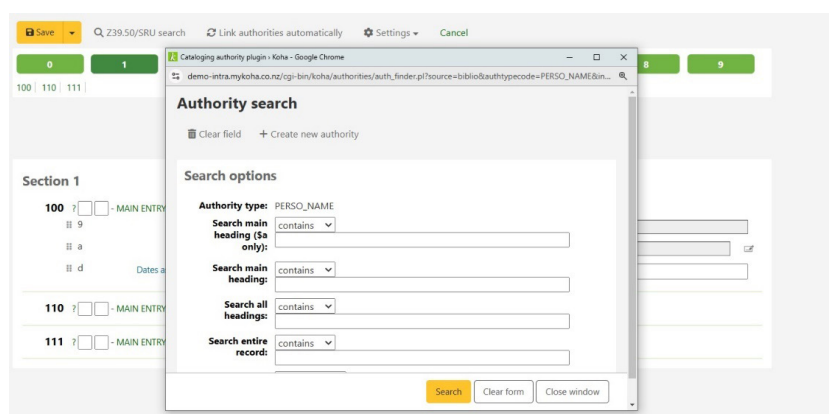
Figure 1: Authority Search in KOHA ILMS

of classification schemes.

iii.   **Authority Control**: it is also an important standard and must be maintained by the libraries. It is a tool helps to prepare cataloguing in an organized way. Authority Control is generally maintained in names, subjects, and titles, etc. It is help in authenticated search or retrieval by the users.
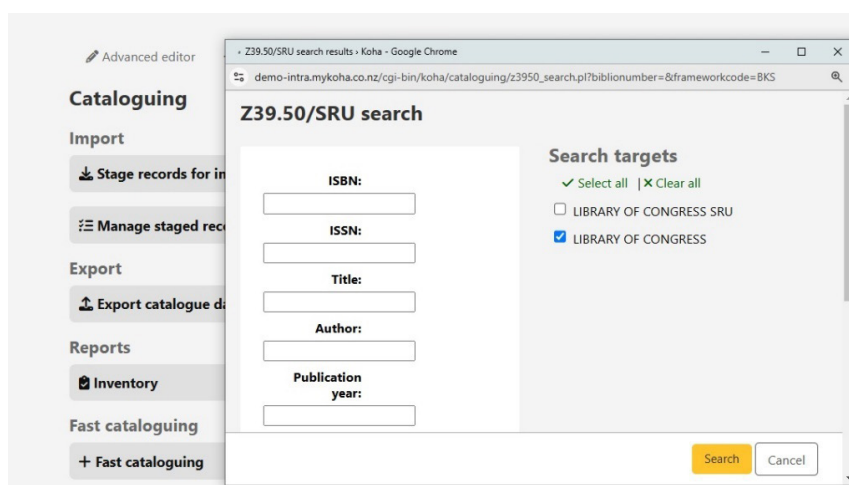
Figure 2: Z39.50 Protocol in KOHA ILMS

iv.   **Z39.50 Protocol**: The Z39.50 protocol is an international standard crafted for searching and obtaining data from remote databases. It is widely employed in library systems, archives, and information services. This protocol allows applications to interact and exchange information, irrespective of the diverse hardware and software systems they use. It helps the cataloguing activities easier and time saving.

Cataloguing in Practice

a.   **Import / Export Facilities:** a modern cataloguing software must have the facilities of import as well as export the bibliographic details through international standards form the outside server as well from the in-house servers to make easy, time saving and authenticate organization of the sources of

information. This facility facilitates to incorporate the external servers of the mainly different Z39.50 protocol supported servers to snatch the same type of data related with the library who are recording the bibliographic date into their library databases. To provide the export facilities the library management system must be able to generate the supported format of the files like
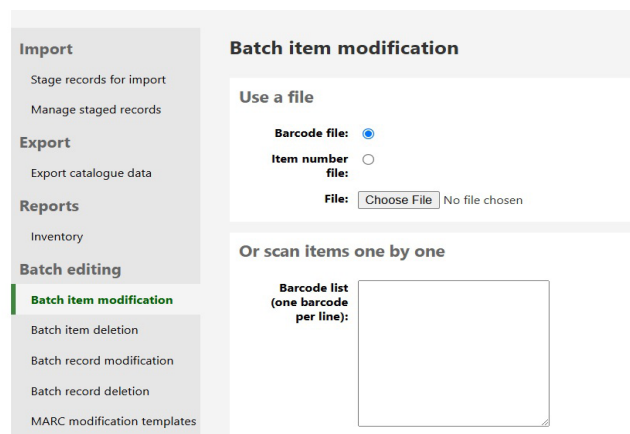
Figure 3: Batch item modification options in KOHA ILMS

text, csv, MARC, XML etc. to share its resources to the outside library who wants to collect the necessary data.

b. **Editing Cataloguing Record:** there must have some options to edit the bibliographic record of the information sources already entered into the library automation software. In addition to that batch editing option is an additional feature may be incorporated to edit bulk records at a time to make
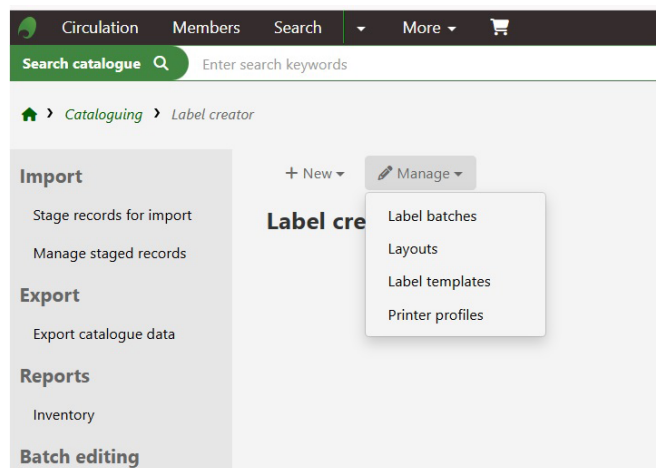
Figure 4: Barcode / Spine Label Generation window in KOHA ILMS

the task easier.

c.   Barcode / Spine Label Creation: we know that the barcode helps to smooth circulation functionalities, stock verification processes, etc. and the Spile label helps to organize library materials on the shelf and findings of the same as per requirements. The modern cataloguing module must has the facilities to generate Barcode Label or Spine Label against all the recorded data of the sources of information of the library.

d.   In addition to the above many other options must be there in a present-day cataloguing module such as different types of report generation facilities as per requirements, configuration of various functions and activities, etc.

3. CONCILIATIONS

We should keep in mind that a modern cataloguing module must be able to function through network environment with multiuser accessible facilities and having different related standards and framework incorporated with it. It must have some advanced level tools and techniques to control and supervise all the function and activities. It must be fitted with the linked data environment having capabilities of recording as well as maintaining of necessary linked data to enrich the collections of the library. It should be able to cope up with each and every challenge related with its functionalities. It also has the capabilities to organized traditional as well as multimedia-based information resources with Artificial Intelligence based control and supervision.

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MANAGEMENT OF STRESS IN THE ACADEMIC LIBRARIES

Dr. Shyam Prasad Ram[1]

Abstract

Stress can vary depending on the individual and circumstance. Techniques like mindfulness-based approaches, time management, cognitive interventions, and relaxation exercises are all part of stress management. The objective of this paper is to make academic librarians aware of the stress-reduction strategies that are essential for avoiding the stress that comes with the current trends in academic librarianship. An analytical review on the stress management in academic libraries due to various factors was attempted by thoroughly analysing various journals and other primary sources. The causes of stress, positive and negative effects of stress in the library profession were traced under the study. It describes about the stresses in library environment, reasons of stress in the library and how to manage stress in the library. This paper concludes that in a digital library environment, ways to deal with stress are to foster a supportive environment, value individual diversity, identify stress symptoms, and address problems as they come up, think about team building, allow for autonomy, and have a backup plan.

Key Words: Library profession, stress, stress management, academic libraries.

1. Introduction:

An organisation is group of people working towards common objectives, which develop and maintain stable and predictable behaviour patterns. Management is commonly defined as "getting work done through people". This definition explains the signification of the role of the people in the organization. The work will not be done unless people want to do their work, and if the work is not done there will be no organization. Hence

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it is the cooperation of organizational employees, which is crucial to the success or failure of the organization. Libraries are different from business organization being service oriented organizations. Stress is an inevitable part of today's fast life. It is very essential to manage stress in libraries as it affects not only the individual and organization but also society at large. Now library profession is being changed due to the advent of information technology in the age of information explosion. The technology is progressively replacing the old methods of information collections, storage and retrieval so that library profession is becoming very hectic that is the reasons of stress.

2. Concept and definition:

Stress may be considered as any physical, chemical or emotional factor that caused bodily or mental unrest and that may be a factor in causing disease. Physical and chemical factors that can cause stress include trauma, infections, toxins, illness and injurious of any sort. Emotional causes of stress and tensions are numerous and vary. While many people associate the term stress with psychological stress, scientists and physicians use this term to denote any force that impairs the stability and balance of bodily functions.

The Stress is derived from a latin word "stringere" which means to bind tight and it is also the shortened form of distress, which denotes noxious human experiences. House Selye who introduced the concept of stress in life science. According to Selye, stress is defined as the non-response of the body to any demand made upon it. Hans Selye was one of the founding fathers of stress research. His view in 1956 was that "stress is not necessarily' something bad- it all depends on how you take it the stress of exhilarating, creative successful work in beneficial, while that of failure, humiliation infection is detrimental".

Stress is the psychological, physiological and behavioural response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which over a period of time, leads to ill health. Stress has been used to denote any of three thing: an excessive environmental force, the harm caused and the individual reaction in such a situation.

What is Stress Management?

Stress management is the alteration of stress and especially chronic stress often for the purpose of improving everyday functioning. Stress produces numerous symptoms which vary according to persons, situations and severity. These can include physical health decline, as well as depression. The process of stress management is one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management is the best way to manage anxiety and maintain overall well-being.

3. Symptoms of Stress

1. Physical- Sleeping problems, headaches, rapid heartbeat, pains, blood pressure, difficulty waking up in the morning etc.

2. Feeling- Fear, sadness, moodiness etc.

3. Thoughts- Constant worry, negativity, frustration, self-criticism, confusion, visualizing failure etc.

4. Causes of stress:

- Poor planning
- Continuous unreasonable performance demands
- Lack of effective communication
- Lack of job security
- Long working hours
- Office politics and conflict among staff
- Insufficient resources and infrastructure to do the job
- Not feeling appreciated
- Repetitive work
- Low pay
- Funds problem
- Lack of training and development programmes
- Lack of reading materials
- Lack of staff
- Pressure of authority
- Organizational change

5. Positive effects of stress

Stress is valuable under certain circumstances, e.g. sports, making speeches and taking examination. Without stress, we would be unable to react the situations quickly and would not have the stimulation, we need to think and act. Stress provides life's energy, and keeps us from being bored.

6. Negative effects of stress

The negative effects of stress show particularly when a person allows stress to remain in the body, usually when there is no chance to take the necessary steps to release, a stress response that is too strong or too long. The negative effects of stress shoe up in three ways in particular:

A. Unsuitable behaviour

B. Lower energy and performance levels

C. Poorer health

7. Stress in libraries

The stresses in library environment can be broadly divided into following types:

1. Technostress: "Technostress" (computer related stress) covers that range of chronic human psychological problems that may result from the use of automation. It is a common problem for librarians, is a combination of performance anxiety, information overload, role conflict's and organizational factors. Rapid technological change has become a fact of life in the libraries. The development and application of information technologies in libraries is the major stress for LIS professionals. Due to rapid change in computer and hardware and software is a common phenomenon in almost all libraries.

2.   Job security stress: the application of information communication technology has compelled the library professionals to acquire new knowledge along with the traditional library functions and services. On the contrary, there is limited scope for them to undergo in service training programme, higher studies, refresher course etc. which has increased a considerable amount of stress among professionals.

3.   Physical stress: in the digital environment, sitting in front of computers for a long hour, working air-conditioned environment etc. have also resulted in the physical stress and illness.

8. Reasons of stress in library

❖   **Technological Change:** The information and communication technology (ICT) is a fast changing phenomena. Accordingly the application of ICT in libraries is also changing at an alarming rate, which creates stress among library professionals.

❖   **Changing Library Environment**: Many libraries have migrated from older manual system to automated systems and more recently to newer more sophisticated digital library systems. Staff members must unlearn old habits and procedures and learn to understand the new system

❖   **Change in Type of Document**: In addition to hard copy, most libraries are now acquiring at least some materials in alternative formats, such as CD-ROM or electronic documents or digital format. These materials, which were once handled on an ad hoc basis, must now be incorporated into the normal acquisitions workflow.

❖   **Change in Library Physical facility:** Problems or changes in physical facilities have become a vital problem in today's libraries. With the increased use of electronic formats, the library authorities are reluctant to expand facilities to cope with increasing space requirements. Some libraries are actually moving into new facilities with less space or losing space to other functions. But the hybrid type of libraries having both print and non-print documents face much problems relating to change in physical facilities of the library.

❖   **Changing users demand:** With the development of various micro subjects, information explosion, time bound academic programmes etc users attitude towards pin pointed information have changed. Accordingly the acquisition, organization and retrieval of information in quickest possible time have given a tremendous amount of stress in the mind of library professionals.

❖   **Reduce staff strength:** Restructuring, layoffs, loss of staff positions, and doing more with fewer people have become increasingly common which has been a source of stress with the increasing workload. . Further problems such as illness, disability, or death of a member of the library community have a growing impact on co-workers.

❖   **Lack of respect and recognition:** library staff members are also distress at a lack of respect and recognition in their interpersonal relationships. Public services

librarians and administrators usually report this as a lack of recognition of the library's role and value by people outside the library.

❖ **Inter-organizational conflicts:** There are interdepartmental conflicts, tensions between professionals and non-professionals, competition for status and resources, irritable and negative coworkers and gossip.

❖ **Career Stage:** Most of the position of library staff in many state has no proper promotion channel like other department's employees as the result employees approach becomes negative and ultimately leads to them stress.

❖ **Loss of books**: Many institutes do not follow the rules of Government for loss of books which creates stress among library professionals.

9. How to manage stress:

➤ The first step to effective stress management is gaining knowledge of how stress operates in one's life and the role that various types of stressor and coping strategies can play in hurting stress .

➤ Library administration should assess the degree to which all staff members receive clear, timely, and full information relevant to their jobs and their contributions to the organisational mission.

➤ Identified gaps and deficiencies should be remedied, policies, goals, rules and expectations should be made as clear and explicit as possible for each staff member.

➤ Librarians should provide staff members with the maximum feasible autonomy and control over their work including participation in collective decision-making.

➤ Librarians and others in authority should continually monitor the physical work environments of staff members for sources of stress and strain.

➤ Orientation programs for new entrants into library are especially important.

➤ Administrators should be knowledgeable about development stages in careers and the special stressor that are associated with the various stages.

➤ Libraries should explore the development of dual career tracks and associated reward systems so that those who lack administrative interests and aptitudes can have satisfying and high status careers in the technical or service arrears of librarianship.

➤ It is very important that librarians are as well trained as possible for carrying out their complex responsibilities, so the job demand do not rise faster than competence, thereby contributing to strain.

10. Conclusion:

Elimination of stress is unrealistic, since stress is a part of normal life. One reality of the twenty-first century is that LIS professionals are faced with constant challenges in their working environments. This is particularly true for LIS professionals of digital Library Environment, not only

because of the role they play inside their libraries but because users expectations always seems to exceed library's capacity in terms of documents, infrastructure facilities, finance, staff etc. It is simply not possible to remove all sources of stress in the digital library workplace but, the library managers can manage stress among their teams which will help to reduce some of its consequences, such as: poor morale, reduced performance and team conflict. The best way to manage stress in digital library environment are: create a supportive culture; appreciate people's differences; recognize the signs of stress; resolve issues as they arise; consider teambuilding; enable autonomy; and have a contingency plan

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FLAWS AND LIMITATIONS OF MAX WEBER'S IDEAL BUREAUCRACY IN THE CONTEXT OF SOUTH ASIAN DEVELOPING COUNTRIES.

Suchetana Dhar[1]

Abstract

Bureaucracy is organised and formalised highly with impersonal nature. It can be said as a system of government with large number of officials using power through and from the decisions made in the writing desk. The objectives of the study is to focus on firstly the basic understanding and the concept of Max Weber's Ideal form of Bureaucracy and also to identify the criticisms from various other epistemologies and mainly will try to look at the flaws of this Ideal Type in its application in developing countries' administration. The qualitative method was applied for this study through analysis of various primary and secondary sources and mainly analysing the case studies of different developing countries' like China, Pakistan, Liberia, Indonesia etc.

This paper is an attempt to look at whether Max Weber's model of Ideal Bureaucracy is suitable for the governmental operations in the developing countries or not. The case studies shown in this paper from different South Asian democratic countries like China, Pakistan, Bangladesh, Indonesia, India etc. reflect the fact that the currently fashionable public value approaches of different environments of countries and neoliberalism down the rational authorized bureaucracy in some fields. It was found that Weber's Ideal type of Bureaucratic Model is extremely westernised and formal in nature. Professionalism and technical rule bound ethical personality is highly needed to follow this model.

Keywords: Bureaucracy, developing countries, ideal bureaucracy, Max Weber

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Introduction

What is bureaucracy? The old French Word "Bureau" refers to writing desk and Latin word "Cracy" means power, so in one line bureaucracy can be said as a system of government with large number of officials using power through and from the decisions made in the writing desk. The German sociologist, Max Weber says that bureaucracy is an institution that is organised and formalised highly with impersonal nature. How does this bureaucracy work? Weber has his own unique model and theory through which he is claiming his model of bureaucracy is ideal and universal in nature. But in many cases it can be traced that the applied mode of classical theory of Webarian Bureaucratic model seems to be unfit with the changing nature of democracies in modern politico-administration of different developing countries causing lots of problems mainly corruption and imbalance in the working of the government. In reality, in the developing countries mainly in South Asia where Spectrum of new public management, postmodern administration, and good governance are playing pivot role, in this environment the model of strictly rule adhered, rigid bureaucracy is acting severely problematic.

The work will specifically focus on the reason of the bulky and complicated nature of bureaucratic corruption in India, possibly generated from the unfitted model of bureaucracy, and also how this is enabled by the ground level citizens of India at every level, for smoothing their daily life rather than fighting with this epidemic. Thus, the pledge, taken in the Preamble of the Constitution of India on 26th November, 1949, is in a stake now.

Objectives:

The objectives of the present work are as follow:

i) To focus on firstly the basic understanding and the concept of Max weber's idea form of Bureaucracy.

ii) To identify the criticisms from various other epistemologies.

iii) To look at the flaws of this ideal Type in its application in developing countries' administration.

Methodology

The use of qualitative method was applied through analysis of primary resources and secondary data as well and mainly analysing the case studies of different developing countries'(like China, Pakistan, Liberia, Indonesia etc.) administration based on the primary and secondary written documents and finally comparing those countries' bureaucratic features with Weber's claim of ideal features and to see whether those countries' administration is following Weber perfectly or not. This study will also attempt to explore the Sala Model given by Fred Riggs as an alternative bureaucratic system workable in the selected developing countries and will also refer the other possible alternative models of bureaucracy that will work better in the developing countries especially in India.

Ideal Bureaucracy of MAX WEBER

German Sociologists Max Weber who is the pioneer of bureaucracy theory of management and established a connection of bureaucracy as an administrative organisation with politics and society. He developed a technical definition with the importance of mode and types of administration. Weber named his model of bureaucracy as Ideal Type in nature that criticised the distinction between bureaucracy and democracy given by Michel. Famous Indian scholar of Public Administration, Mohit Bhattacharya rightly said in his *New Horizons of Public Administration* that "In Webarian formulation, bureaucracy is not be confused with the civil service. It refers to the sociological concept of rationalisation of collective activities." Weber's idea of bureaucracy is closely related to his ideas on legitimacy of authority. For Weber Authority was identical with *"authoritarian power of command".* (Weber, 1987)

Basic Features of Ideal Type of Bureaucracy by Max Weber

- Division of Labour
- Hierarchy of authority (Legal Ratio nal)
- Formal Selection based on qualifi cation
- Impersonality
- Specific salary system from state fund
- Career orientation

- Strict adherence to Rules Regula tions and Procedures
- Record Keeping trough written doc uments
- Technical competence
- Specification efficiency and effec tiveness.
- Neutrality

Weber in his scholarly work The Theory of Social and Economic Organisation (later translated in English by Talcott Parsons and A.M. Handerson in 1987) designed his legal rational bureaucracy that has some strict rigid characteristics. Firstly, the bureaucrats are allowed to use their authority only in the boundaries of their official capacities after that in their personal sphere they are totally free. It also means bureaucrats cannot take decision based on their own skill and intellects in their official sphere for implementation of policies rather they are totally rule bound. Secondly, a strict division of labour is present in Weber's ideal type where there is a clear structure that organized civil servants in a sharp defined hierarchical shape of offices. Every lower division's work of the department is instructed to be controlled and supervised under the higher division office of the department. Thirdly, each office of administration has a clear specific sphere where super competence has to be shown in the legal sense. It also includes a mind-set of strong obligations that tied the hands of officers and they perform their functions that has been already marked off in legal handbook. The provision of the incumbent with the nec-

essary need are authorized to carry out this functions. The office is designed by a free contractual impersonal relationship. In principal there is no free selection. The officials will be selected strictly on the basis of technical qualification which is tested by examinations and also guaranteed by diplomas certifying technical training and intellectualities or both but in the official sphere they do not at all have the freedom to use those. They are appointed by a fixed commission and not elected by people or anybody. That's why they are non-political executives. The officials are authorized and remunerated to have fixed salaries and they also enjoy the right to pensions. The officers are always free to resign from their post if they feel to do so and their appointment can also be terminated by the employing authority under certain circumstances of corruption, incompetency, inefficiency, personal partiality etc. The salary scale of the officers is primarily structured through the grade system according to their rank in the hierarchy, but in addition to this their responsibility of the position and the requirements of their incumbent's social status are also be taken into account seriously. Every officer should treat their office as their sole occupation of the incumbent that they call as their "Duty". Weber's theory of ideal type can be considered as a choice of career of administration as civil servants with the fascinating system of promotion based on seniority the hierarchy and official efficiency and achievement. Here, promotion is partially dependent on the judgement of superiors and his/her competency. The officers will

keep their administrative roles separate from the ownership of the production of the office, refraining from exploiting their positions for personals gain. The officers are strictly trained to be strong in the decision making process and their approach of doing so should be systematic and disciplined and the conduct of the office will be totally concentrated in the control of the bureaucrats. (Weber, 1987)

Ideal Bureaucratic model: Under a critical lenses:

So, from the above analysis of Weber's Ideal type of Bureaucratic Model, it can be said that it is extremely westernised and formal in nature. Professionalism and technical rule bound ethical personality is highly needed to follow this model. Here, this essay tries to focus some flaws of this theory.

Firstly the claim to be an Ideal type is itself not ideal at all but a utopia. Well! "What is Ideal?" Is not it a subjective issue? We all know ideal type is a mentally constructed map depends person to person, situation to situation, environment to environment. In reality, empirically saying, it cannot be found anywhere. This essay discusses several other flaws in Webarian model. Another problem of this theory are identified that it is not actually possessed by all kinds of formal associations. A 12 inch ruler kind of bureaucratic model is only applicable for stable government, with stagnant routine, not for changing environmental conditions. Thirdly, this is completely a closed system model because it did not give any

importance into the interaction between environment and organizations. In the application of Weber's theory, the presence of creativity and innovation is zero here. Fourthly, Weberian bureaucratic model due to its obsession with rules, engenders inability to cope with changing conditions of those post-colonial states that just got freedom from western colonialism. Trained incapacity is very much reflected here. This bureaucratic structure is only suitable for routine and repetitive jobs. That's why Mohit Bhattacharya rightfully said that Weber's bureaucracy should not be confused with civil service, it is a sociological concept or rationalisation of collective units. But using this model to design and structure the civil service institution in the developing countries leads to the problems in the operation of those institution. This theory has excessive concern with formal structure of the organization and that neglects human dimensions totally. That's why it can be characterised as Machine Theory.

Robert Presthus said that Webarian model as a product of alien culture which is fairly inadequate for imposition in developing countries. Webarian Bureaucracy is suited for developed nations where there was more informality and less welfare work.

Other important scholarly opinions in this regard are in the book *Social Theory and Social Structure* (1957) by Robert K. Merton, where in the chapter *"Bureaucratic structure and personality"* he analysed Webarian Ideal type bureaucracy and underlined four major limitations in the context of developing countries. One of the most important limitations he depicted that Weber neglected informal relationship totally that play unprecedented pivot role in any human organizations of developing countries. The dehumanization and tensed relationship with democracy are being spreader throughout Ideal type of Bureaucracy in every inch of developing countries. According to Merton, Webarian model gives more emphasize on rules and regulations than goals and objectives.

Peter M. Blau in his book *Bureaucracy in Modern Society* said that in a changing environment, the attainment of organisational objectives depends on the perpetual change in the bureaucratic structure. He also emphasized that a fresh look has to be adopted at the concept of rational administration in correlation with the different paradigms of third world countries.

Lloyd Rudolph and Susanne Rudolph argued in their article *Transforming the Boundaries of Political Science*, that the formal rationality and technology of Webarian model can contribute to organisation insufficiency. Because the source of alienation and resistance fuels the struggle for power against authority. The presence of patrimonial elements in bureaucratic administration mitigates the struggle as the presence of bureaucratic elements in the patrimonial administration enhances its efficiency. (Rudolph, 1979)Thus they both have challenged the central theme of Weber's model as the most rational type which is capable of attaining the highest degree of efficiency.

Another important article by Warren Bennis, who is the founding chairman of the Leadership Institute at the University of Southern California, in his book *"Beyond Bureaucracy: essays on the development and evolution of human organization" (1973)* said that Max Weber's bureaucratic model has become outmoded in various developing societies. He gave a, proper assessment of classical theories of organizations and its modern real practice with its far reaching examination of causes and consequences. He discussed the dysfunctions of the Ideal bureaucratic model, including those dealing with division of labour and specialization, uniform rules and procedures, hierarchy of authority, impersonality in interpersonal relations, and lifelong career and loyalty to the organization and gives a clear distinctive discussion on emerging models, which are the antithesis of ideal bureaucracy, including system 4 design, school-based management, transformational leadership, total quality management, and restructuring focused on student achievement (C.Lunenburg, 2010)

Simon and Barnard said that Weber developed his thesis on the basis of structural approach. Hence, the model made by him cuts down the efficiency of administration, that can be enhanced through informal relations and unofficial practices.

Talcott Parsons questioned the internal consistency of the ideal type of bureaucracy.

H. Zafarullah in his book *"Understanding Bureaucracy" (1992)* showed how the political powers are totally mixed up with administration in various developing countries unlike western developed nations where bureaucracy still remains structurally subordinate to politics, and vice and versa the bureaucrats also have excessive impact on governance because of their ability to mobilize political support and to deny their administrative skills and technical practice. So the essence of his book has been summed up by saying that Ideal type bureaucracy is devoted to present the lack of neutrality of bureaucrats in policy implementation in the hands of politicians.

Reinhard Bendix, a famous intellectual biographer of Max Weber in his book entitled as *Higher Civil Servants in American Society* (1974), argued against the belief that it is possible to adhere to a rule without the intrusion of general social and political values. He felt that all the rulers have to be applied to particular cases. The officials have to decide whether a case falls under a rule or not. In making such decisions, they are influenced by their attitudes.

According to Weber in his book "*The Economy and Society*" (1968), Modern legal rational bureaucracy, organizations are rule bound, specialized, hierarchical, and meritocratic and all the civil officials are "salaried" from state budget. Exploiting the prerogatives of office for personal gain, such as by taking bribes or pocketing public revenue is severe corruption as depicted by Weber. In Weber's terms, modern public officials are not allowed to have "ownership of the means of production or administration"

Here the question that naturally emerges is: Is Max Weber's Ideal form of bureaucratic model is ideal especially for developing countries in reality? This essay replies with resounding no. However if we consider Webarian model of ideal bureaucracy as universal, then we cannot able to identify the many other alternatives organizational models of developing countries that do not follow Webarian prescriptions.

Case Study of China

One of the important examples of this alternative models is, China's Bureau Franchising Model. Yuen Yuen Ang, professor of Department of Political Science at University of Michigan, in his article Beyond Weber: Conceptualizing an alternative ideal type of bureaucracy in developing context, gave an extremely different and fascinating organizational model of "Bureau-Franchising" that is a paradigm shift in bureaucratic governance, practiced in Contemporary People's Republic of China that criticises the full state funded bureaucratic system designed by Weber. In the realm of public administration, Max Weber's ideal bureaucracy has long been regarded as the gold standard. However, the limitations of this model have become increasingly apparent, particularly in developing countries where resource constraints and budgetary shortages are endemic. In response to these challenges, China has pioneered an innovative approach to bureaucratic governance: the Bureau Franchising Model. This ground breaking framework combines the hierarchical structure of traditional bureaucracy with the high-powered incentives of fran-

chising, yielding a unique and dynamic system that is redefining the contours of public administration.

The self-financing mode is sanctioned and even deliberately incentivized by state rules of China. This self-financing and revenue generation gives birth to a new era in public administration.

Although such a model violates several Webarian tenets of "ideal" bureaucracy, it is successful to establish a great organized administration in China that made the Weber's claim of Universal model of bureaucracy, vague and fade here. At its core, the Bureau Franchising Model represents a fundamental departure from the Weberian ideal. Rather than adhering to a rigid, rule-bound framework, this approach emphasizes flexibility, adaptability, and self-sustainability. By granting public officials and agencies a significant degree of autonomy, the model incentivizes them to generate revenue and assume ownership of their operations. This, in turn, fosters a culture of entrepreneurship, innovation, and accountability within the bureaucracy.

One of the defining features of the Bureau Franchising Model is its hybrid structure. By integrating the hierarchical appointments of traditional bureaucracy with the high-powered incentives of franchising, the model creates a unique dynamic that drives performance and efficiency. Public officials and agencies are motivated to excel, as their compensation and career advancement are directly tied to their revenue-generating capabilities. The Bureau

Franchising Model has far-reaching implications for public administration. By empowering public officials and agencies to self-finance their operations, the model reduces dependence on state funding and mitigates the risks associated with budgetary shortages. Moreover, the emphasis on revenue generation encourages public officials to think creatively, develop innovative solutions, and cultivate partnerships with the private sector.

The Bureau Franchising Model is characterized by a bifurcated state structure, comprising a small core of bureaus and a sprawling periphery of extra-bureaucracies. These extra-bureaucracies are authorized to generate non-tax revenue, supplementing their basic budget allocations. Officers within these bureaucracies exercise partial ownership rights over the revenue they generate, further aligning their interests with those of the state.

Of course, in Webarian form of developed industrialized countries the government is able to fully pay its officials. In the western developed countries where an advanced mode of market economies prevails and runs the society, in that context Weber is ideal and right to establish a predictable and non-extractive administration. The Weberian model assumes that public organizations should not retain the income they generate, instead submitting it to the state treasury for reallocation. However, this approach neglects the importance of incentives, entrepreneurship, and self-sustainability in driving bureaucratic performance. Moreover, the Weberian model is

often ill-suited to the needs of developing countries, where resource constraints and budgetary shortages are endemic.

In contrast, the Bureau Franchising Model offers a viable alternative to traditional bureaucratic systems. By combining hierarchy and incentives, the model fosters a culture of entrepreneurship, innovation, and accountability within the bureaucracy. Moreover, the emphasis on self-financing and revenue generation reduces dependence on state funding, mitigates the risks associated with budgetary shortages, and encourages public officials to think creatively.

The Bureau Franchising Model represents a paradigm shift in bureaucratic governance, one that is redefining the contours of public administration. By combining hierarchy and incentives, the model fosters a culture of entrepreneurship, innovation, and accountability within the bureaucracy. As the world grapples with the challenges of globalization, technological disruption, and fiscal austerity, the Bureau Franchising Model offers a compelling alternative to traditional bureaucratic systems.

Case study of Bangladesh

Anishuzzamen, M. in his article *"Democracy in Bangladesh: Bureaucracy Democracy's Rear-Guard"* (2012) shows the example of Bangladesh where bureaucracy experienced several ups and downs throughout British (1757-1947), Pakistan (1947-1971) and independent Bangladesh (1971-till) era. He gave a detailed assessment how the practice of ideal type bureaucracy created various problems like Corruption, Nepo-

tism, Inefficiency, and Lack of accountability within Bangladesh bureaucratic system that proves the limitations of Webarian model in south Asian developing countries. In Bangladesh theoretically the bureaucracy towards the large extent, follows the Webarian Ideal type characteristics such like:

- Division of labour,
- Hierarchy in Bangladesh bureau cracy (Minister-Secretary-Addition al secretary- Joint Secretary-Depu ty Secretary-Senior Assistant secre tary-Assistant Secretary),
- Strict rules and regulations bound behaviours of bureaucrats,
- Attitude of impersonality,
- Management by Administration and all

But in several case studies can be identified where Max weber's Ideal type remain no longer ideal in real practice in the socio-political situation in Bangladesh. The set of norms and rules, control of management to the lower level of organizations hierarchy, establishment of consistent rule bound behaviour – these basic features of ideal bureaucracy are flowed away as Bangladesh does not have no consistent and unified rule of management till now. Political parties, civil societies, several social groups rule the bureaucracy just like other third world countries. Overlapping responsibilities and mixture of public- private life challenged the characteristics of fixed division of labour among bureaucrats. Principal of hierarchy is also getting affected because of politicization of bureaucracy and illegal relations among bureaucrat and politicians break down the unity of command. According to Weber, recruitments of bureaucrats should be based on qualification, experience and competence of individual but in real practice Bangladesh bureaucracy is more familiar with personal interest and political relations with religious militants in terms of recruitment of officials.

In this situation question arises where are professional bureaucrats in Bangladesh? Can't we see the burning examples of corruption nepotism leaded by unskilled bureaucrats? This essay clearly replies no. Weber's policy of perfect Documentation is also invisible because of lack of accountability, responsibility, weak monitoring and corruption.

Case study of Pakistan

Shaikh, Islam and Jatoih, (2018) in their article *Bureaucracy: Max Weber's Concept and Its Application in Pakistan* shows Max Weber's concept of bureaucracy through the assessment of Pakistan's civil service and administration where military and army administration plays an important crucial role. The study attempts to show how the basic principal function of bureaucracy is to implement the policies of the government like representation of the national interest, particularly when democratically elected, through bureaucratic skills and here this paper will try to know, how this professional, technical skill depicted by Max Weber is absolutely missing in Pakistan. The rigid, not at all flexible, strictly rule oriented, stagnant nature of

the civil servants as predicted by Weber got terrible worsen picture, getting harmed by political and military interferences. The traditional role of civil servants' to provide smooth continuity in governance and daily life, irrespective of the vagaries of changes in government is to be followed. But here in practice the opposite is applied. While often getting involved in their advisory capacity, civil servants are noticed more to be actively involved in policy execution, rather than policy formulation. While to formulate and implement the various policies of the state, they should assist and guide the political leadership of the state based on their expertise, it is strictly adhered that they will not intend to have any decisive or authoritative role steering the ship. The politicians are the only authorized class to formulate policies as the elected representatives of the state. But the study from the grassroots level administrative blocks of Pakistan shows clearly that the military bureaucracy of Pakistan fully transformed with the flow of ideal, conventional bureaucratic civil service became more rigid and inflexible, extreme lack of stifling of innovation and reflection without a trained and selected officers. While here the nepotism between the military and the political leaders on the other side creates high level of corruption, and mechanically rolling on in its functions rather than impeding constructive initiatives and routine business of people's welfare. Therefore, in the moment of reform and improve the existing social system and political operations, bureaucrats of Pakistan are poor players.

Case study of Liberia

The ideal typical biasness of most developing countries is creating a high problem in case of illuminating the problems within public sector management. Liberian bureaucracy is designed with its external and internal boundaries, the relative insignificance of specialized knowledge to bureaucratic roles and above all the idiosyncratic nature of bureaucratic career. These nature of administration certainly very far from Webarian standard of bureaucracy. But still Liberian bureaucracy cannot be entitled as Failed Bureaucracy as it is very much affective with implementations of policies and fixing of goals. Here also the political relations, changing environmental effects that shaped the cultural hegemony of particular state must be taken as an important to analysis bureaucracy rather than strict rule bound stagnant bureaucracy.

Case of Indonesia

MUHADAM LABOLO in his article *Characteristic of Weber Bureaucracy and Its Relevance in Indonesia (2013)* shows that how several characters of Webarian model became outreached day by day in the context of modern organizations in Indonesia, where decentralized administration has emerged as a more effective and prestigious approach. This shift is particularly significant, as it acknowledges the limitations of traditional bureaucratic structures in addressing the complex socio-cultural issues that arise in a rapidly changing environment.

Max Weber's centralization theory, which emphasizes the concentration of authority and decision-making power, has proven ineffective and inadequate in the Indonesian context. The implementation of autonomy and the influence of globalization in neo-liberal Indonesia have created a need for more dynamic, flexible, and responsive bureaucratic systems. However, the essence of bureaucracy, as envisioned by Weber, is often missing in practice.

The principles of seniority and extreme obedience in hierarchy have created significant barriers to the growth and development of young bureaucrats in Indonesia. Seniority is often viewed as a means of perpetuating bureaucratic arrogance, which can stifle innovation, creativity, and competitiveness. This rigid adherence to hierarchy and seniority can result in a bureaucracy that is slow to adapt, arrogant, and resistant to change.

In many cases, bureaucratic appointments in Indonesia are made based on moral or humanitarian considerations, rather than merit or competence. This approach can lead to inefficiencies and ineffectiveness, as officials may not possess the necessary skills or expertise to perform their duties. The appointment of village secretaries, government officials, and teachers often reflects this trend, where moral and humanitarian considerations take precedence over qualifications.

Weber's ideal type of bureaucracy has been criticized in Indonesian context for neglecting the importance of human cul-

ture and organizational relationships. The practice of direct presidential elections and local government elections in Indonesia has highlighted the vulnerability of bureaucratic systems to political manipulation. At the local level, almost all positions are susceptible to political intervention, which undermines the principles of meritocracy and accountability. The challenges facing bureaucratic systems in Indonesia underscore the need for transformation. As noted by Arif and Putra, efforts to improve the quality of bureaucracy must prioritize morality as a key driver of change. This requires a fundamental shift in the values and principles that underpin bureaucratic systems, one that emphasizes accountability, transparency, and responsiveness to the needs of citizens.

The evolution of bureaucracy in Indonesia reflects the complex interplay between traditional structures, socio-cultural factors, and the demands of a rapidly changing environment. As the country continues to navigate the challenges of globalization, decentralization, and democratization, it is essential to re-examine the principles and practices of bureaucratic systems, with a view to creating more dynamic, responsive, and accountable institutions that serve the needs of all citizens.

Flaws in Webarian Ideal Type; Developing countries' context

This essay attempts to answer the doubts that emerges from the application of Webarian model of Ideal Type of Bureaucracy in the developing countries. The question

that was raised that, is the Weberian Model of Ideal type of Bureaucracy is relevant for Developing countries? If Weber's claim was yes, his model is universally ideal then why the developing countries are suffering from the epidemic of bureaucratic corruption and such a huge amount of mistrust of people to the bureaucratic organisations? This essay observes that as Weber is claiming his model as universal but on the other hand there are several types of limitations that is creating great problem in the application of Ideal Bureaucracy in several developing countries. First the theory of environment cannot be keep aside because Webarian model of ideal type is constructed in the context of highly developed and industrialized western societies and it was fully applied in colonies by the hands of those western colonizers. But after the second world war the high waves of anticolonial movements and achievement of independence shaped the structures of different administrative organizations of developing countries the then whose one and only agenda and challenge was to reform the economic and political structure of newly independent countries. Several political cultural economic and social changes occurred in this context it is impossible for Weberian model of stagnant bureaucracy to work properly. Secondly, Webarian tendency of embalming the other kind of organizations as "corrupted" is proved as a great fault with the successful practice of some different form of bureaucratic models in several countries. Where the attempt to implement Weber's model of bureaucracy forcefully with completely different paradigms of third world developing countries lead to the corruption at every level of administration, Thirdly, a great gap can be found of ideal bureaucracy in the application in Agrarian modes of societies where there are still high rate of illiteracy, poverty and lack of technicality are prevalent as a great curse. In various developing societies the rural interior areas are still agrarian in nature where we can found lack of functional classification, undifferentiated structures, communication gap, administrative functions are culturally motivated. As an example sometimes the priests or the Imams are controlling the administration with their traditional inscriptive values. In this context Webarian prescription full of division of labour, written documents of technical, hierarchy are actually nothing but UTOPIA and many other aforementioned limitations together prove that the Changing nature or environment of developing countries are still not ready to grasp the Webarian Ideal type model of bureaucracy properly. Weber's claim of universalism is actually a dream in the context of developing countries.

Now the question is what is to do? If the Webarian model of bureaucracy seems to be great misfit to the context of developing countries then how to frame the structure of administration here so that effectiveness will not get harmed and the smooth process of doing welfare of people will not get corrupted. Here this essay will try to focus on Fred Riggs's Sala model as an alternative model of ideal type bureaucracy.

Classical Vs. Developmental

Fred Riggs in his book *Ecology of public administration* (1961) observes the administration of developing countries and also the relevance of Webarian Ideal Bureaucracy in this context he pointed out some crucial flaws of Ideal Bureaucracy in the different socio political environment of developing countries and criticized the Webarian Model.

- Weber's ideal model of bureaucracy is not particularly relevant to the study of developing countries as it assumes a relatively autonomous administrative system.

- In the developed countries like USA, UK and France the administrative structures enjoy sufficient autonomy from other social structures. In contrast, in the developing countries, they are less autonomous.

- Weber's Ideal model does not facilitate the study of interaction between organization and its environment.

- Accordingly, he advocated ECOLOGICAL APPROACH to the study of public administration.

Riggs said Weberian model is not acceptable in developing countries which came up after Second World War. The independence movements and changing political cultural, economic environment shaped the structure of the different administrative organizations' functions. This structure did not enjoy the sufficient autonomy that

Weber basically assumes in his model in the context of developed western countries. Also Riggs showed in his book the in the developing countries (Transitional) the administration is involved greatly with development and upliftment of the society. So it is more important for them act as a welfare organization rather than strict administration. And this welfares cannot fit with Webarian model.

Riggs gave a different model of "transcia" society and named it as "prismatic society" which is not fully developed and industrial in nature and neither agrarian traditional or in another aspect mixture of both. According to him the developing countries' administration are prismatic in nature where there we can see Poly Functionalism is prevalent. Where Integration is less than Differentiation. The Webarian model is acceptable for western homogeneous society but not in heterogynous structures of administration. Again he said how a permanent stagnant model of bureaucracy cannot deal with the issues and features like Nepotism, Poly-communalism, Bajar- Canteen model of economy, poly normativism those are deeply rooted in the developing countries.

Re-thinking Weber in Indian Context

The "ideal type" bureaucracy can exist as a theoretical analysis in the public administration paper only. Weber's claim to be the most efficient way of running the administration and government is proved severely problematic in Indian perspective also. The largest democracy of the world, India

is carrying huge diversity in terms of race, sex, caste, class, religion, ethnicity etc. where a strict adhered rule bound bureaucracy with impersonal order cannot lead to prosperity of nation. However, in practical ground the administrative machineries cannot smoothly function only through the use of well-established rules and principles. This super emphasis on rules and procedures better known as "System" that follows only the codified of laws and written records; leads to inordinate delays in the administrative work, that we can call as or Red-Tapesm.

Especially, in India where highly dynamic environment is present in the society, civil servants or bureaucrats are expected to be adaptable in the changing social, political economic situation to tackle the challenges of highest order from top to bottom level sensitively.

India, since its birth as an independent nation and a developing country, still struggling to get lifted from the chronic disease of poverty, hunger and illiteracy. Furthermore India is also involved in intense struggle at border with its neighbours like China, Pakistan currently Bangladesh issues to safeguard its sovereignty. Hence, it can be said that the first most priority should be to settle the lower order needs; those are physiological needs, social needs, economic needs and empowerment, safety and security and these have to be satisfied with utmost importance and care.

An alternative bureaucratic model has been suggested especially for India by La Palambora who advocates the concept of Adhocracy for the Indian Civil Services as he claims this model will bring more flexibility suitable for the huge diverse nation. The model of adhocracy is more flexible, adaptable and informal organizational form that clearly negates the strict boundary of a formal structure. This kind of model operates as an opposite fashion to Ideal bureaucracy. These flexible and alternate characters of bureaucracy allow adhocracy to respond faster than traditional bureaucratic organizations by being more adaptable and welcoming to new ideas.

In India, the ruling party in the central and state governments, opposition parties, mafia rajs, pressure and interest groups always try to influence civil servants for their own personal and political interest. Under this immense pressure of hectic political activity, it is not expected to be possible for any administrator to act neutral and impartial only for the welfare of the people. It is only possible in the theoretical thought process of an "ideal" bureaucracy designed by Max Weber. According to Talcott Parson the administrators are no experts but they are generalists. So, the conflict arises from the theory of Weber, between the obedience of orders claimed by the "Body of experts" as Weber is claiming in his theory and those who possess the legal authority in reality in India.

Blend of Ideal Type with Dynamic Administrative and Bureaucratic Reforms

However, we have to be cautious about the fact that the importance of legal rational

authority is crucial for the safeguard of any democracy. So, it is not possible to entirely write off the legal-rational model of bureaucracy. As it is expected to ensure that the chairpersons of the power will never turn to authoritarian and dictators as it is very much possible in traditional model and charismatic model of authority. In current scenario, the arrival of e-governance strengthened the rigidity of rules and laws, but it has plugged the gap between government and citizens by ensuring transparency in the administrative works (Right to Information Act, 2005) and promoted better Centre-state relations and most importantly it reduced the cancer of bureaucracy that is corruption and thus tries to ensure and deliver the better form of public service and the efficient implementation of welfare policies.

So it is needless to say that the thought of complete isolation of the administration from the evils is quite impossible but we can take Weber's Ideal model of bureaucracy as a reference and guide to bring our country on the track of progress. We need Weber's bureaucracy as to follow as reference because it gave a rigid structure of organization just like skeleton in body , but on the other hand Adhocracy makes the flexible muscles under which the disease emerges from the traditional limitation of being rule bounded, rigid hierarchy, ivory tower approach, personality detachment etc. can be treated and overcomes easily.

In my opinion, in the developing countries like India, China, Pakistan, Bangladesh, matrix type of organization is highly required because that allows the rotation between field level officer and secretariat officers on time to time basis, so that the process of policy formulation and its execution will be more real and smooth.

Developing countries especially India has a vast amount of social and human resources. The focus should be on the training and use of this resources that will provide a proper and multi interaction between people and bureaucrats. Involvement of multi actors will also help bureaucrats to have innovative approach confidently with involvement and more importantly the support of common people. System 4 and Theory X type of approach is needed here where there will be a harmony between formal and informal systems and that will face uncertain problems more effectively.

In India, the example of adhocracy can be traced in the governmental structure. ISRO (Indian Space Research Organization) in its initial years worked as an adhocracy. It was realized that the establishment of bureaucratic departments in space research, at its beginning of race, is a complete failure of understanding and that can choke the flow of innovation with its strong rope of red tapes.

As Punchhi Commission rightly observed and recommended that to relief the officers from routine work and promote them for innovative steps for different problems by giving more autonomy and coordination with field level agency and increase more number of front line manager type of officers.

So, finally the essay can conclude with the statement that the complete rejection of Max Weber's Ideal Bureaucracy model is not appropriate. Either accept and implement it forcefully irrespective of the complete different socio political environment or totally reject it; choosing any of these extreme poles will be a naïve approach. In the wave of neo liberalism, globalisation and changing international world order, all across the multipolar world, bureaucracies and administration have been re-invented on the spatial and temporal dynamics through the values of NPM, NPA. Best example of it can be drawn from China and India's example. Moreover, it cannot be ignored that the application of Adhocracy approach blindly can increase anarchical situation in government and private organizations and also may generate societal entropy which are completely unexpected and antithetical for long term management process.

So, the relevance of bureaucracy and its existence depend on impersonal, fresh political will and frequent administrative reforms with the changing time and relevant with the changing dynamic need of the society contextual basis. The problem of bureaucracy can only be reduced if all the countries will structure their model of bureaucracy as per their immediate and long term goals.

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YOGA AS A STRESS MANAGEMENT INTERVENTION: A STUDY ON TEACHER TRAINING COLLEGE STUDENT'S CURRICULUM-RELATED STRESS.

Dwipen Sarkar[1]

Abstract

In today's fast-paced world, stress has become an ubiquitous phenomenon, permeating every aspect of daily life. A multitude of factors, including excessive workload, academic pressures, personal problems, and health concerns, collectively take a profound toll on mental health. Students, in particular, face significant stress related to their educational pursuits, with examination burdens and academic expectations being prominent contributors to their distress. This pervasive stress can have far-reaching consequences, underscoring the need for effective stress management strategies to mitigate its impact. This study investigates the effectiveness of yoga as a stress management technique to combat stress regarding curriculum among teacher training college students. A survey was conducted at two teacher training colleges, one government-aided and one private, to assess the stress levels of students related to their teacher training course. A questionnaire was administered to students before and after a 6-week yoga session to measure changes in stress levels. The results show a significant difference in mental health between the pre- yoga and post-yoga phases, with yoga reducing stress related to curriculum structure, syllabus, evaluation process, and assignments. The findings suggest that yoga plays a significant role in managing stress levels among teacher training college students, highlighting its potential as a valuable tool for promoting student well-being.

KEYWORDS: Teacher's Training College students, Curriculum, Stress management, Mental health, Yoga.

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INTRODUCTION

A Teacher plays an important role in a student's life. Beyond mere instruction, teachers motivate, inspire, and encourage students, wielding significant influence over their educational journey. To equip future educators with the necessary skills, Teacher Training Courses (TTCs) provide comprehensive professional training. In India, the National Council of Teacher Education (NCTE) prescribes various TTCs, including B.Ed, M.Ed, D.El.Ed, and B.Ed Special Education, which encompass theoretical knowledge, practical pedagogy, and skill development through internships, projects, and fieldwork etc. However, students in these institutions often struggle with curriculum-related stress, underscoring the need for effective stress management strategies. This paper explores the potential of yoga as a stress management tool for TTC students.

Yoga is an ancient science, which originated in India .It is derived from a Sanskrit word "Yuj" meaning "Yoke"or "union" which means 'to draw together', 'to bind together' or 'to unite'. The main aim of Yoga is to unite body, mind, soul, and universal consciousness. With various styles and approaches, yoga can be adapted for educational settings, promoting a unitive state among students.

This research has consistently shown that yoga and pranayama can mitigate stress among TTC students, highlighting the benefits of integrating yoga into their curriculum. By exploring the role of yoga in managing curriculum-related stress, this study aims to contribute to the development of holistic stress management strategies for future educators."

OBJECTIVES

The primary aim of this project is to:

- To observe the cause of stress among Teacher's Training college students.
- To find the role of Yoga on stress among the students.
- To evaluate the result of Yoga on managing curriculum related stress.
- To know about the various types of Yoga techniques, this generally helps to reduce the stress.

METHODOLOGY

This is a survey based Research, where primary data is collected for critical analysis and interpretation of theresult.

Population: Two Teacher's Traning Colleges of North 24 Parganas district has been selected for the purposeof study.

Sample Size: Two Teacher's Traning Colleges that are selected: Satyapriya Roy College Of Education and Arya Bharat Siksha Pratisthan .

Total 90 students are selected as a whole from the two colleges of B.Ed section having 45 student respectively.

Sample Technique: Stratified Random sampling technique is used for this study.

Tools: Primary data is collected using survey based questionnaire, where20 simple questions are framed in a3 point scale and the respondents are requested to answer these questions with correct information.

Procedure of Data Collection: The total selected 90 students are divided into two group-

a) Intervention Group: 45 students of Satyapriya Roy College Of Education are selected for this group, where the students are given lecture classes on stress reduction and 18 sessions of Yoga therapy for 6 weeks.
b) Normal Group : Remaining 45 students of Arya Bharat Siksha Pratisthan are selected for this group, where the students are given lecture classes on stress reduction for 6 weeks without any Yoga therapy.

Before the beginning of the 1st week questionnaire is given to all the 90 students and requested to answer these questions with correct information and after 6th week, the same questionnaire is given to all the 90 students and requested to answer these questions with correct information to analyse the before and after response of the students towards Yoga lecture and therapy.

Procedure of Data Analysis and Interpretation: The information obtained from the questionnaire of both the group is statistically analysed by taking group b as control. By comparing the responsiveness of group a with respect to group b the result of Yoga therapy on stress management can be detected.

Modules Used In Yoga Therapy:

In the Session of Yoga Therapy given to the students, the modules used are-

Module	Description	Benefits	Round /Time	Dura-tionPer Day
Sukhasana	• Firstly, spread a mattress, Yoga mat or durrie on the loor and sit on it. • Then, fold your left leg ensuring it touches the righ thigh. • After that, fold the right leg ensuring it touches the left thigh.	Sukhasana might be helpful for heart diseases, lower back pain, cholesterol, weight management, de-stressing, pregnancy, blood pressure, etc.		3 mins

	• Place your hands around the knees. • The palm should face upwards, and the thumb and forefinger Should form a loop. • You have to then ensure that your head and body are straight. • The spine should remain erect, and the breathing should be normal			
Uttanasana 	• Start with a standing position, keeping your spine straight and bal-ancing your weight equally on both feet two inches apart. • Inhale and extend your arms above your overhead. • Exhaling, stretch the body from the waist and bend forward from the hips with a flat back. Then, slowly fold down towards your feet.	Uttanasana helps to re-duce stress and fatigue, stimu-lates the liver and kidneys, and relieves headaches and insomnia. 69	3 times	5 mins

	• Keep the spine straight and do not let it curl as you fold your upper body till the trunk gets parallel to the floor. • If you have difficulty bringing your trunk parallel to the floor, you may bend your knees and bring the chest towards your thigh as much as possible. • Keep your legs and spine extended. Allow your hands to rest on the ground beside your feet. • Now, exhale and move your chest towards your knees, lifting your hips and tail bone a little higher. • Allow your head to relax, moving it gently towards your feet. • Focus on your deep breathing action and hold this final posture for 10-30 seconds.			

	• To return to the original standing pose, inhale and stretch your arms forward and in the upward direction. Then,slowly raise to a standing position. • Exhale and place your arms down to the sides. This ompletes one round of Uttanasana yoga.			
Balasana 	• At first, kneel on the ground. Take a deep breath, spread your knees as wide as your hips, and try to touch you toes together. Then slowly bend your head between your thighs as you exhale. Your shoulders must lie on your hips.	• Balasana or resting Pose has therapeutic benefitsfor anxiety, stress, depression, sleeping difficulties and fatigue.	3 times	5 mins

	• If you find any difficulty while kneeling the head on the ground, then you may use a prop such as a block or a bolster. Your knees might widen while doing these steps.If the head barely reaches the ground, support may be provided by a prop positioned under the head. The chest may rest gently on the thigh. You may feel stretch in your hips and shoulders. • To maintain a straight back and minimise injury, placing a blanket over the heels and under the sitting bones may be helpful. While doing balasana, you may feel stiffness in your hip joints. It might be because the body might be pulled down by gravity rather than by the muscles.	• This asana may activate the limbic system which helps the body respond tointense emotions such as fear and anger by activating the fight or flight response. • It may induce relaxation and relieve tension. • It increases blood circulation to the head.		

Pas-chimott-asana	• Sit up with the legs stretched out straight in front of you, keeping the spine erect and toes flexed toward you. • Breathing in, raise both arms above your head and stretch up. Breathing out, bend forward from the hip joints, chin moving toward the toes. Keep the spineerect focusing on moving forwards towards the toes, rather than down towards the knees. • Repeat this movement two or three times. • Drop your head down and breathe deeply for 20-60 seconds. • Stretch the arms out in front of you. • Breathing in, with the strength of your arms, come back up to the sitting position. • Breathe out and lower the arms.	• Performing this yoga regularly can help you relieve back pain. • This yoga pose is also good for your mental health as it can help improve symptoms of stress and depression.	3 times	6-7 mins

Savasana	• Start by lying flat on your back with your legs apart but not wider than your mat. Keep your arms at your sides with palms facing up. • Keep your eyes closed, face relaxed, and focus on breathing deeply. • Allow your mind to focus on each part of your body, starting at the top of your head and moving all the way down to your feet and releasing each part. • Hold the pose for three to five minutes.	• It benefits for Calms central nervous system, aiding the digestive and immune systems. • Calms the mind and reduces stress. • Reduces headache, fatigue and anxiety. • Helps lower blood pressure. • Promotes spiritual awakening and awareness of higher consciousness.		10 mins

Total Duration For Yoga Therapy

Modules	Duration per week	Week	Session
Duration per week	3 times	6 weeks	6 weeks

DATA ANALYSIS

Based on the response obtained from the students of Satyapriya Roy College of Education and Arya Bharat Siksha Pratisthan the following analysis is done.

The analysis portion is divided under 5 categories required for determination of curriculum related stress respectively. They are-

1. Vast Syllabus

2. Completion of the Project/Assignment

3. Multidisciplinary Topics In Curriculum

4. Internship

5. Assessment

Vast Syllabus:
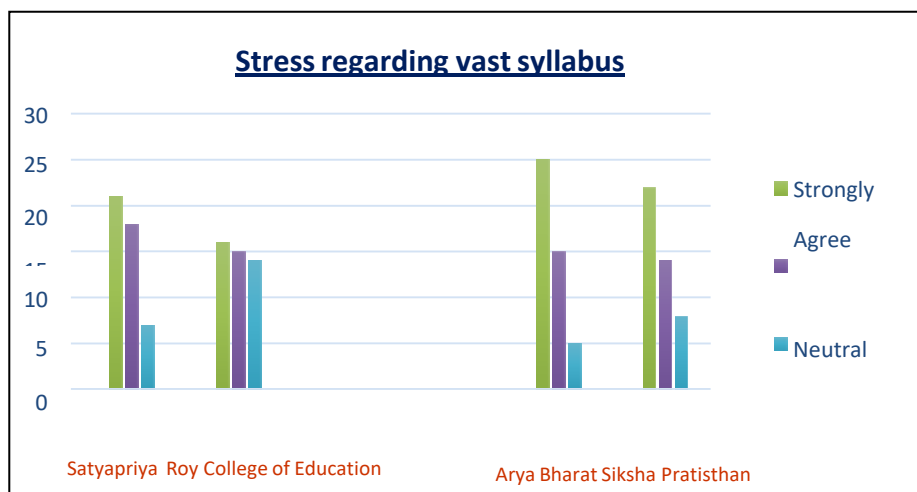
From the graph, it is observed that from **Satyapriya Roy College of Education,** before the lecture class and yoga classes, about 46.66% students have strongly agreed and 40% students have agreed that they feel stress for vast syllabus and 15.55% students feel neutral.

However after the yoga therapy and lecture session, nearly 35.55% students have strongly agreed and 33.33% students have agreed that they feel stress for vast syllabus and 31.11% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding vast syllabus before and after the lecture class and yoga therapy.

From Arya Bharat Siksha Pratisthan, before the lecture classes, about 55.55% students have strongly agreed and 33.33% students have agreed that they feel stress for vast syllabus and 11.11% students feel neutral.

However after the lecture session, nearly 48.88% students have strongly agreed and 31.11% students have agreed that they feel stress for vast syllabus and 17.77% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding vast syllabus before and after the lecture class only.

Completion of the Project/Assignment :

From the graph, it is observed that from Satyapriya Roy College of Education, before the lecture class and yoga classes, about 60% students have strongly agreed and 26.66% students have agreed that they feel stress for completion of project and 13.33% students feel neutral.

However after the yoga therapy and lecture session, nearly 44.44% students have strongly agreed and 15.55% students have agreed that they feel stress for completion of project and 40% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding completion of project before and after the lecture class and yoga therapy.

From Arya Bharat Siksha Pratisthan, before the lecture class, about 66.66% students have strongly agreed and 26.66% students have agreed that they feel stress for completion of project and 6.66% students feel neutral.

However after the lecture session, nearly 62.22% students have strongly agreed and 17.77% students have agreed that they feel stress for completion of project and 20% students feel neutral. From the result it can be concluded that significant difference is observed on stress regarding completion of project before and after the lecture class only.

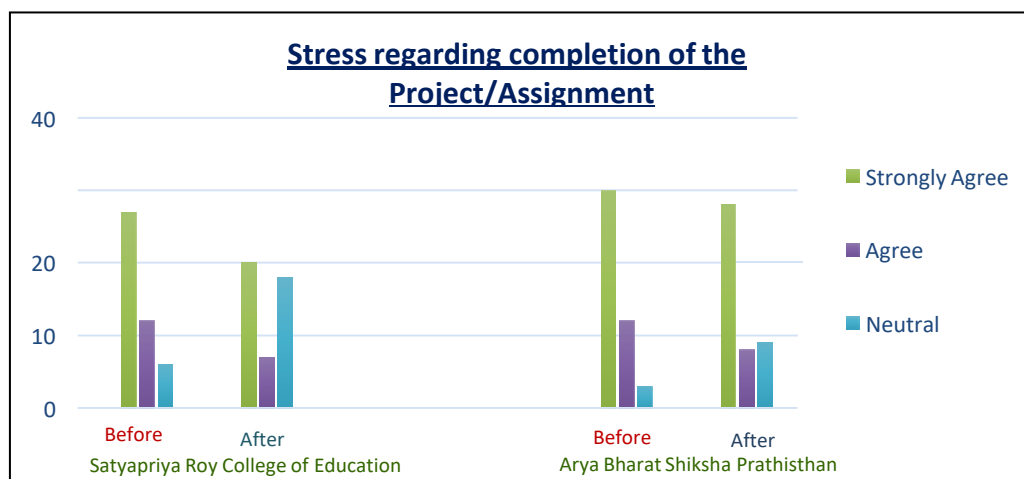**Multidisciplinary Topics In Curriculum:**

From the graph, it is observed that from **Satyapriya Roy College of Education**, before the lecture class and yoga classes, about 68.88% students have strongly agreed and 17.77% students have agreed that they feel stress for multidisciplinary topics in curriculum and 13.33% students feel neutral.

However after the yoga therapy and lecture session, nearly 57.77% students have strongly agreed and 17.77% students have agreed that they feel stress for multidisciplinary topics in curriculum and 24.44% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding multidisciplinary topics in curriculum before and after the lecture class and yoga therapy.

From **Arya Bharat Siksha Pratisthan**, before the lecture class about 77.77% students have strongly agreed and 11.11% students have agreed that they feel stress for multidisciplinary topics in curriculum and 11.11% students feel neutral.

After the lecture session, nearly 75.55% students have strongly agreed and 6.66% students have agreed that they feel stress for multidisciplinary topics in curriculum and 17.77% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding multidisciplinary topics in curriculum before and after the lecture class only.
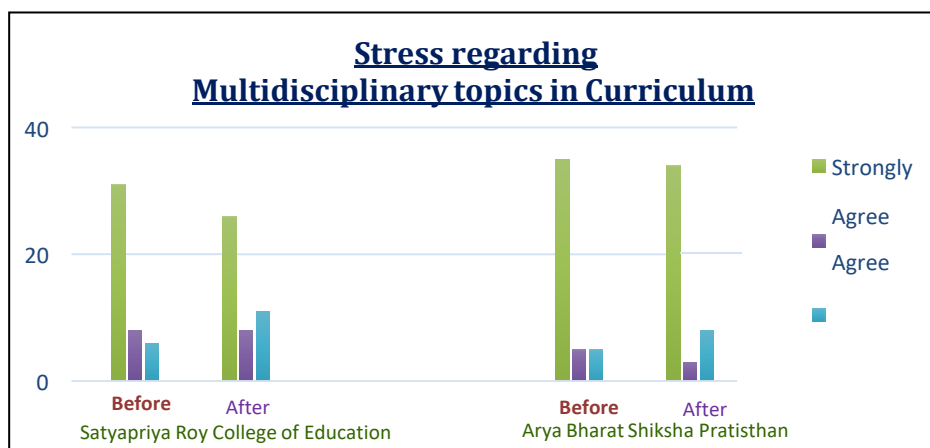
Internship:

From the graph, it is observed that from **Satyapriya Roy College of Education**, before the lecture class and yoga classes, about 64.44% students have strongly agreed and 26.66% students have agreed that they feel stress for internship and 8.88% students feel neutral.

However after the yoga therapy and lecture session, nearly 48.88% students have strongly agreed and 66.66% students have agreed that they feel stress for internship and 33.33% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding internship before and after the lecture class and yoga therapy.

From **Arya Bharat Siksha Pratisthan**, before the lecture class, about 73.33% students have strongly agreed and 20% students have agreed that they feel stress for internship and 6.66% students feel neutral.

However after lecture session, nearly 64.44% students have strongly agreed and 17.77% students have agreed that they feel stress for internship and 17.77% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding internship before and after the lecture class only.
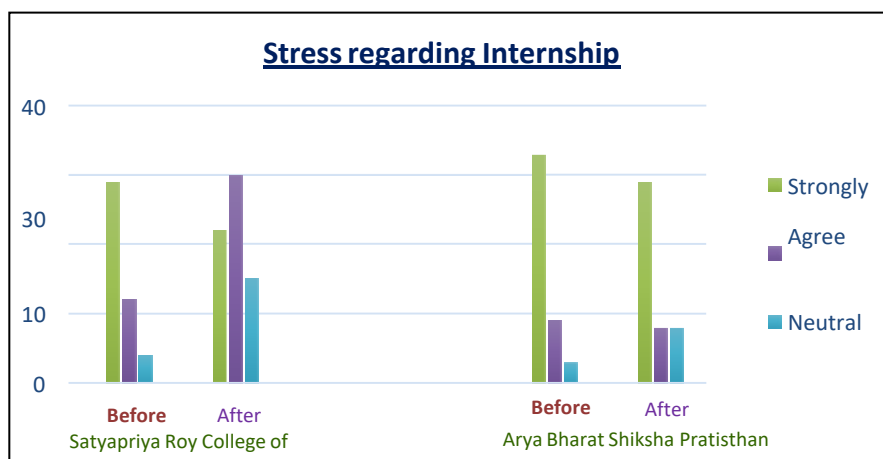
Assessment:

79
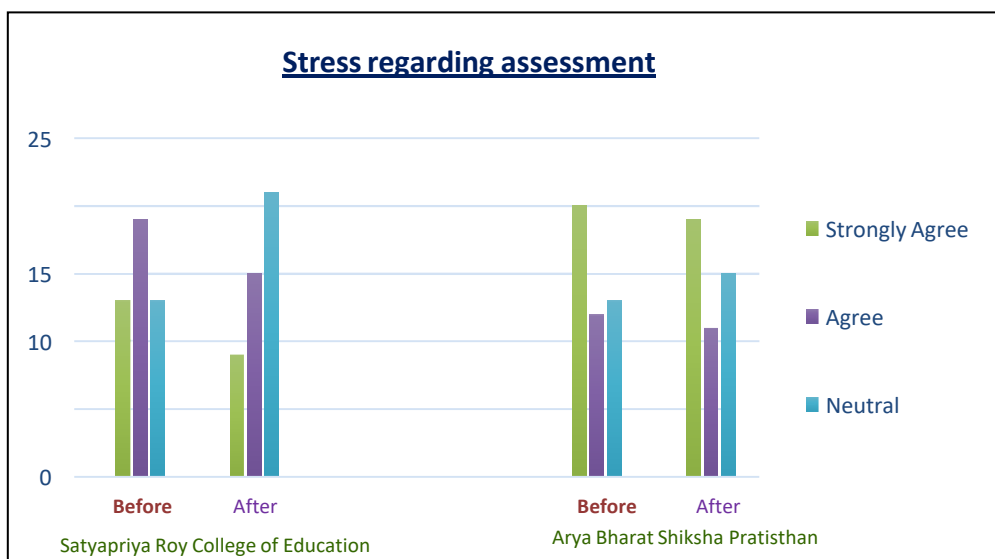
From the graph, it is observed that from **Satyapriya Roy College of Education**, before the lecture class and yoga classes, about 28.88% students have strongly agreed and 42.22% students have agreed that they feel stress for assesment and 28.88% students feel neutral.

However after the yoga therapy and lecture session, nearly 20% students have strongly agreed and 46.66% students have agreed that they feel stress for assesment and 33.33% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding assesment before and after the lecture class and yoga therapy.

From **Arya Bharat Siksha Pratisthan**, before the lecture class, about 44.44% students have strongly agreed and 26.66% students have agreed that they feel stress for assesment and 28.88% students feel neutral.

However after the lecture session, nearly 42.22% students have strongly agreed and 24.44% students have agreed that they feel stress for assesment and 33.33% students feel neutral. From the result it can be concluded that much difference is observed on stress regarding assesment before and after the lecture class only.
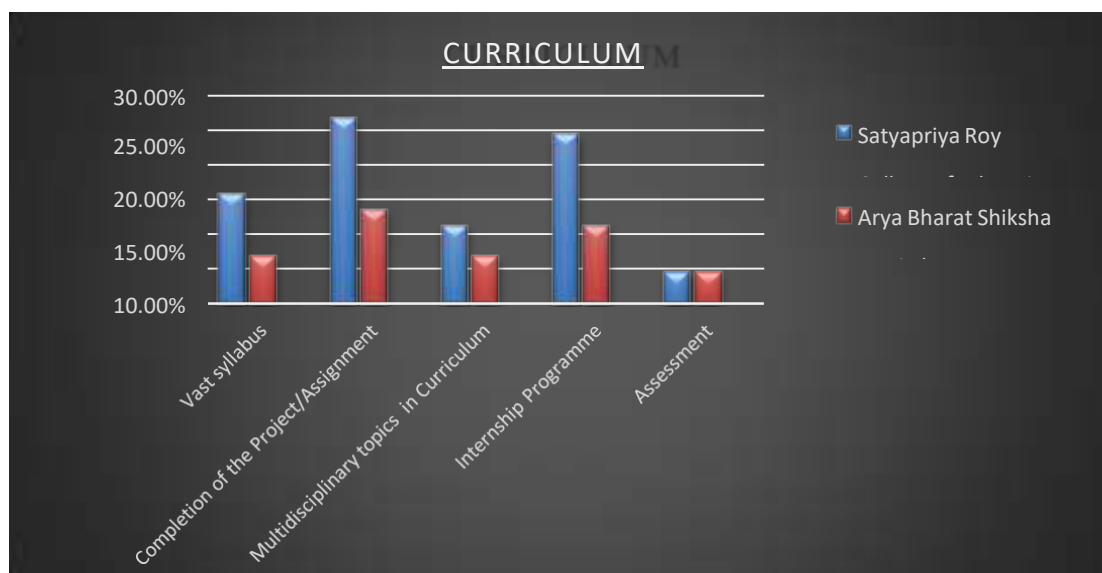
RESULTS

After analysis of the data obtained it was observed that significant differences were seen among the students in their stress level before and after the session, although the difference among the students of intervention group and that of the normal group after the session is evaluated on percentage basis.

It was found after the session that 15.56% students of the intervention group have shown reduction in stress level regarding vast syllabus and 6.66% students of the normal group have shown reduction in stress level which is approximately 9% less as compared to that of the intervention group. 26.67% students of the intervention group have shown reduction in stress regarding completion of project and 13.34% students of the normal group have shown reduction in stress level which is half of that of the intervention group. 11.11% students of the intervention group have shown reduction in stress in studying multidisciplinary topics in the curriculum and 6.66% students of the normal group have shown reduction in stress level. 24.24% students of the intervention group have shown reduction in stress regarding internship and 11.11% students of the normal group have shown reduction in stress level. 4.45% students of both the intervention group and the normal group have shown reduction in stress regarding assessment which means students are much stressed about their assessments and hence it can be assumed that more sessions should be held for further reduction of the stress level of the students.

DISCUSSION

This is a survey Based Research to determine the importance of Yoga Therapy in stress management among the students of teacher's training institutes. The findings confirms the assumptions that a thrice weekly 60 minutes Yoga intervention would result in reduction in stress level among students. The outcome is consistent which confirm that yoga has positive outcome on stress management and health improvement. Also these data support Yoga to be safe and effective for improving psychological wellness. However further research is required to identify other potential dose-response relationship.

LIMITATIONS OF THE STUDY

- All the answers given by the respondents are assumed to be true.

- Students have provided necessary information for some questions from their memory and experience whose accuracy is not satisfactory.

- It is requires more time and money.

CONCLUSION

It can be concluded that Yoga plays an effective role in reducing stress, anxiety and depression that can be considered as complementary medicine and hence can reduce the medicinal cost of the treatment. The physical posture of Yoga enhances flexibility relieve tension and hence could alleviate pain. In present days college students suffer from severe stress and anxiety disorder due to various curriculum related issues etc. However similar problem is also analysed in teacher's training institutes.

This project reflects the various problems faced by the teacher's training institute and confirms the importance of Yoga in reducing stress regarding the problems. This importance of Yoga has enabled the teacher's training institutions to introduce Yoga education as a part of compulsory course curriculum to provide yoga therapy to the students to reduce anxiety, stress and depression. However further studies and research work is required to enhance the role and objectives of yoga not only among college students but also among various stages of people.

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PROSPECT OF GLOBAL CANON: A STUDY ON CANON FORMATION, AESTHETICS AND GLOBALISATION

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Abstract

In the past, the idea of a literary canon made it possible to evaluate and assess works using particular aesthetic criteria. In the wake of globalization, canon formation of literature faces a "de-aestheticizing regime" i.e. aesthetic merits no longer qualify a literary work's inclusion in canon (Apter 1). A new aesthetics, which takes a far broader view of literature's appeals and evaluations than its aesthetic qualities, has superseded the criteria of evaluating a literary work based on its beauty and pleasure. My research intends to discuss how the idea of canon formation is evolving in a globalized society, the risks that literature faces from the de-aestheticizing grip of globalization, and the possibility of creating a global canon in light of these shifting notions of aesthetics.

Key-words: Aesthetics, canon, globalization, literature.

Introduction

In literary circles and literature-related culture studies, concerns about established literary canons and their creation have become crucial issues. It's clear that some people hold opposing views to established literary canons. On the one hand, there are some who, like Harold Bloom, defend standard canons and contend that literary works in established canons must withstand the test of time since they are set by aesthetic standards. Their emphasis lies on the "canonicity" of literary works, which highlights their artistic merit and distinctiveness. However, the opponents claim that standard canons have been de-

termined less by artistic excellence than by the politics of power, that is, the canon "has been formed in accordance with the ideology, political interests, and values of an elite and privileged class that was white, male, and European" (Abrams 21). The opponents' calls to end elitism and open the canon are becoming more and more pressing these days. As the two sides have differing perspectives on how canon creation occurs, no satisfactory conclusions have been drawn about the matter thus far. However, the opposing views make clear the internal and external factors that influence canon formation. There is a noticeable difference between the previous and current dispensations of canon formation. Under its new epoch, canon construction has given rise to a wide range of scholarly fields, including anthropology, linguistics, politics, psychoanalysis, gender, and colonialism. Thus, certain new areas have taken the place of traditional aesthetics, which was the only consideration in the previous dispensation of canon formation. The study of aesthetics, or the study of artistically valuable art forms, has changed dramatically over time as the idea of establishing "standards" based solely on pleasure and beauty has come to include social and cultural issues as significant determinants. We discover aesthetics in a chaotic and intricate interaction with the canon that results from numerous readers' varied points of view. Diverse viewpoints can also be found in the link between the canon and culture. Diverse cultural groups produce a multitude of perspectives, resulting in dissipative systems that continuously lose equilibrium before finding it again in an alternative way.

Globalization has certainly created some challenges for the establishment of canons of literature. The "de-aestheticizing" consequences that came along with globalization have been debated by Emily Apter (1). The assertion that "an autonomous aesthetic realm exists" has also been made by Edward Said (64). Globalization presents difficulties in this area. Said contends that in light of globalization, these frameworks for analyzing literature need to be revised. The fundamental definition of literature is being reconsidered as the borders of the text, the author, the nation, and the frameworks of aesthetics are being undermined. Globalization has given rise to new paradigms for studying ethnic cultures, identity, postcolonial theory, and other topics in literature; yet, the large number of fragments and inadequate regulation put the approaches at risk. Concerns over the standardization of methodologies used in the domains of global literature, comparative studies, subaltern studies, and gender studies have been expressed by numerous academics. Literary study has lost its individuality and uniqueness due to standardization and homogenization brought about by globalization in fields like translation studies, world literature, and comparative methodologies, among others. In spite of these risks, globalization has given scholars from other literary traditions the opportunity to choose the best of their works to create a canon of world literature. Even while writing keeps blurring the boundaries and exploring previously uncharted territory, does current literary scholarship do literature justice as a form? Can we situate the study of literature within the

more traditional definition of aesthetics? Is there a developing new aesthetic in the context of international literature? Does the study of literature fit into any current global paradigms? In order to determine where literature fits into global paradigms and whether a global canon is possible, my research will look at the intricate structure of canon creation, particularly in the context of globalization. Alongside this, it will explain how the concept of aesthetics has changed, opening the door to the possibility of creating new aesthetics. The latest studies on Jacques Ranciere's critiques of politics and aesthetics should be helpful in this regard.

Canon formation- an overview

According to its etymology, the word "canon" refers to a "standard" or "measuring rod" (Greek "kanon"). It designates a corpus of writing that is regarded as authentic as well as a set of guidelines. The term "canon" in English literature originally referred to biblical texts that were recognized as authentic by church authorities, but it eventually came to include the writings of certain authors that critics had chosen to legitimize (Kumar 148). Classics and the word "literary canon" are sometimes used interchangeably. It includes authors whose works have been deemed "classics" and whose status as "major" has been established by a body of critics, academicians, and researchers. The reasons why these literary works are deemed "major" are that most of them are still in print, they are frequently discussed by literary critics, and they are taught in literary courses and anthologies. John Guillory views "canon" as a replacement for the term "classic," as opposed to viewing the two terms as interchangeable (Kumar 149).

The biblical canon is a restrictive construction that forbids both addition and deletion and is endowed with the authoritative authority to authorize restriction. Conversely, the canon of literature is ill-defined, suggestive rather than explicit, and always accessible to additions; as a result, it can be altered as circumstances dictate (Abrams 20). As Frank Kermode notes, there was a time when the debate over canons was acrimonious but simple, like that of Dr. Leavis: should Shelley be spared from the apocrypha or Milton ousted? Although these debates were intensely, even fiercely, conducted, there was an underlying consensus that determining the proper canon was a social matter, even though it was decided by aesthetic considerations (Kermode 43). Indeed, by revealing the criteria used for inclusion and exclusion, the literary canon exposes the politics involved in canon construction.

In the past, beauty was the only factor in the construction of canons. The aesthetic strength, which is constituted primarily of mastery of figurative language, originality, cognitive power, knowledge, and exuberance of diction, is what allows literature to "break into the canon" (Bloom 29). Since aesthetics had the most influence on the creation of historical canons, a thorough discussion of the term "aesthetics" is necessary.

The term 'Aesthetics' – its origin and multiple meanings

The Greek term "aisthetikos," from which the English word "aesthetic" is derived, means "sensitive, sentient, pertaining to

sense perception". In his 1735 dissertation "Meditationes philosophicae de nonnullis ad poema pertinentibus" ("Philosophical considerations of some matters pertaining the poem"), German philosopher Alexander Baumgarten gave new meaning to the term "aesthetics." Baumgarten chose "aesthetics" because he wanted to emphasise the experience of art as a means of knowing.

The philosophy of art and aesthetics are closely related. Aesthetics is commonly defined as "the study of beauty." However, that definition is inadequate because certain things that many find aesthetically pleasing, notable, or useful are not beautiful in the conventional or logical sense of the word. Kant argues that our perception of something as beautiful is what gives us aesthetic pleasure, not the fact that we find pleasure in it. According to Kant, our emotions for beauty are different from our emotions for moral goodness because, while we strive to uphold moral excellence, we rarely give its usefulness a second thought when we find something beautiful.

Some distinguish between philosophy of art and aesthetics, saying that the latter is the study of artistic creations and the former is the study of beauty. But most of the time, aesthetics includes both questions about art and questions about beauty. Some believe that aesthetics and the philosophy of art since Hegel are synonymous, whereas others maintain that these two closely connected disciplines differ significantly. It is defined as the study of subjective and sensory-emotional values, or sometimes judgements of sentiment and taste, from a more technical epistemological point of view. The study of aesthetics includes how artists envision, make, and present their works, as well as how viewers use, appreciate, and evaluate art, as well as what goes through their thoughts when they read poems, see paintings, or listen to music and comprehend what they see and hear. It also looks at how they feel about art, including why they appreciate certain pieces more than others and how art influences their attitudes towards life, beliefs, and moods. Thus, one definition of "aesthetics" is critical judgement about nature, art, and culture.

Canon formation and its Complex Fractal Structure

The primary component of the structure of literary canon is aesthetic judgment. Aestheticizing literature fundamentally denotes evaluating literature from the point of view of its artistic excellence. Aesthetic judgment– a judgment based on the artistic excellence of a literary work– is the most frequent point of discussion in evaluating the quality of a literary work and whether it is deserving of placement within the literary canon. The defenders of a traditional canon typically contend that a work's "art" possesses a beauty that transcends other works, making aesthetic value the essential component of a literary work that gives it its originality. For instance, Andrew Delbanco favours critics who celebrate books as sources of aesthetic delight as opposed to those who explore the political implications of a literary work (ix). This difference in word choice between celebrators and explorers of literature implies that although some critics explore a book's rela-

tionship with the outer world, celebrators help bring out all the joy and wonder found in literature. Due to its immense influence, aesthetics, thus, is the primary factor considered when deciding the place of a literary work in the canon of literature.

According to traditional aesthetics, a literary work has an objective value that can be determined and measured by applying linguistic and structural analysis to the text. This makes it possible to analyze and appraise all of the work in a sequential fashion, and the conventional critic tries to figure out where a certain work of literature fits in relation to its forebears. According to traditional critics, the text's aesthetic worth exists independently of the reader and the passage of time. The concept of aesthetics as such assumes the form of a singularity, an objective reality that exists independently of the reader and that only a select few readers are skilled enough to recognize. When it is, the experience is consistently the same and repeatable. Traditional critics believe that a literary work that is considered canonical awes the reader with the beauty of its language; readers rely on critics to help them develop their responses to the works' dynamics, and critics' analyses help them grasp the beauty of literary works. According to this viewpoint, critics play a critical part in the comprehension and appreciation of literature, and they have the power to choose whether a piece of writing is worthy to be preserved or not.

Traditional aesthetics is merely one facet of aesthetics; it is a strategy that can be considered reductive since it concentrates solely on textual elements without taking into account human emotion or the outer world. This process produces a linear and hierarchical world and simplifies the concept of aesthetics to only one aspect: aesthetic value. Aesthetics is rather a disorganized system of interrelated and interdependent elements. Aesthetics is multidimensional because it can identify a relationship between readers and the text. A cyclic engagement is created by aesthetics of value and experience as opposed to a linear one, where the reader influences the value contained in the literature while also being impacted by the aesthetic value of the work.

According to traditional critics, aesthetics is a quality that is exclusive to the text itself. Aesthetics, however, needs to be a part of the reader-text interaction; it cannot exist in a vacuum. A wide variety of variables interact in the process of recent literary studies. There are several factors that influence the meaning that emerges from the text depending on the traits of the readers. The variables encompass a range of factors, such as the reader's age and gender, as well as their comprehension and application of reading techniques. These elements impact the reader's perception of what is artistic and attractive.

Culture and history are two other crucial components of canon development in addition to aesthetics. In essence, the term "culture" is ambiguous and has several connotations. Though it is frequently used to describe the values, beliefs, practices, and interests of the aforementioned groups, culture generally relates to ethnic, racial, and gender groups. For those who maintain it, the traditional canon serves

as a curriculum for teaching the culture's youth since it articulates its core beliefs in an ideological manner. "Pre-selected by culture, laid down like fossils in the sedimented layers of institutional tradition" is how Robert Scholes describes this canon (58). Guillory views it as a "fictional cultural entity" (42). It is pertinent to argue that as cultural shifts occur in the population, it is reasonable to expect changes occurring not only in the culture's identity but also in the literary canon. Guillory notes that "social identities are themselves historically constructed; they mean different things at different historical moments" (18). Guillory suggests that canon formation can be a process of "revaluation of particular authors [which] alters the set of terms by which literature as a whole, or what we like to now call the canon, is represented to its constituency, to literary culture, at a particular historical moment" (135). This portrays a culture that evaluates literature today rather than the culture that produced it initially. As a result, the canon always represents earlier cultures rather than the society we live in now.

The literary canon can reasonably be described as a shifting shape; the "changes in the canon obviously reflect change in ourselves and our culture. It is a register of how our historical self-understandings are formed and modified" (Kermode 36). The nature of these changes is reciprocal. Though literary works influence our self-perception, cultural changes also impact our conception of the canon of literature. The canon cannot embody cultural ideals in a static manner since literary works are subject to reader and critic anal-

ysis and interpretation. In addition, cultural values evolve with time.

Within the cultural sphere, literary canon refers to both the acknowledgement of the artistic merit of specific literary works and the process by which particular authors and genres gain widespread acceptance, legal status, and mainstream cultural acceptance through institutionalization and socialization. According to Pierre Bourdieu, the process of socialization and institutionalization is necessary for the construction of canons—that is, for cultural familiarization (Ping 62).

Since there is no single, definitive list of great works and authors, neither now nor in the past, and because the canon is not a set shape or produced from an unchanging standard, the history of canon construction has never included a linear process. Instead, it is always changing and evolving in an attempt to reach a balance. Both chance and deliberate effects alter the canon. Instead of representing a single objective, the canon represents multiple aims throughout history. Moreover, although the canon is applied for a specific purpose, like literature courses at colleges and universities, it is still susceptible to change throughout time (Meadows 53).

A complicated interaction between aesthetics, culture, and history can be seen in the construction of canons. Aesthetics, culture, and literary history all have facets that interact dynamically with the canon. Aesthetics and canon development have a complicated relationship because the latter is constructed by many readers, who provide a variety of viewpoints and experiences that are self-similar. Multifaceted

cultural groupings generate a multiplicity of viewpoints, leading to dissipative structures that repeatedly lose equilibrium before regaining it in a different way. Rather than literary history developing sequentially, we discover a complicated and chaotic interaction between the past and the present, as well as recursive processes that produce self-similar fractal pictures as the canon develops. The canon itself is a single system with chaotic and complicated interactions between its literary history, culture, and aesthetics, rather than three separate systems. This explanation enables the interaction between each facet and the canon that it experiences (Meadows 78). According to Monroe C. Beardsley, "even if literary works do have aesthetic value, it is inevitably so mixed with other values as to permit no clear discrimination and identification; therefore, it cannot be sensibly discussed or play any significant role in our systematic study or cultural treatment of those works" (238).

Aesthetics in Canon formation and the Context of Globalisation

There is a noticeable difference in the literature produced before and after globalization. The repercussions of globalization have undermined the aesthetic frameworks that served as the only criteria in the past when forming canons. Within the discipline of literary studies, the past and history are interpreted via a national lens, and up until recently, literature was perceived as a rather stable entity possessing a unique language. However, the idea of literature's singularity—literature as a distinct entity freed from national, authorial, chronological, and textual boundaries—

has been brought about by globalization. Literary studies lose ground to aesthetics as the yardstick for judging what constitutes "art" or "aesthetically beautiful" writing as literature, and the literary canon occupy some previously uncharted territory. The canon of literature was previously established by aesthetic criteria and cultural acquaintance. This paradigm is changing in the globalized era as the borders of the text, the author, and the nation, as well as the frameworks of aesthetics, are being undermined. De-aestheticizing literature suggests the deterioration of aesthetic standards brought about by globalization. As a result, there is less opportunity to study literature as a form, and there are discernible discursive divides in research fields as a result of inadequate review of research and study procedures. Standardized techniques emerge to gain control in an effort to homogenize these discursive divisions in literary disciplines, and margins are neglected more and more. The perception of standardizations in translation studies, world literature, comparative methods, and other areas deprives literary studies of its autonomy and diversity. Standardizing research methodologies has led to a lack of diversity in literary studies, with comparable methodologies serving as benchmarks that literary texts must meet to establish their value. According to Edward Said, "because English is a world language, several regional languages become marginal dialects; this further enables the homogenization of cultural products, which are seen as dominating cultural 'markets'" (67). As a result, writing that was deemed "authentic" and "testimonial" a decade or two ago

is now subjected to fresh scrutiny in the global environment.

The globalized environment has led to the globalization of current social structures, which has had conflicting effects on literary studies. While it is encouraging that globalization has given rise to a wide range of academic disciplines, including postcolonial theory, ethnic cultures, identity, and literary studies, it is concerning that research and literary studies are not adequately regulated in terms of methodology. Numerous academics studying world literature, comparative studies, gender studies, and subaltern studies have expressed apprehensions regarding the standardization of methodologies employed in these domains (Khuraijam and Devi 268).

The development of technology and their growing interactions with enterprises shape the framework of globalization. It requires its residents to possess practical skills. The reading process has undergone a significant transformation, with diverse online discourses taking the role of literary reading and discourses. Due to the global nature of literary studies, literary audience and practice are primarily restricted to academic circles, and public media is being displaced by the internet. The simple access to a vast amount of content on the internet has significantly reduced the indulgence in books. One could argue that globalization diminishes the value of literature. It makes a difference whether it is meant in an artistic or other sense. Art and aesthetics, while dominant, are endangered by rationalization and practical skills as the inflexible demands of globalization fail to find an effective place in the job markets.

Many discussions on aesthetics have emerged in the field of literary studies with the emergence of globalization. Aesthetics was once thought to be associated with the kind of beauty that is pleasing to the senses; a reader may recognize the aesthetic elements of a literary work by what makes it enjoyable to read. It is crucial to remember, though, that a text's aesthetic qualities and textual qualities do not always have to match. Thus, in light of globalization, focusing solely on aesthetic beauty is not a wise course of action. Edward Said refers to this more traditional understanding of aesthetics as the "autonomous aesthetic realm" (68). While contemplating the future of literary studies in a globalized context, he writes, "The more extreme the isolation of the aesthetic, the more it negatively reflects the antinomies of the social situation" (68). In the wake of globalization, the frameworks for analyzing the components of literary aesthetics should be updated. The truth should be comprised of aesthetic aspects, and the truth itself should be beautiful. One can no longer separate aesthetics from society. The French philosopher Jacques Ranciere asserted that art can become life; art can be created from life; life and art are able to swap qualities (119). In the modern world, the notion that aesthetics is limited to beauty alone is untenable. To genuinely comprehend the significance of literature as a discipline in a globalized world, the definition of aesthetics itself must be re-evaluated. The evaluations and appeals of aesthetics extend well beyond their beauty and enjoyment.

Jacques Ranciere has attempted to redefine aesthetics in his book *The Politics of*

Aesthetics. According to Ranciere, aesthetics is a particular way of recognizing and understanding the arts, which he refers to as the aesthetic regime of art. It has nothing to do with art theory in general or the field that studies art. Aesthetics, however, in its broadest definition, refers to the distribution of the sensible that establishes a way to articulate different types of action, production, perception, and thought. This broad conception of aesthetics includes the conceptual coordinates and visibility modes used in the political sphere, extending it beyond the boundaries of art (Ranciere 86). Ranciere, therefore, makes an effort to free aesthetics from the constrained frameworks to which it is typically confined.

Rethinking Aesthetics and the Potential for a Global Canon

When considering aesthetics from such novel perspectives as Ranciere's, form, linguistic elements alone, style, structure, or even merely well-written prose are not sufficient criteria for defining aesthetics. An aesthetic environment should be one of involvement and truth. The updated literary aesthetic ideal can effectively convey the social antinomies and serve the literary culture's intended purposes. Because of this updated aesthetic standard for literature, the canonization of literature has fulfilled certain new requirements, particularly in the age of globalization. A canon of great works was originally defined and informed by lines that originated in Europe. These distinctions are no longer discernible or exist at all. Artists from different continents and nations work together, motivating one another. Literature and the arts exist in a borderless world. One could claim that a new aesthetic brought about by globalization has caused literature to defy conventions, limitations, and classifications. This effect can be linked to a unique occurrence made possible by readability: the instant in which literature crosses national, textual, authorial, chronological, and other borders. This uniqueness allows for "re-interpretation and re-contextualization," bringing together disparate paradigms and fields of research (Attridge 63). World literature is the term for literature that has arisen in this particular context.

In the discourse of world literature, one of the most important topics is the building of a global literary canon. To do this, literary studies must explain why a particular work of literature can be enjoyed by readers in contexts that are vastly different from its country of origin in terms of social, political, cultural, and historical aspects. As global literature has grown, academics from various literary traditions should be able to choose the greatest of these works to create a canon of global literature. The globalized literary situation provides scholars of all literary traditions with a great opportunity to share their best works to a global audience and establish their canonical works outside of their own national borders, especially those from non-Western and previously underappreciated "minor" traditions. It would seem appropriate to take this move at this time, as the current resurgence of interest in world literature is based on a truly global vision that transcends the prejudices and biases of Euro-centrism and other ethnocentrisms.

Conclusion

The politics of canon building is based on material, ideological, and socio-cultural factors that shape a relationship with literature and literary texts rather than being restricted to the politics of inclusion and exclusion. The canon formation of literature is an open system that is always interacting with its environment. It functions as a dynamic system inside a context of chaos and complexity. The promotion of a diverse canon and the continuing study of the influences of aesthetics, culture, and history on the canon result from acknowledging the literary canon as a complex and disorganized structure. The rise of new aesthetics that influence literature to transcend authorial, linguistic, and national limits has unsettled the place of aesthetics in literary studies and the canonization of literature. The disintegration of national boundaries unites literature worldwide. Nganthoi Khuraijam and N. Banita Devi assert that there is a necessity to approach literary studies using techniques and approaches for interpreting global literature that resist the blending of capitalism and globalization (274). It is evident that contemporary writing lacks a canonical framework, but it is precisely this absence of a canon that enables comparative and international literature to subvert the Eurocentrism of literary canon. The vastness of the literary field following globalization may provide challenges for literary scholars, but it is precisely this opening up of new paradigms and fields of inquiry that is crucial to the development of literature. Literature and literary studies can flourish while remaining in harmony with globalization, provided approaches are used to counteract the overwhelming standardization effected by globalization and its repercussions.

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DR. TAHA HUSSAIN'S EDUCATIONAL PHILOSOPHY: A CRITICAL ANALYSIS OF HIS AUTOBIOGRAPHY 'THE DAYS' (AL-AYYAM).

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Abstract

Dr. Taha Hussain was one of Egypt's most prominent intellectuals, reformers, and Education Minister. This paper aims to find out how Hussain's educational philosophy is reflected in his seminal autobiography 'The Days' (Al-Ayyam). Dr. Taha Hussain used his life story to critique traditional religious education and advocate for modern, secular, and inclusive learning. The present study was based on analysis of review of various primary and secondary sources and after re-examination the thought content was reflected. This paper analysed Hussain's critique of the existing educational framework, his advocacy for reform, and the enduring relevance of his ideas in addressing contemporary challenges in education of Egypt as well as India through 'The Days,.' It was found that the personal experiences of Dr Hussain towards blindness, rural poverty, and institutional challenges shaped his views on education as a transformative tool for individual liberation and societal progress. Hussain challenges the rote memorization and intellectual stagnation prevalent in traditional systems, emphasizing the need for critical thinking, rational inquiry, and the integration of modern disciplines such as science, literature, and history. Furthermore, his call for accessible education reflects his vision of bridging socio-economic divides and empowering marginalized communities, including rural populations and women. By linking education to national development, Hussain positions it as a cornerstone for Egypt's advancement.

Keywords: Educational reform, modern education, Egypt, Egyptian educational system, institutional challenges

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1. Introduction

Dr. Taha Hussain (1889–1973) remains one of the most influential figures in modern Arab thought and education. As a literary critic, historian, and reformer, his work was driven by a deep belief in education as the foundation of human progress and societal transformation. His autobiography 'The Days' (Al-Ayyam), published in three volumes between 1929 and 1972, provides a profound exploration of his personal journey through education and the broader challenges of the Egyptian educational system of his time.

This research paper examines Dr. Hussain's educational philosophy through a critical analysis of 'The Days'. It discusses his critique of traditional education, his advocacy for modern and secular learning, and his emphasis on educational accessibility to uplift individuals and society as a whole.

2. Background of the Study

Dr. Taha Hussain's life was marked by immense personal and societal challenges. Born in a rural Egyptian village, he was blinded by illness at a young age. Despite his disability and the societal limitations placed on him, Hussain pursued knowledge relentlessly, becoming one of Egypt's greatest intellectuals.

'The Days' serves as both a memoir and a critique of the prevailing educational systems in Egypt. During Hussain's time, traditional education dominated by religious instruction and rote learning limited intellectual inquiry and failed to address the needs of a changing society. Hussain's experiences at Al-Azhar University and later in secular institutions in Cairo and France shaped his educational philosophy, which called for reform, inclusivity, and modernity.

3. Objectives

The objectives of this research paper are:

1. Analyse Hussain's Educational Philosophy: Critically examine Dr. Taha Hussain's educational ideas in The Days, focusing on his critique of traditional education and advocacy for reform.

2. Education and Personal Empowerment: Explore how education contributed to Hussain's journey from poverty and blindness to intellectual success.

3. Critique of Religious Education: Examine Hussain's critique of traditional religious education, highlighting the limits of rote memorization and lack of critical thinking at institutions like Al-Azhar.

4. Advocacy for Secular Education: Emphasize Hussain's promotion of modern, secular education that fosters rational inquiry and intellectual freedom.

5. Accessibility and Social Justice: Investigate Hussain's vision of education as a tool for bridging socio-economic divides and empowering marginalized groups.

6. Education and National Development: Connect Hussain's educational philosophy to national development, analysing its role in Egypt's modernization.

7. Relevance of Hussain's Ideas: Assess how Hussain's educational philosophy can inform current debates on educational reform in Egypt, India, and beyond.

4. Significance

This study holds significance in the context of educational reform, social justice, and national development:

1. It highlights the enduring relevance of Dr. Taha Hussain's educational philosophy in addressing critical issues in education. It underscores the need for reforms that prioritize critical thinking, inclusivity, and modern disciplines over rote learning.

2. Hussain's advocacy for accessible education for marginalized communities, including women and the rural poor, remains vital in tackling persistent inequalities.

3. By linking education to national development, his ideas emphasize individual empowerment as a driver of societal progress. 4. Situating his vision within early 20th-century Egypt, the study offers valuable insights for balancing tradition and modernity, providing a framework to address contemporary educational challenges globally.

5. Review of literature

The review of literature focuses on the scholarly examination of Dr. Taha Hussain's educational philosophy, his autobiography The Days (Al-Ayyam), and the broader context of educational reform in Egypt. This section explores key themes, critiques, and perspectives that inform the understanding of Hussain's work and its impact on education.

Dr. Taha Hussain and His Contributions to Education

Taha Hussain is a pivotal figure in Arab intellectual history, renowned for advocating modern and secular education in Egypt. His autobiography The Days reflects his critique of traditional educational systems and his belief in the transformative power of education. Scholars like Hourani (1991) commend Hussain's critique of rigid, religious education, particularly at Al-Azhar University, where rote learning prevailed over critical inquiry. Reid (1990) contextualizes Hussain's work within early 20th-century Egypt, highlighting colonial influences and internal struggles between tradition and modernity.

Educational Critique in 'The Days'

Hussain's The Days combines personal narrative with a scathing critique of traditional education. Scholars such as Al-Musawi (2006) highlight his disdain for intellectual stagnation and rote memorization at Al-Azhar. El-Enany (1993) links Hussain's advocacy for rational inquiry and questioning authority to Enlightenment ideals, underscoring his critique of Al-Azhar's resistance to integrating modern sciences and philosophy. His experiences provide a lens to analyse Egypt's evolving educational landscape.

Secular and Modern Education

Hussain championed secular education, urging the inclusion of modern disciplines to prepare citizens for a changing world. Shukrallah (2002) emphasizes the influence of Hussain's studies at the Sorbonne in shaping his secular, progressive views. While critics argue his ideas were Eurocentric, Hussain's emphasis on rationality and intellectual freedom remains a cornerstone of Egypt's educational reform.

Education and Social Justice

Hussain's philosophy also addressed socio-economic disparities in education. Sabry (2007) highlights his efforts to make education accessible to marginalized groups, including women and rural communities. His belief in education as a tool for social mobility and national progress continues to inform discussions on inclusivity and equity in education.

Educational Reform in Egypt

Hussain's work must be seen within the larger framework of early 20th-century Egyptian educational reform. Under British colonial rule, disparities and inadequate infrastructure plagued the system. Cook (2012) identifies Hussain's contributions as part of the Arab Renaissance (Nahda), advocating a balance between cultural heritage and modernity.

Contemporary Relevance

Hussain's ideas on secularism, critical thinking, and inclusivity resonate with current educational reform debates. Abu-Lughod (2000) highlights the relevance of his philosophy in addressing challenges like technology integration and multiculturalism.

His vision for education aligns with global efforts to create equitable and progressive systems.

Gaps in Existing Literature

While there is extensive scholarship on Taha Hussain's contributions to literature and education, certain gaps remain. For instance, limited attention has been given to the practical implementation of his educational philosophy in contemporary Egypt. Additionally, further research is needed to explore the intersection of Hussain's ideas with global educational trends, such as digital learning and multiculturalism.

The literature on Dr. Taha Hussain underscores his significant contributions to educational reform and intellectual thought in Egypt. His autobiography The Days provides a critical lens through which to examine the limitations of traditional education and the potential of modern, inclusive systems. By bridging the gap between tradition and modernity, Hussain's philosophy offers valuable insights for addressing educational challenges in both historical and contemporary contexts. This study builds on existing scholarship while addressing gaps to provide a comprehensive understanding of Hussain's legacy.

6. Methodology

This research employs a qualitative methodology, relying on textual analysis to critically examine Dr. Taha Hussain's educational philosophy as articulated in his autobiography 'The Days' (Al-Ayyam). The methodology focuses on extracting themes and insights from primary and secondary sources to understand and evaluate the historical, cultural, and intellectual context of Hussain's ideas.

Research Design

The study adopts an interpretive approach to explore the underlying meanings and implications of Taha Hussain's reflections on education. It involves:

Textual Analysis: A close reading of The Days to identify key themes related to education, personal empowerment, social justice, and reform.

Contextual Analysis: Examining the socio-political and historical backdrop of early 20th-century Egypt to situate Hussain's philosophy within the broader debates of his time.

Data Sources

Primary Source: The Days serves as the central text for this research. Hussain's firsthand account of his experiences and critiques of traditional and modern education systems provides the foundation for analysis.

Secondary Sources: Scholarly articles, books, and critical essays on Hussain's life, works, and contributions to educational reform. These include works by Hourani, Reid, and Al-Musawi, among others.

Data Collection and Interpretation

Data collection involved reviewing and annotating relevant sections of The Days to extract recurring themes and philosophical insights. Additionally, secondary sources were reviewed to understand how Hussain's ideas have been interpreted and critiqued by scholars.

Cross-Referencing: Hussain's ideas were compared with contemporary educational theories and practices to highlight their relevance.

Analytical Framework

The study uses thematic analysis to structure the findings. The framework includes:

1. Critique of Traditional Education: Analysing Hussain's criticism of religious education systems, particularly Al-Azhar.

2. Advocacy for Secular and Modern Education: Evaluating his support for rational inquiry, intellectual freedom, and the inclusion of modern disciplines.

3. Education as a Tool for Social Justice: Exploring his emphasis on educational accessibility and its role in empowering marginalized communities.

4. Contemporary Relevance: Assessing how Hussain's ideas align with current educational challenges and reforms.

Limitations of the Study

The study relies heavily on textual analysis, which may not fully capture the practical implications of Hussain's philosophy in contemporary educational systems.

Limited access to unpublished or less-studied works of Hussain may restrict the scope of interpretation.

The research is focused on Hussain's educational philosophy as presented in The Days and may not encompass his broader intellectual contributions.

7. Analysis & interpretation

Education as a Tool for Liberation and Empowerment

One of the central themes in The Days is the transformative power of education in overcoming personal and societal constraints. Hussain's own struggles highlight education as a path to liberation:

Personal Liberation: As a blind child in a conservative village, Hussain faced significant prejudice and marginalization. In The Days, blindness becomes a metaphor for ignorance and societal backwardness. Education, in contrast, is depicted as a source of light and empowerment. His resilience in pursuing learning despite his disability underscores the importance of perseverance and self-determination.

Social Empowerment: Hussain saw education as essential for societal progress. His experiences demonstrate that knowledge can empower individuals to challenge social hierarchies and transform communities. He believed that education could bridge gaps between the elite and marginalized groups, including rural populations, women, and the poor.

Critique of Traditional Religious Education

Taha Hussain's experiences at Al-Azhar University, recounted in The Days, reveal his critique of the traditional religious education system. This critique forms a cornerstone of his educational philosophy:

Rote Learning and Intellectual Stagnation: Hussain criticizes the methods employed at Al-Azhar, which focused on rote memorization of texts without encouraging critical thinking or intellectual exploration. He argues that such an approach limits creativity and inhibits progress.

Dogma and Modernity: While acknowledging the value of Egypt's Islamic heritage, Hussain calls for a reformation of religious education to include modern subjects such as science, philosophy, and literature. He advocates for a balanced approach that integrates tradition with modernity.

By critiquing the rigidity of the traditional system, Hussain aligns himself with the broader reformist movements of the early 20th century that sought to modernize education in the Arab world.

Advocacy for Modern and Secular Education

In The Days, Hussain champions a modern, secular approach to education, drawing on his exposure to Western learning during his studies in France. His philosophy emphasizes:

Rational Inquiry and Critical Thinking: Hussain argues that education must prioritize reason, evidence-based learning, and intellectual freedom. Unlike traditional systems that suppress questioning, modern education fosters curiosity and innovation.

Secularism in Education: Hussain calls for a separation between religious instruction and state education. While he respects

Egypt's religious values, he believes that secular education is necessary to prepare individuals for participation in a modern, pluralistic society.

Inclusion of Modern Disciplines: Hussain advocates for the incorporation of subjects such as history, literature, mathematics, and the sciences into educational curricula, ensuring that students are equipped with knowledge relevant to contemporary challenges.

Educational Accessibility and Social Justice

A key tenet of Hussain's philosophy, as reflected in The Days, is the idea that education should be accessible to all. His personal struggles underscore the inequities within the Egyptian educational system, where opportunities were often limited to the elite.

Equality in Education: Hussain argues that education must be a right, not a privilege. He envisions a system that serves rural communities, women, and marginalized populations, breaking down socio-economic barriers.

Education as a National Imperative: Hussain connects education to national progress, arguing that Egypt's development depends on cultivating an educated citizenry. He believes that literacy and critical knowledge are essential for building a strong, independent nation.

The Individual and the Pursuit of Knowledge

Throughout The Days, Hussain emphasizes the importance of individual effort and intellectual curiosity in achieving knowledge. His personal journey serves as a testament to the transformative impact of education on individual lives.

Self-Discipline and Perseverance: Hussain's struggles—traveling long distances, enduring discrimination, and overcoming blindness—demonstrate the value of determi-

nation in the pursuit of learning.

Lifelong Learning: Hussain's passion for literature, philosophy, and history reflects his belief in lifelong education as a means of intellectual and personal growth.

8. Findings

The analysis of Dr. Taha Hussain's educational philosophy, based on his autobiography The Days (Al-Ayyam), reveals several key insights into his views on education and its broader implications. The findings reflect his critical engagement with the traditional educational systems of his time and his forward-thinking vision for reform.

1. Critique of Traditional Education

Hussain identified significant limitations in traditional religious education, particularly the systems practiced at institutions like Al-Azhar University. These included:

   a. Overemphasis on rote memorization of religious texts without fostering understanding or critical thinking.
   b. A lack of intellectual freedom, which discouraged questioning and exploration of new ideas.
   c. Resistance to integrating modern disciplines such as science, history, and philosophy into the curriculum.

Key Finding: Traditional education systems, as critiqued by Hussain, perpetuated intellectual stagnation, and failed to prepare students for modern challenges.

2. Advocacy for Secular and Modern Education

Hussain championed the integration of secular and modern disciplines into educational curricula. His experiences in Europe, particularly at the Sorbonne, shaped his belief in:

   a. Rational inquiry as the foundation of learning.

b. The importance of exposing students to diverse fields, including literature, arts, and sciences.

c. Education as a means of fostering intellectual freedom and progress.

Key Finding: Hussain viewed secular and modern education as essential for individual and societal advancement, emphasizing its role in overcoming traditional constraints.

3. Education as a Tool for Social Justice

Hussain's personal experiences with poverty, blindness, and social marginalization informed his belief in education as a transformative force. He strongly advocated for:

a. Universal access to education, irrespective of socio-economic status, gender, or geography.

b. The inclusion of marginalized groups, such as rural populations and women, in educational opportunities.

Key Finding: Hussain saw education as a tool for achieving social equity and bridging societal divides, making it a fundamental right for all.

4. Link Between Education and National Development

Hussain emphasized the role of education in national progress, arguing that a reformed system could address Egypt's developmental challenges. He believed in:

a. Aligning education with the needs of a modern economy and society.

b. Cultivating a knowledgeable and skilled citizenry to drive socio-economic growth.

Key Finding: Hussain positioned education as the cornerstone of Egypt's modernization and its ability to compete globally.

5. Relevance of Hussain's Educational Philosophy

Hussain's ideas remain pertinent to contemporary debates on education, particularly in addressing issues such as:

a. The persistence of rote learning and resistance to reforms in traditional systems.

b. The importance of inclusivity and accessibility in education for marginalized communities.

c. The need for balancing tradition with modernity to create equitable and progressive educational frameworks.

Key Finding: Hussain's educational philosophy offers timeless lessons for creating systems that are inclusive, modern, and relevant to societal needs.

Summary of Findings

Dr. Taha Hussain's reflections in The Days highlight:

1. The shortcomings of traditional religious education systems in fostering intellectual growth.

2. The transformative potential of secular and modern education in promoting critical thinking and progress.

3. The role of education in achieving social justice and bridging socio-economic divides.

4. The significance of education in national development and modernization.

5. The enduring relevance of Hussain's ideas in addressing contemporary educational challenges.

These findings underscore Hussain's belief in education as a powerful force for individual empowerment and societal transformation. His vision remains a guiding framework for educational reform and equity in modern contexts.

9. Relevance of Taha Hussain's Educational Philosophy for the Indian Context

Dr. Taha Hussain's educational philosophy offers significant lessons for the Indian

context, particularly when examined in comparison with the ideas of Mahatma Jyotirao Phule and Dr. B.R. Ambedkar. His advocacy for universal, secular, and accessible education aligns with the needs of modern India, where disparities in educational access, caste-based inequalities, and gender imbalances persist. Below are key ways Taha Hussain's philosophy is relevant and applicable to India today:

1. Education as a Tool for Liberation
Like Phule and Ambedkar, Taha Hussain believed education is essential for the liberation of marginalized communities. In India, millions still face systemic exclusion based on caste, gender, and socioeconomic status.

Taha Hussain's emphasis on making education accessible to women, the rural poor, and underprivileged groups mirrors the continuing struggles in India to eliminate barriers to education. For example, programs like Sarva Shiksha Abhiyan and Beti Bachao Beti Padhao resonate with Hussain's call for education to be "like water and air—free and available to all."

2. Promoting Gender Equality in Education
Taha Hussain was a strong advocate for women's education, recognizing it as a foundation for societal progress. In India, thinkers like Phule and Savitribai Phule championed similar causes by establishing schools for girls and breaking patriarchal barriers.

Even today, gender disparities in education persist, particularly in rural and economically disadvantaged areas. Taha Hussain's philosophy highlights the urgency of eliminating gender bias in education, empowering women to participate fully in social, economic, and political life.

3. Modern and Secular Education
Taha Hussain critiqued rigid, outdated religious education systems and advocated for a modern, secular curriculum that integrates sciences, philosophy, and critical thinking. Similarly, Ambedkar promoted rationality and modern knowledge as tools to challenge caste-based orthodoxy.

In India, secular and scientific education remains vital to counter regressive ideologies, superstitions, and communal divides. Taha Hussain's philosophy reinforces the need to strengthen India's secular education system, ensuring it fosters rational inquiry, critical thinking, and inclusivity.

4. Education for Marginalized Communities
Taha Hussain's work resonates deeply with India's efforts to provide education to marginalized groups, including Dalits, tribal communities, and rural populations. Ambedkar's call for equal educational opportunities for Dalits aligns with Hussain's belief that education is key to societal progress.

In India, policies such as reservation systems, scholarships, and mid-day meal programs aim to improve educational access for historically disadvantaged communities. Taha Hussain's ideas encourage further reform to address gaps in literacy rates and dropout rates among marginalized groups.

5. Addressing Rural Educational Challenges
Taha Hussain emphasized the importance of rural education, critiquing systems that neglected villages and underdeveloped areas. This challenge remains highly relevant in India, where rural schools often face issues of infrastructure, teacher shortages, and lack of resources.

Hussain's advocacy for improving rural education systems aligns with India's need to strengthen educational infrastructure in villages, ensuring quality education reaches all corners of the country.

6. Challenging Social and Cultural Dogma

Taha Hussain's critique of blind adherence to tradition echoes Ambedkar's call to reject caste-based orthodoxy and social stagnation. Both reformers emphasized that education must promote rationality, progress, and equality, enabling individuals to question and reform outdated systems.

In India, Hussain's ideas underscore the need for education to combat caste discrimination, religious extremism, and cultural dogma that hinder societal growth. Schools and universities must serve as spaces of critical inquiry and inclusive dialogue.

10. Conclusion

Dr. Taha Hussain's The Days offers a profound reflection on education as both a personal journey and a societal imperative. His critique of traditional religious education, his advocacy for secular and modern learning, and his emphasis on educational accessibility underscore his vision for a reformed educational system in Egypt.

Hussain's philosophy highlights education as a tool for liberation, empowerment, and progress, transcending his personal struggles to offer a universal message. By challenging intellectual stagnation and promoting rational inquiry, Hussain's work remains a cornerstone for educational reform in Egypt and the broader Arab world. His vision for education—rooted in equality, modernity, and critical thinking—continues to inspire efforts toward creating just and inclusive societies.

Taha Hussain's educational philosophy mirrors the ideals of Mahatma Jyotirao Phule and Dr. B.R. Ambedkar in India. All three believed that education was key to liberation, social justice, and national progress. They critiqued outdated traditions, advocated for modern and inclusive education, and emphasized the role of education in uplifting marginalized communities. Their ideas remain vital in contemporary educational reform discussions in both Egypt and India.

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A STUDY ON PREVALENCE AND IMPACT OF DEPRESSION AMONG SCHOOL GOING ADOLESCENTS

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Abstract

Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (affecting readiness to seek help), educational difficulties, risk-taking behaviours, physical ill-health and human rights violations. Timely intervention in form of counselling, medications, and other measures can alleviate symptoms and help children and adolescents succeed in school, develop, and maintain healthy relationships, and feel more self-confident. The present study aims at exploring the prevalence and pervasive influence of depression among school going adolescents. The study was based on quantitative and qualitative method and 50 students were selected randomly from 5 secondary and higher secondary schools consisting of private and government aided. The standard questionnaire was administered to the respondents to collect the data. The work found out that most of the school going students who are in their adolescence period suffer from depression.

Key Words: Adolescents, anxiety, depression, mental health,

Introduction

Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (affecting readiness to seek help), educational difficulties, risk-taking behaviours, physical ill-health and human rights violations. Timely intervention in form of counselling, medi-

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cations, and other measures can alleviate symptoms and help children and adolescents succeed in school, develop and maintain healthy relationships, and feel more self-confident. Studies show that many cases go undetected in schools until it is too late and the problem has spiralled into great proportions. There is a knowledge gap in the area of timely identification and intervention. The purposed study aims at exploring the prevalence and pervasive influence of depression among school going adolescents.

Statement of the problem

This is a study on the Prevalence and Impact of Depression among school going adolescents.

Objectives of the study

The main objective of the study was to examine the impact of depression among the adolescents in school going students. The other objectives were as follows:

i. To identify the prime causes of mental depression among school going adolescents.
ii. To know the effects of mental depression of the students.
iii. To study the awareness about mental depression in school going adolescents.
iv. To study the attitude of the students towards mental depression.

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v. To trace the role of school, family and society in enhancing mental depression in school going adolescents.
vi. To explore the probable remedies to overcome mental depression in school going adolescents.
vii. To investigate whether there is any gender issue associated with depression among adolescents.

Hypothesis:

The study has the following hypotheses:

H_{01}: There is no significant mean difference between the number of depressed male adolescent school going students and depressed female adolescent school going students in their awareness about depression.

H_{02}: There is no significant mean difference between the number of depressed adolescent students from rural area and depressed adolescent students from urban area in their awareness about depression.

H_{03}: There is no significant mean difference between the number of depressed adolescent students with graduate and above parents and depressed adolescent students without graduate and above parents in their awareness about depression.

H_{04}: There is no significant mean difference between the number of depressed English medium school going adolescent students and depressed vernacular medium adolescent school going students in their awareness about depression.

Significance of the study

The findings of this study will be beneficial for adolescent school going students, parents, teachers, curriculum developers, community health workers as well as psychologists and future researchers. The findings will help the teachers to understand the causes behind significant mental depression among school going adolescents. The findings will also sensitize the teachers about the severity of depression among adolescent school going students. Depending on the nature of causes the teachers will be able to modify the strategy of teaching, will be able to build structured school mental health programs for the promotion of mental health, will be able to take steps for early intervention and overall will be able to reach out to the students. The findings will be helpful for students also, as they will be able to recognise their depression and interpersonal dysfunction. These findings can also be a factor to enhance the readiness among depressed school going adolescents to open up about it and to seek help about it.

Review of related literature

Dsouza, Jayakumar, & Mahapatra (2021) in a study on " Prevalence of depression among school going adolescents in India : A Systematic review and meta-analysis of cross-sectional studies" found that the school going adolescents across India frequently experienced depressive symptoms and the levels of depression at this age group ranged from mild to severe. This calls for an urgent need to impart adequate awareness in parents, teachers, and peer groups, as well as to sensitize them regarding the intensity of the disease, so that early identification and treatment can be accomplished. School teachers could be the potential candidates to empower with the skills of identifying early symptoms of mental illness, that would later help to draw the attention of the health department. Chail, Dangi, Raja, & Singh (2020) in their study on "Prevalence of Childhood depression in school going adolescents in an urban Indian school" showed that school mental health is a neglected area in our country, and only a small fraction of these cases would have come to attention or received appropriate intervention under normal circumstances. The findings highlighted the need to have a structured school mental health program for the promotion of mental health and early intervention in cases with childhood depression. Ahmad, Shukla, Shukla, Shukla & Singh (2019) in a study on "Factors Associated with Depression among School-going Adolescent Girls in a District of Northern India: A Cross - section Study" revealed that depression among adolescents, especially among girls, is a rising public health problem worldwide. Praveen Daya & Karthikeyan (2018) in a study on "Depression, anxiety, stress and its correlates among urban school going adolescents in Tamilnadu, India" revealed that undetected and untreated mental disorders can impair a person's ability to perform at school or work place, cope with daily activities of life and can lead to severe psychiatric disorders and consequences later in their life. Jayashree, Mithra, Nair, Pai, & Unnikrishnan, (2018) in a study on

" Depression and Anxiety Disorder among Schoolgoing Adolescents in an Urban Area of South India" found out that depression and anxiety were high among the study participants. Co-existing anxiety and female gender are significantly associated with depression among them. Increasing age, socioeconomic factors, and parental education are other factors influencing depression and anxiety but were statistically not significant. Aggarwal, Jha, Kumar, Kumar, Nirala & Singh(2017) in their study on "Prevalence of Depression among School-going Adolescents in an Urban Area of Bihar, India" revealed that depression is one of the under-recognized health problems in adolescents. Emotional instability resulting from childhood to adulthood transition makes adolescents vulnerable to depression. Bakshi, Goel, Kumar, Sandal, Sharma, & Singh (2017) in their study on "Prevalence of Depression, Anxiety and Stress among school going adolescent in Chandigarh" showed that the overall prevalence of Depression, Anxiety and Stress (DAS) among school going adolescents in Chandigarh was high and was associated with increased risk of suicidal behaviour, homicidal ideation, tobacco use, and other substance use.

Research Methodology
The present study follows both qualitative and quantitative methods. Mixed method research combines the strengths of quantitative and qualitative methods to provide the most informative, complete, balanced and useful research results. The present study based on dependent and independent variables was constituted of secondary and higher secondary students in adolescence period of Kolkata private schools, govt. aided and govt. schools. 50 students selected from 5 secondary and higher secondary schools were included in the survey by applying random sample technique. A survey questionnaire with 17 items for quantitative analysis and 5 items in the form of unstructured interview schedule for qualitative analysis based on Likert scale

Data Analysis and Interpretation
Quantitative Data Analysis:
T-test: T-test was used for pair wise comparison of the level of awareness of depression of adolescent school going students on the basis of their gender (Male and Female), on the basis of their residential type (Rural and Urban), on the basis of their parents' educational qualification (Graduate & above and not Graduate and above) and on the basis of their medium of transaction at school (English and Vernacular). Corresponding Means and Standard Deviations(S.D) were examined.
Testing of Null Hypothesis-1 (H_{o1}):
H_{01}: There is no significant mean difference between the number of depressed male adolescent school going students and depressed female adolescent school going students in their awareness about depression.
 The table 1: Results of T-test for awareness about depression among adolescent students with respect to their gender (Male & Female)

Sl No.	Gender	Number of Sample	Mean	S.D.	T- Value	df	Level of Significance
1.	Male	55	43.90	14.62	0.69	98	Not Significant
2.	Female	45	42	12.95			

Interpretation: With the t-statistic of 0.69 and degrees of freedom of approximately 98 (found from table), we would compare the t-value against a critical value from the t-distribution for the desired significance level (commonly α=0.05α=0.05). Since the t-value is small (0.69), it suggests that there is no significant difference between the means of the two groups. Therefore, the Null hypothesis (Ho1) can be accepted. Therefore, it can be concluded that there is no significant difference between male and female adolescent students about their awareness about depression.

Testing of Null Hypothesis-2 (H$_{02}$):
H$_{02}$: There is no significant mean difference between the number of depressed adolescent school going students from rural area and depressed adolescent school going students from urban area in their awareness about depression.

The table 2: Results of T-test for awareness about depression among adolescent students with respect to their residential type (Rural & Urban):

Sl No.	Residencial type	Number of Samples	Mean	S.D.	T- Value	df	Level of Significance
1.	Rural	35	38.40	16.75	-0.987	76	Not Significant
2.	Urban	65	42	18.50			

Interpretation: To interpret the results, we compare the t-value to a critical t-value from the t-distribution table for df=76 (found from the table) at a significance level (e.g., α=0.05). If the calculated t-value is greater than the critical t-value, we reject the null hypothesis. In this case, with a t-value of −0.987, it's likely that this is less than the critical value (approximately ±1.990 for a two-tailed test with df=76), meaning the result is not statistically significant. Thus, we fail to reject the null hypothesis, indicating that there is no signifi-

cant mean difference between the number of depressed rural and urban adolescent students.

Testing of Null Hypothesis-3 (H_{03}):
H_{03}: There is no significant mean difference between the number of depressed adolescent school going students with graduate and above parents and depressed adoles-

cent school going students without graduate and above parents in their awareness about depression.

The table 3: Results of T-test for awareness about depression among adolescent students with respect to their parents' educational qualification (Graduate and above & not graduate and above).

Sl No.	Parents' educational qualification	The Number of Samples	Mean	S.D.	T- Value	df	Level of Significance
1.	Graduate & above	82	42.71	20.02	0.34	98	Not Significant
2.	Not graduate and above	18	40.95	18.30			

Interpretation: For a typical significance level (α=0.05) and 98 degrees of freedom (found from the table), the critical t-value for a two-tailed test is approximately 1.984. Since the calculated t-value (0.34) is much smaller than the critical t-value (1.984), we fail to reject the null hypothesis. This means that there is no significant difference between the mean number of depressed adolescent students with graduate and above parents and those without graduate and above parents. Thus, based on the data, it is concluded that the parental education level (graduate and above)

does not have a statistically significant impact on the depression levels of adolescent students.

Testing of Null Hypothesis- 4 (H_{04}):
H_{04}: There is no significant mean difference between the number of depressed English medium school going adolescent students and depressed vernacular medium adolescent school going students in their awareness about depression.

The table 4: Results of T-test for awareness about depression among adolescent students with respect to their medium of transaction at school (English and Vernacular).

Sl No.	Medium of transaction at school	Number of Samples	Mean	S.D.	T- Value	df	Level of Significance
1.	English	67	49	21.25	0.99	74	Not Significant
2.	Vernacular	33	45	18			

Interpretation: To determine if this t-statistic is significant, we would compare it with the critical t-value from the t-distribution table for a given significance level (e.g., α=0.05) and the calculated degrees of freedom (74 - found from the table). For a two-tailed test at α=0.05, the critical value for df=74 is approximately ±2.00. Since the calculated t-statistic (0.983) is less than the critical value (2.00), we fail to reject the null hypothesis. This means there is no significant difference in the mean number of depressed students between the English and vernacular medium school going adolescents.

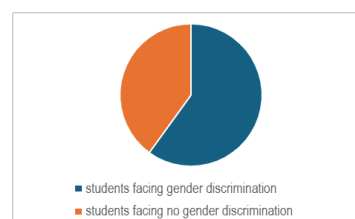**Qualitative Analysis and Discussion of Interview Schedule**

Qualitative data have been collected through one-to-one interview method of 50 adolescent school going students chosen randomly from the same schools who have spoken their hearts out. This has helped to understand deeply and clearly regarding their awareness about depression.

Question No. 1: How do you feel about the way people treat you based on your gender at school? Do you feel any gender discrimination?

60% of the respondents (67% male and 33% female) said that they face gender discrimination as certain works are done by male students and certain works are done by female students. The teachers and the staffs of the school also create gender discrimination through their behaviour.

40% of the respondents said they don't feel any kind of gender discrimination as they feel the teachers, the students and the other staffs at school, they behave well without any kind of any gender discrimination.

Pie charts on gender discrimination -

- students facing gender discrimination
- students facing no gender discrimination

- male students facing gender discrimination
- female students facing gender discrimination
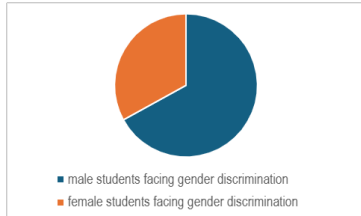
Question No. 2: Can you describe the environment where you live (rural or urban area)? How does this impact your mood or mental wellbeing?

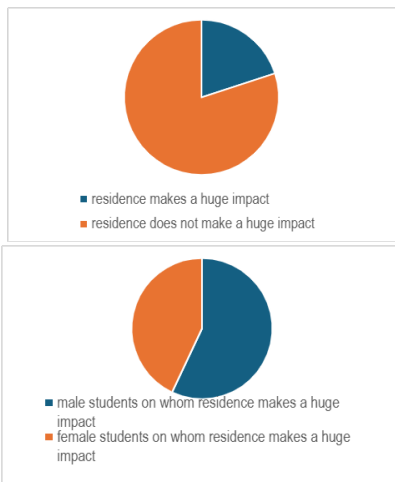20% of the respondents (57% male and 43% female) said that the area of their residence makes a huge impact on their mental health as they spend the major time at their homes. 80% of the respondents said that the area of their residence makes no impact on their mental health.

Pie charts on the impact of residence on students' mental health –

- residence makes a huge impact
- residence does not make a huge impact

- male students on whom residence makes a huge impact
- female students on whom residence makes a huge impact

Question No. 3: How involved do you feel your parents are in your awareness towards depression and personal life? Do you find it easy to communicate with them about your feelings or challenges?

86% of the respondents (55% male & 45% female) said that they do not feel free to communicate with their parents regarding their mental health and personal life as they feel their parents never understand their point of view. 14% of the respondents said that they do communicate with their parents regarding their mental health and personal life as their parents have created a safe space for them where they can talk about anything and everything without being judged.

Pie charts on students and their communication with their parents -

- students who do not feel free to communicate
- students who feel free to communicate

- male students who do not feel free to communicate
- female students who do not feel free to communicate
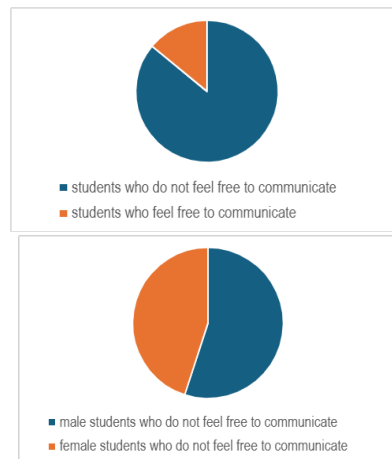
Question No. 4: Do you feel comfortable to express yourself in the language – that the school has as the medium of transaction?

67% of the respondents said that they are comfortable in expressing themselves with the language that the school has as the medium of transaction as they have become habituated in expressing themselves with that language of transaction. 33% of the respondents said that they are not comfortable in expressing themselves with the language that the school has as medium of transaction as they feel some kind of hindrance while expressing.

**Pie charts on students and their comfortable language to express themselves -**
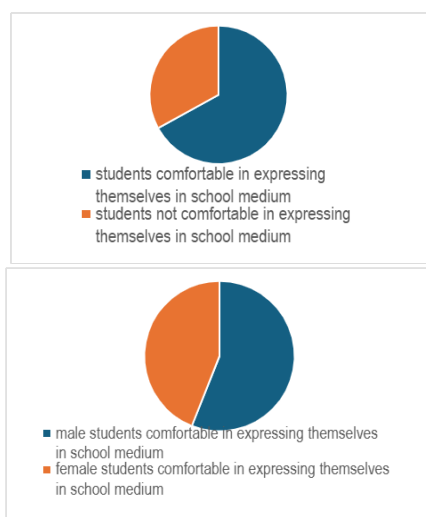
Question No. 5: How do you feel when thinking about your future goals or dreams? Do you feel supported by your family and school in achieving them?

71% of the respondents (56% male and 44% female) said that they do feel supported by their families and schools in achieving their future goals and dreams as they experience encouragement from both the places. 29% of the respondents said that they do not feel supported by their families and schools in achieving their future goals and dreams as they experience discouragement or disinterest from both the places.

Pie charts on students and their family support -
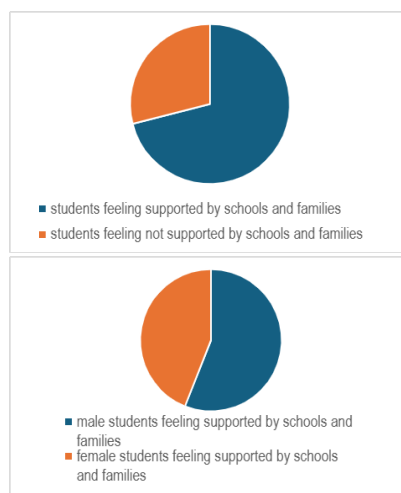
Final Interpretation Based on the Quantitative and Qualitative Analysis

Null hypothesis 1 is supported by both the quantitative data analysis and the qualitative data analysis. By the interpretation of T-test it is proved that there is no significant mean difference between the number of depressed male adolescent school going students and depressed female adolescent school going students in their awareness about depression. And in the qualitative analysis, by analysing interview question number 1, it is supported that there is no significant mean difference between the number of depressed male adolescent school going students and depressed fe-

male adolescent school going students in their awareness about depression. Null hypothesis 2 is supported by both the quantitative data analysis and the qualitative data analysis. By the interpretation of T-test it is proved that there is no significant mean difference between the number of depressed adolescent school going students from rural area and depressed adolescent school going students from urban area is their awareness about depression. And in the qualitative analysis, by analysing interview question number 2, it is supported that there is no significant mean difference between the number of depressed adolescent school going students from rural area and depressed adolescent school going students from urban area is their awareness about depression. Null hypothesis 3 is supported by both the quantitative data analysis and the qualitative data analysis. By the interpretation of T-test it is proved that there is no significant mean difference between the number of depressed adolescent school going students with graduate and above parents and depressed adolescent school going students without graduate and above parents in their awareness about depression. And in the qualitative analysis, by analysing interview question number 3 and question number 5, it is supported that there is no significant mean difference between the number of depressed adolescent school going students without graduate and above parents in their awareness about depression. Null hypothesis 4 is supported by both the quantitative data analysis and the qualitative data analysis. By the interpretation of T-test it is proved

that there is no significant mean difference between the number of depressed English medium school going adolescent students and depressed vernacular medium adolescent school going students in their awareness about depression. And in the qualitative analysis, by analysing interview question number 4, it is supported that there is no significant mean difference between the number of depressed English medium school going adolescent students and depressed vernacular medium adolescent school going students in their awareness about depression.

Discussion and Findings

Discussions about the whole study i.e Summary and the Findings of the study is done and future directions are provided on the basis of the findings of the study.

Limitations:

i. Due to sensitisation of the selected topic, the adolescent school going students were hesitant to give answers.

ii. The awareness towards depression among adolescent school going students of two different private schools is not enough to show the overall awareness towards depression among adolescent school going students of West Bengal.

iii. As the data was collected on the basis of a five point likert type scale, the adolescent school going students may not have given their proper opinion about depression.

There is a big possibility of bias-ness.

iv. The area of the study was limited only among adolescent school going students.

Recommendations and Suggestions

On the basis of finding the recommendation and suggestions has been made and given below.

i. The adolescent school going students with low level of awareness towards depression should be more aware and should gather more knowledge about depression because they will be the future citizens of the country.

ii. The school should arrange several awareness programmes regarding identifying depression to improve the awareness towards depression among adolescent school going students.

Scope for Future Research

There is a fair scope of carrying out a good number of research works in this field. Some areas that may be explored further include-

Knowledge and attitude of adolescent school going students towards depression.

i. A comparative study about the attitude of adolescent school going students and adult students towards depression.

ii. A comparative study about the awareness of higher secondary grade students and undergraduate students towards depression.

iii. A comparative study on awareness towards depression among adolescent private school going students and adolescent government aided school going students.

iv. **Conclusion**It was revealed that most of the school going students who are in their adolescence period suffer from depression. In fact, a significant part of them is suffering from severe depression. Female school going adolescents are more depressed than male school going adolescents. Gender issues, religion, family, guilty feelings - these are the prime causes of depression. This depression is resulting in interpersonal dysfunction among the adolescent school going students. Stigma created by society and lack of awareness in society regarding depression are making it more difficult for adolescent school going students to open about it. Overall depression is affecting the mental, physical, emotional, and social well-being of school going adolescent students.

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ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS TEACHING ENGLISH AS A SECOND LANGUAGE IN VERNACULAR MEDIUM SCHOOLS OF NORTH 24 PARGANAS

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─────────────────(**Abstract:**)─────────────────

Teaching and learning of English language are great challenge in non-native speakers of English countries. The proposed study aims at exploring attitude of teaching English as a second language especially for effective learning of the vernacular medium. The present study was based on descriptive qualitative survey method and consisted of 100 school teachers of rural as well as urban areas of North 24 Pargansa District in West Bengal. The work shows that most learners do not realize the central significance of English in adult life as they do not find any immediate use of the same outside the classroom in school life. However, the functional role of English as a link language and in the job-market cannot be denied and hence learning English emerges as crucial. The study demands that English teachers should adopt various methods to teach English as a second language to the students in vernacular medium schools, most of whom are deprived of a systematic exposure to the target language. Despite extensive research in the area, there seems to be a knowledge gap about how the teachers, supposed to be aiding learners by the teaching English as a second language, feel about this subject as a compulsory paper to be taught in the curriculum.

Key Words: Attitude, Secondary school teachers, teaching learning process, English language,

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Introduction:

Teaching and learning of English language is a great challenge in non-native speakers of English in countries like Peru, China, Japan, India etc. because exposure to use of English is minimal outside the classroom. Studies show that most learners do not realize the central significance of English in adult life as they do not find any immediate use of the same outside the classroom in school life. However, the functional role of English as a link language and in the job market cannot be denied and hence learning English emerges as crucial. English teachers have to adopt various methods to teach English as a second language to the students in vernacular medium schools, most of whom are deprived of a systematic exposure to the target language. English language teaching is now a matter of an enfranchised academic response to people's aspirations. English language education in India is an extensive and highly complex phenomenon in the curriculum governance and autonomy of the Indian education system. The three-language formula, formulated in 1968 by the ministry of Education of the Government of India in consultation with the states, mandated teaching of English as a compulsory subject in schools for functional communicative purposes. However, in any language learning, listening to and speaking in the target language is of primary significance and lack of such exposure in countries like India pose a challenge to effective transaction of the English curriculum in the vernacular medium schools where English is compulsory as per the three-language formula mentioned above. English, in such a case, becomes a burden to the learners who experience fear guage with little or no exposure to the target language, even in the educational institutions. The teachers too, under such circumstances, apparently experience anxiety and feel burdened to teach English to learners apprehensive of the accuracy and fluency of the foreign language. Despite extensive research in the area, there seems to be a knowledge gap about how the teachers, supposed to be aiding learners by the teaching English as a second language, feel about this subject as a compulsory paper to be taught in the curriculum. The proposed study aims at exploring attitude of teaching English as a second language especially for effective learning of the vernacular medium.

Statement of the Problem

This is a study on the attitude of secondary school teachers towards teaching English as a second language in vernacular medium schools of North 24 Parganas.

Research Questions

1. What is the attitude of teachers towards teaching English as a second language in vernacular medium schools?
2. What are the problems that faced by vernacular medium high school teachers teaching English as second language?
3. What is the attitude of English teachers towards teaching English as a second language in Bengali medium schools?
4. Is there any difference in teaching En-

glish as second language in urban and rural areas?

Hypotheses: The study has the following hypotheses:

H_{01}: There is no significant difference between rural and urban teachers in their attitude towards teaching English as a second language.

H_{02}: There is no significant difference between female and male teachers in their attitude towards teaching English as second language.

H_{03}: There is no significant difference between male and female teachers in the problems encountered in teaching English as a Second language.

H_{04}: There is no significant difference between rural and urban teachers in the problems encountered in teaching English a second language.

H_{05}: There is no significant difference between support received by rural and urban teachers for teaching English as a second language.

H_{06}: There is no significant difference between support received by male and female teachers for teaching English as a second language.

Methodology

The present study based on descriptive qualitative survey method and confined to the vernacular medium secondary schools at Barasat and Chowgacha of North 24 Pargansa District in West Bengal, India. A standardized questionnaire based on dependent as well as independent variables with 19 items for quantitative analysis and 6 items in the form of interview schedule for qualitative analysis were used for the present study. The total respondents were 100 teachers consisted of each 50 from urban and rural areas selected through random sampling technique. A Five-point rating scale was used with each question to quantify the qualitative responses.

Analysis and interpretation of data

After the collection of data through survey the investigator organized analyzed and interpreted the data and there after established the conclusions and generalizations to get a meaningful picture of the problem at hand and its implications for practical action and further research.

Hypothesis 1

H_{01}: There is no significance difference between rural and urban students in their attitude towards learning English.

t-Test: Two-Sample Assuming Equal Variances		
Q. B.		
	URBAN	*RURAL*
Mean	28	22.14
Variance	20.08163265	39.18408163

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Observations	50	50
Pooled Variance	29.63285714	
Hypothesized Mean Difference	0	
Df	98	
t Stat	5.382460566	
P(T<=t) one-tail	2.51188E-07	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	5.02375E-07	
t Critical two-tail	1.984467455	

Analysis: The t Stat (5.3825) is significantly larger than both the one-tail critical value (1.66055) and the two-tail critical value (1.98446). The p-values (both one-tail and two-tail) are extremely small and much less than the conventional significance level (e.g., 0.05 or 0.01). This implies that there is a statistically significant difference between the Urban and Rural groups.

Conclusion: There is enough evidence to reject the null hypothesis that the means of the Urban and Rural groups are equal. The Urban group has a significantly higher mean compared to the Rural group. The difference in means is statistically significant at a high confidence level.

Hypothesis 2

H$_{02}$: There is no significance difference between female and male students in their attitude towards learning English as second language

t-Test: Two-Sample Assuming Equal Variances		
	FEMALE	*MALE*
Mean	25.74358974	24.63934426
Variance	25.03778677	46.36775956
Observations	39	61
Pooled Variance	38.09695379	
Hypothesized Mean Difference	0	
Df	98	

t Stat	0.872605058	
P(T<=t) one-tail	0.192505691	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.385011381	
t Critical two-tail	1.984467455	

Interpretation:

1. Statistical Significance: The two-tailed p-value is 0.385, which is greater than the common significance level of 0.05. This indicates no statistically significant difference between the means of the Female and Male groups

2. Comparison with Critical t-values: The calculated t-statistic (0.873) is less than the critical values for both one-tailed (1.6606) and two-tailed tests (1.9845). Thus, we fail to reject the null hypothesis.

3. Practical insight: Although the Female group's mean is slightly higher (25.74 vs. 24.64), this difference is not statistically significant based on the data provided. The variability in the Male group (higher variance) might dilute any difference between the means.

Conclusion: There is no significant difference between the female and Male groups based on the data presented. The observed differences in the means could be due to random variation rather than any real effect.

Hypothesis 3

H_{03}: There is no significance difference between male and female students in their problems encountered in learning English as second language.

t-Test: Two-Sample Assuming Equal Variances		
	FEMALE	*MALE*
Mean	17.8974359	17.42622951
Variance	26.62078273	29.11530055
Observations	39	61
Pooled Variance	28.14803853	
Hypothesized Mean Difference	0	
Df	98	
t Stat	0.433195886	

P(T<=t) one-tail	0.332912222	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.665824444	
t Critical two-tail	1.984467455	

Interpretation and Analysis: The provided table shows the results of a t-test for two samples assuming equal variances. Here is the detailed analysis:

1. Mean Values: Female: 17.8974359. Male: 17.42622951. The mean difference between females and males is very small, indicating a similar average score.

2. Variance: Female: 26.62078273. Male: 29.11530055. The variances are comparable, supporting the assumption of equal variances.

3. Degrees of Freedom (df): 98. The degrees of freedom for this test is 98, which is derived from the sample sizes (39 females and 61 males).

4. t-Statistic (t Stat): 0.433195886. This value is much smaller than the critical values, indicating weak evidence against the null hypothesis.

5. P-values: One-tail: 0.332195886. Two-tail: 0.665824444

Both P-values are significantly greater than the common significance levels (0.05 or 0.01), implying no statistically significant difference.

6. Critical t-Values: One-tail: 1.660551217. Two-tail: 1.984467455. The calculated t-statistic (0.433) is less than the critical values for both one-tailed and two-tailed tests.

Conclusion: The null hypothesis (H_o) states that there is no significant difference between the mean scores of males and females. Based on the analysis, P-values are greater than 0.05, indicating that the results are not statistically significant. t-statistic is smaller than the critical t-values, further supporting the lack of evidence to reject H_o.

Hypothesis 4

H_{04}: There is no significance difference between urban and rural students in their problems encountered in learning English as second language.

t-Test: Two-Sample Assuming Equal Variances		
	URBAN	*RURAL*
Mean	16.62	18.6
Variance	36.68938776	17.71428571
Observations	50	50
Pooled Variance	27.20183673	
Hypothesized Mean Difference	0	
Df	98	
t Stat	1.898174259	
P(T<=t) one-tail	0.03030785	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.060615699	
t Critical two-tail	1.984467455	

Analysis:

That Stat (-1.89) is slightly less than the negative of the two-tail critical value (-1.98446). The one-tail p-value (0.0303) is less than 0.05, indicating significance for a one-tailed test at the 5% level. However, the two-tail p-value (0.0606) is greater than 0.05, indicating no statistical significance for a two-tailed test.

Conclusion: *1. One-Tailed Test: If the hypothesis is directional (e.g., "Rural mean is greater than Urban mean"),* there is sufficient evidence to reject the null hypothesis at the 5% level.

2. Two-Tailed Test: If the hypothesis is non-directional (e.g., "There is a difference between Rural and Urban means"), there is not enough evidence to reject the null hypothesis at the 5% level. Thus, whether the results are statistically significant depends on the nature of the hypothesis being tested.

Hypothesis 5

H_{05}**:** There is no significance difference between urban and rural teacher in their attitude towards teaching English as second language.

t-Test: Two-Sample Assuming Equal Variances		
	URBAN	*RURAL*
Mean	18.42	15.54
Variance	19.96285714	14.62081633
Observations	50	50
Pooled Variance	17.29183673	
Hypothesized Mean Difference	0	
Df	98	
t Stat	3.462915776	
P(T<=t) one-tail	0.000396846	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	0.000793691	
t Critical two-tail	1.984467455	

Analysis:

1. One-Tailed Test: p-value (one-tail): 0.000397. t-Critical (one-tail): 1.66 Since the p-value is much smaller than 0.05, the result is statistically significant in a one-tailed test, meaning the Urban group's mean is significantly higher than the Rural group's mean.

2. Two-Tailed Test: p-value (two-tail): 0.000798. t-Critical (two-tail): 1.98 Again, the p-value is much smaller than 0.05, confirming the result is statistically significant in a two-tailed test, indicating a significant difference between the two means.

Conclusion: The results show a statistically significant difference between the Urban and Rural group means, with the Urban group having a higher mean (18.42) compared to the Rural group (15.54). The low p-values (<0.001) indicate that this difference is unlikely due to chance. This suggests that the factor being measured (e.g., income, educational attainment, health outcomes, etc.) is significantly different between urban and rural populations.

Hypothesis 6

H_{06}: There is no significance difference between female and male teachers in their attitude towards teaching English as second language.

t-Test: Two-Sample Assuming Equal Variances		
	FEMALE	*MALE*
Mean	16.87179487	24.63934426
Variance	16.79892038	46.36775956
Observations	39	61
Pooled Variance	34.90229131	
Hypothesized Mean Difference	0	
Df	98	
t Stat	6.412897153	
P(T<=t) one-tail	2.52475E-09	
t Critical one-tail	1.660551217	
P(T<=t) two-tail	5.04949E-09	
t Critical two-tail	1.984467455	

Interpretation: The p-value for both one-tailed and two-tailed tests is extremely small (<0.001), indicating that the difference in means between the two groups is highly statistically significant. Since the t Stat (5.41) exceeds both the critical values for one-tailed (1.66) and two-tailed (1.98) tests, we reject the null hypothesis (which states there is no difference in means between females and males).

Conclusion: There is a statistically significant difference between the average values for the Female group (mean = 16.87) and the Male group (mean = 24.64). The large t-statistic and low p-value suggest the difference is unlikely to be due to chance.

QUALITATIVE ANALYSIS AND DISCUSSION OF INTERVIEW SCHEDULE

Q.1) a) How do your teachers teach English in class? Do they use any other teaching aids or ICT for teaching English along with textbook and blackboard?

Teaching items	Percentage
ICT	50
BLACK BOARD	55

TEXT BOOK	100
OTHERS	10

b) Does your school have provisions of ICT, plug points in classroom and portable projectors?

DEVICES	PERCENTAGE
ICT	100
PLAG POINT	100
PORTABLE PROJECTOR	100

Q.2) Is grammar taught in the class by teaching rules from the textbook or by any other interesting method?

METHOD OF TEACHING	Responds
GRAMMAR BOOK	80
OTHER INTERESTING METHOD	50

Innovative Method used in rural and urban area.

AREA	PERCENTAGE
URBAN	80
RURAL	25

Q.3. a) How many male and female teachers of English do you have? What are their activities apart from teaching ?

URBAN MALE TEACHER	URBAN FEMALE TEACHER	RURAL MALE TEACHERS	RURAL FEMALE TEACHERS
3	3	1	2

b) Who are more burdened with the non-academic responsibilities?

ACTIVITIES BY TEACHERS	PERCENTAGE
MID-DAY MEAL COUNTING	80
KANYASREE	60
BOOK DISTRIBUTION	50

DRESS DISTRIBUTION	30
MALE TEACHER	**FEMALE TEACHER**
60	90

Q.4) What are the opportunities that you feel would have enriched your English communicative competency if organized by your school?

COMMUNICATING SKILL	**PERCENTAGE**
SPOKEN ENGLISH	60
DEBATE CLUB	50
DRAMA CLUB	50
MAGAZINE	80
CREATIVE WRITING	70

Discussion

It was found that most of the teachers use the textbooks and blackboards for teaching English. From the interview responses it was found that most of the schools both urban and rural had computers at least one portable projector and basic resources which can be used for teaching learning however the interview responses clearly point out that such resources are seldom or never used in classroom teaching. It is found that a subject as crucial as grammar in any language teaching learning is taught mostly in lecture method by citing grammatical rules and giving examples from books instead of active student engagement in well planned activities and tasks that help in teaching situational grammar and textual grammar in effective meaningful way. The male teachers are more in number and help the students for learning English. This finding is explained by data collected through unstructured interview where it is seen that the number of female teachers the most of the school surveyed is significantly less and most of the female teachers are overburdened with barriers like mid-day meal, Kanya Sree which leave them with very little time and energy to patiently support the non-native speakers of English in vernacular school. It is found that majority of the students feel that apart from the schedule English classes in the time table where only the prescribed test books are taught the school showed organized free spoken English courses or classes public, speaking classes, creative writing activities, debate and drama clubs and publication of English magazines. It was found that majority of teachers con-

sidered these as vital for learning English.

Recommendations

1.The Government should conduct regular training programmes for rural school teachers to introduce modern teaching techniques, including ICT tools and interactive methods.Promote peer learning by organizing teacher exchange programs between urban and rural schools.

2.Strengthen the utilization of ICT infrastructure in rural schools to bridge the gap in innovative teaching practices. Provide technical support and regular monitoring to ensure consistent use of ICT in rural schools.

3.Recruit more teachers to address the shortage in rural areas and distribute workloads evenly. Allow teachers to focus more on student learning by reducing the burden of non-academic government projects.

4.Introduce English-speaking clubs and activities in rural schools to promote verbal communication skills. Conduct workshops and competitions specifically designed to build confidence in speaking English.

5.Provide rural students with access to creative activities such as debates, extempore, and creative writing through inter-school collaborations or online platforms. Offer scholarships or grants for rural schools to organize co-curricular activities.

6.Include verbal communication as a core part of the English curriculum across rural schools. Utilize audiovisual aids, role-playing exercises, and interactive sessions to enhance communication skills.

Conclusion: The findings highlight a significant disparity between rural and urban schools in teaching techniques, resource utilization, and student opportunities. While urban schools have embraced modern methods and foster holistic development through extracurricular activities, rural schools struggle with traditional approaches, teacher shortages, and limited emphasis on verbal communication. Addressing these issues requires targeted interventions in teacher training, infrastructure utilization, and curriculum design. Bridging this gap will ensure equitable access to quality education and promote proficiency in English among all students, irrespective of their geographic location. Future research should delve deeper into the systemic barriers and innovative solutions to create a more inclusive and effective learning environment.

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ENHANCE INFORMATION IN THE GLOBAL VILLAGE: DIRECTING THE INFLUENCE OF GLOBALIZATION ON ACCESS AND SHARING

Payel Mondal[1]

Abstract

Globalization has fundamentally reshaped the landscape of information access and sharing in our ever-more interconnected society. This paper explores the influence of globalization on academic libraries, examining the dynamics of information access and sharing, and proposes strategies to enhance their role in this globalized context. It also delves into the diverse effects of globalization on several crucial aspects of modern life and explores the multifaceted impact on the dissemination and accessibility of information in the global village. There are challenges and opportunities presented by globalization in shaping the flow of information across geographical, cultural, and socio-economic boundaries. By a comprehensive analysis of literature, the paper examines the role of digital technology, socio-political factors, and economic structures in mediating information access and sharing in the global context. It discusses the implications of unequal access to information and the potential for digital divides highlighting the existing inequalities in information access among different socioeconomic groups and geographical regions. It also highlights the importance of addressing ethical considerations and promoting inclusivity in information dissemination. This paper explains the intricate dynamics of information dissemination in our globalized world with the aim of guiding strategies that promote both universal access and responsible sharing practices within the global community.

Keywords: Globalization; Information Access; Information Sharing; Global Village

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1. Introduction

In the era of globalization, the concept of a "Global Village" has profoundly impacted the way information is accessed and shared in academic libraries. This transformation is driven by rapid technological advancements and the increasing interconnectedness of global communities. As academic libraries navigate this new landscape, they face both challenges and opportunities in facilitating equitable access to information and fostering a culture of sharing. In today's digital age, the world is more interconnected than ever before, with information flowing uninterruptedly across borders and transcending geographical barriers. This phenomenon, commonly referred to as globalization has transformed the way information is accessed, shared and used all over the world. With the rapid expansion of the internet globalization has facilitated unprecedented levels of connectivity and interaction among individuals, communities, and nations. But along with the benefits of increased access to information, globalization has also brought a number of challenges like issues of digital inequality, cultural assimilation, and information manipulation.

2. Objectives of the Study

The objectives of the study are:
- To study the influence of globalization on information access and exchange.
- To explore the role of information technology in globalization.
- To assess the impact of globalization on academy library services.
- To understand the factors of globalization on information accessibility and dissemination.
- To investigate challenges and solutions ensuring equitable and inclusive access to knowledge in the globalized era.

3. Literature Review

The effects of globalization on information access and sharing have been broadly elaborated in recent literatures. Helena Tapper (2000) highlights the possibilities and potential risks associated with the localization of the global information society. Rupinder Singh (2011) in his writing points out how information and communication technology (ICT) helps to provide information sources and services at everyone's doorstep and also discusses some open-source software like Greenstone, Dspace among others that help the library professionals. Sarah Okonedo et al. (2014) examines the influence of ICT on globalization of library and information services in south west Nigeria, establishing a benchmark for library functions and services. Namita Pareek and Anita Gangrade (2016) discusses the role of libraries as information centers in the context of globalization and mentions the challenges faced by the Library & Information Service (LIS) sector in India. Similarly, Fathima Beevi (2018) addresses the consequences of globalization in libraries, suggesting that the evolution towards digital resources is both inevitable and beneficial for global access to information. Davender Kumar and Shailendra Bhushan Sharma

(2018) has also highlighted specific issues and challenges faced by libraries in India, pointing out the necessity for libraries to adapt to digital management techniques to remain relevant. Bógdał-Brzezińska (2020) focuses on Information and Communication Technology (ICT) as a catalyst for development in the age of globalization, presenting the current evolution of information society and problems of digital divide. The theme of globalization and its impact on library services is further explored by Ajie Ifeoma Ajie (2021) where it was inferred that globalization in academic library have a bright future with the advent of new technologies. Odularu and Agunbiade (2022) discusses the globalization of technology and its implications for academic libraries, emphasizing the importance of managing information resources effectively to support higher education. Lastly, Gamze Sart et al. (2022) provide an empirical analysis on the impact of ICT and globalization on educational attainment, offering evidence of the positive outcomes associated with digital advancements in the educational sector.

4. Globalization

Globalization is the process of worldwide dynamic interaction among people, corporations and governments of various nations bringing the world closer through information, knowledge, culture and exchange of goods. It has impacts on environment, culture, political system, economic growth, prosperity and the overall welfare of societies worldwide. One significant facet of globalization involves the accessibility and sharing of information knowledge.

Globalization of library services requires the provision of information service without borders or limitations. In the context of libraries, globalization involves leveraging information and communication technologies to reach people across even the most remote corners of the globe. By globalizing library resources, individuals of all ages can thrive in contemporary society. Consequently, this technology empowers the masses to engage in the decision-making processes of the government, which directly impact their lives.

4.1 Information Technology in Globalization

Information technologies are increasingly recognized as vital instruments for overcoming obstacles in accessing and disseminating information. Majority of the information are published in digital forms all over the world. One of the important features of globalization is the widespread use of digital technologies that have revolutionized the way information is produced, disseminated and finally used. Information technology has revolutionized the world and transformed it into a 'Global Village' where world is viewed as a community in which distance and isolation has been dramatically reduced. Profound changes in the recent decades have led to the growing necessity to acquire, utilize, and share knowledge because the absence of knowledge is a significant contributor to underdevelopment. Information services

deals with acquisition, storage, analysis, retrieval, and dissemination of information to society. Technologies that enhance efficiency and effectiveness are integrated into information systems and these are pivotal in overcoming the obstacles to accessing and disseminating information.

The benefits of digital resources have reshaped the responsibilities of both library and information professionals and also the end users. It is essential to develop digital libraries in order to adapt to the technological advancements and the utilization of information. This is because the digital libraries have the potential to transform and revolutionize information dissemination in terms of accessibility, speed, and availability.

4.2 Role of Internet in Globalization

Internet plays a crucial role in expanding our global knowledge repository and foster closer connection among people and society that facilitates the exchange and communication of data across people worldwide. Internet provides facilities by which information can be stored, arranged and sent to users in a quick, timely and accurate manner. There are huge number of web pages and databases that are readily accessible on internet and serves as a repository of information on any subject in the world. This wealth of resources encompasses electronic journals, books, library catalogs, institutional repositories, databases, directories and organizational data among others. The Internet facilitates access to these resources through connectivity tools such as Electronic Mail, File Transfer Protocol (FTP), Telnet, World Wide Web, etc.

The internet has profoundly transformed the entire information management process. Its utilization has augmented the effectiveness of library and information professionals, reshaped the landscape of library and information related tasks and enabled users with unprecedented access to information sources. It plays an important role in carrying out various library operations like collection development, acquisition, classification, cataloging, circulation, resource sharing and others. The number of internet users worldwide has gradually increased (in Fig.1) in the last ten years accelerating the dissemination of ideas and information.
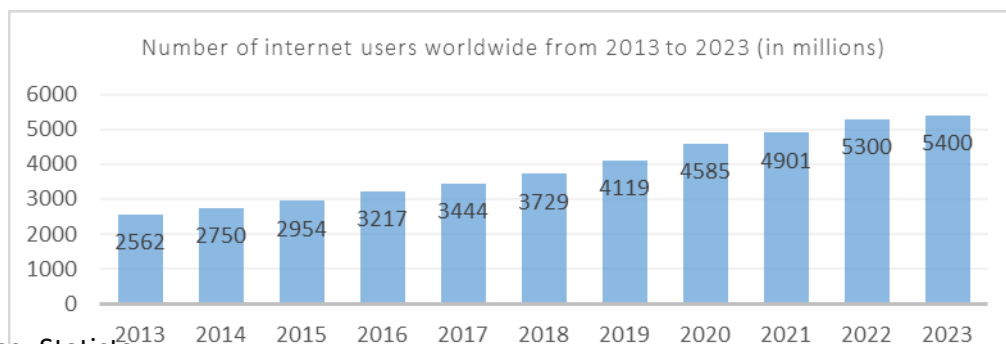
Source: Statista

Figure 1: Number of internet users.

5 Impact of Globalization on Academic Library Services

Globalization has a significant impact on the academic library services, transforming how information is accessed, shared and disseminated. Some key impacts include:

- **Access to Global Information Resources**: Globalization has broadened the availability of a wide range of information sources for academic libraries. Libraries are now able to offer access to digital collections, databases and online repositories containing scholarly works, e-books, multimedia content and archival materials from all over the world. This enables users to explore diverse perspectives and remain updated with latest research trends.
- **Digital Libraries and Online Catalogues**: Globalization has facilitated the development of digital libraries and online catalogs, enabling libraries to digitize their collections and offer remote access. Academic libraries helps in disseminating open access resources, including institutional repositories and open access journals. Users can search, browse and access library resources from anywhere, using devices connected to the internet.
- **Collaborative Resource Sharing**: Globalization has encouraged academic libraries to engage in collaborative partnerships with institutions, organizations, and libraries worldwide through initiatives such as interlibrary loan programs, consortia agreements, and digital sharing platforms. These collaboration involve resource sharing, joint research initiatives, and collaborative collection development efforts.
- **Technology Integration**: Globalization has facilitated the integration of technology into academic library services. Libraries adopt digital tools and platforms for various functions like cataloging, circulation, reference services and scholarly communication. Further, technologies like virtual reality, artificial intelligence and data analytics are increasingly being utilized to enhance user experiences and make library operations more efficient.
- **Multilingual Services**: Globalization has led academic libraries to offer multilingual services to meet the needs of diverse users. Libraries now offer collections, programs, and services in multiple languages, catering to the linguistic and cultural preferences of their communities. This includes multilingual cataloging, user interfaces, and reference services, ensuring equitable access to information.
- **Global Information Literacy**: Globalization highlights the importance of information literacy in maneuvering the vast amount of information available in today's

world. Academic libraries play a vital role in promoting information literacy skills among their user communities, helping them critically evaluate and ethically use information from diverse sources. This empowers users to become informed global citizens capable of engaging with complex issues and perspectives.

Globalization has transformed academic library services by broadening access to global information resources, encouraging cooperation, using technological integration and promoting information literacy. Libraries play a crucial role in facilitating knowledge creation and its dissemination in an increasingly interconnected world.

6. Socio-Political Factors Influencing Information Flows

Social and political dynamics plays a crucial role that determines who has access to information and who controls its dissemination. The factors that influence the flow of information within and outside the national boundary of any country may include government policies, censorship regimes and sometimes media ownership. In dictatorial regimes, there is restriction to freedom of expression and independent journalism which can limit the access to diverse viewpoints and propagate state-sponsored narratives. On the other hand, in liberal democracies there are concerns for misinformation, hate-speech and biasness that requires

greater transparency and accountability in the digital sphere. Moreover, geopolitical tensions and ideological conflicts have fueled information warfare and disinformation campaigns, undermining trust in traditional sources of news and creating social divisions.

7. Economic Frameworks and Inequality in Access to Information

The globalization of markets has resulted in the commercialization of information where knowledge is treated as a commodity of trade in the world economy. In this situation the economic disparities further aggravate existing inequalities regarding access to information, as those with higher financial resources get hold of the premium content and information services. Sometimes intermediaries also control the distribution of information, raising questions about the concentration of economic power and its implications in a democratic platform. Further, the commercialization of personal data has sparked ethical debates regarding surveillance capitalism and the diminishing of privacy rights, leading to demands for alternative information governance models that prioritize the public good above corporate gains.

8. Advocating Inclusivity and Ethical Information Sharing

While addressing the influence of globalization on information access and sharing, there requires multi-stakeholder approach that balances technological

innovation with social responsibility. Efforts should be made to bridge the digital divides where priority should be given to investment in infrastructure, digital literacy and community based initiatives to empower the marginalized groups. There should also be interventions by the regulatory bodies ensuring that digital platforms adhere to principles of transparency, accountability and user empowerment thus promoting a fairer information ecosystem. Ethical principles such as open access, data sovereignty and cultural diversity is required for promoting inclusivity in information sharing. Embracing these principles enables us to harness the globalization's potential to foster a fairer and more inclusive global village, where information is accessible to everyone and shared in manners that empower individuals and enhance communities.

9. Challenges and Recommendation of Information Sharing in Globalization

Information sharing in globalization faces several challenges, which can obstruct the flow of knowledge and data across borders. Some of these challenges and probable recommendations include:

- **Language Barriers**: With globalization, information is shared across diverse linguistic regions. Language barriers can hinder effective communication and understanding, limiting the accessibility and reach of shared information. Translation and localization efforts may be required to overcome these barriers but they can be sometimes time consuming and costly.
- **Cultural Differences**: Cultural differences in communication styles, norms, and values can pose challenges to information sharing. What may be acceptable or understandable in one culture may be perceived differently in another, leading to misunderstandings or misinterpretations. So, it is essential to show sensitivity norms and adopt effective cross-cultural communication strategies.
- **Security Issues**: Due to cyber threats and data breaches, concerns about information security can hinder information sharing in globalization. Organizations may be reluctant to share sensitive data or proprietary information due to fears of intellectual property theft, espionage, or cyber-attacks. Implementing robust cyber security measures and protocols is essential to mitigate these risks and build trust.
- **Regulatory and Legal Restrictions**: Different countries have varying regulations and legal frameworks governing the sharing of information, particularly concerning data privacy, intellectual property rights, and export controls. Following these regulation can be very challenging for multinational corporations operating in multiple jurisdictions. Adherence to relevant laws and regulations while

advocating for information sharing necessitates careful consideration and legal expertise.

- **Infrastructure and Technology Gaps**: Inequalities in infrastructure and technological capabilities across regions can hinder information sharing in globalization. Limited access to reliable internet connectivity, digital tools and information technology infrastructure in developing and under developed countries can limit their ability to participate fully in the global knowledge economy. Bridging these gaps through investments in digital infrastructure and technology adoption initiatives is essential for information sharing.

- **Digital Divide**: The digital divide represents the disparity between individuals who possess access to digital technologies and those who lack such access. Socioeconomic factors, geographical location and educational opportunities can contribute to disparities in access to information and digital literacy skills. Bridging the digital divide through initiatives such as digital inclusion programs, affordable internet access and technology education is essential to ensure that all individuals and communities can benefit from information sharing in globalization.

Tackling these hurdles, needs cooperation among government institutions, academic libraries, civil society organizations and other stakeholders to develop inclusive and sustainable strategies that promote information sharing while upholding privacy, security and cultural diversity in the globalized world.

10. Conclusion

The impact of globalization on information access and sharing is profound and far-reaching, shaping the way individuals, communities, and societies interact with knowledge in the digital age. The study highlights the transformative impact of globalization on academic libraries, emphasizing enhanced access and sharing of information. It stresses the pivotal role of digital platforms and cross-border collaborations in democratizing knowledge access, fostering a more inclusive academic environment. While globalization has facilitated unprecedented opportunities for information dissemination and exchange, it has also introduced new challenges, including digital divides, information inequality, and ethical dilemmas. By understanding the complexities of globalization's influence on information dynamics and adopting a multi-stakeholder approach that combines technological innovation with regulatory oversight and ethical considerations, we can harness its potential to create a more just, inclusive, and equitable global information ecosystem.

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Reviewer's View:

Include the methodology in body text. As it is review article so give clearly in brief the journals or other documents used for the study. The range of the year of the journals taken into consideration and types of journals e.g social journals or humanies or both etc must be stated.

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22. The Editorial Board will not be responsible for the opinion expressed by the author(s).

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