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An Edited Book

The Liberal Arts Spectrum: Interdisciplinary Reflections on

Society and Culture

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THE LIBERAL ARTS
SPECTRUM:
INTERDISCIPLINARY
REFLECTIONS ON SOCIETY
AND CULTURE

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FOREWORD

It is with great pleasure that we present this edited book, *The Liberal Arts Spectrum: Interdisciplinary Reflections on Society and Culture*, which brings together the voices and insights of a diverse group of authors. Each chapter reflects a unique perspective, grounded in rigorous research and thoughtful analysis, contributing to a rich tapestry of knowledge in our field.

The journey of compiling this book has been both rewarding and enlightening. We are deeply grateful to all the authors who graciously shared their expertise and insights. Your willingness to engage in this collaborative effort has not only enriched this work but also fostered a sense of community among us. Each contribution has added a vital piece to the larger conversation we aim to advance.

This book stands as a testament to the power of collaboration and interdisciplinary dialogue. It is my hope that readers will find inspiration, provoke thought, and stimulate further discussion through the ideas presented within these pages.

Thank you once again to all the contributors for your dedication and hard work. Your efforts have made this project a reality, and we are honored to share it with you.

With best wishes,

Dr. Preeti Sharma
Director,
Trinity Institute of Management and Research, Pune



PREFACE



In an increasingly complex world, the need for a multidisciplinary approach to understanding and addressing contemporary issues has never been more vital. This edited book is a reflection of that necessity, bringing together a diverse array of perspectives from various fields to foster a richer understanding of our shared challenges.

We would like to extend our heartfelt thanks to the authors who contributed their chapters to this book. Each of you has brought unique insights and expertise, demonstrating the value of collaboration across disciplines. Your willingness to engage with one another and explore intersections between your fields has not only enriched this work but has also illustrated the power of collective knowledge.

The contributions here span a wide range of topics, methodologies, and theoretical frameworks, all of which converge to create a comprehensive dialogue. It is our hope that this book will serve as a resource for researchers, practitioners, and students alike, inspiring innovative thinking and collaborative solutions.

Thank you once again to all the authors for your hard work, creativity, and dedication. It has been a privilege to work alongside you, and we are excited to share the fruits of our collaboration with readers.

With joy and fruitfulness,

Editors

Bindiya Naik (ADYPU, Pune)

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Acknowledgement

I would like to express my heartfelt gratitude to all the authors who contributed their valuable chapters to this edited book. Your insights, expertise, and dedication have been instrumental in shaping this work. Each chapter not only reflects rigorous research but also the passion you bring to your respective fields.

A special thanks to those who provided feedback during the editing process; your constructive critiques and suggestions helped enhance the clarity and depth of the chapters. I am grateful for your collaboration and for the opportunity to work alongside such talented individuals.

Finally, I would like to acknowledge the support of my fellow educators, family, and friends, who encouraged me throughout this journey. Your unwavering belief in my vision has made this project possible.

Thank you all for your contributions to this collective endeavor.

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AN INTERSECTIONALITY OF RACE, GENDER, CLASS, AND SOCIAL IDENTITY

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Abstracts

The theoretical framework of intersectionality—a theoretical lens that investigates how many social categories overlap and interact to affect individuals' experiences—this study examines the complex interplay of race, gender, class, and social identity. This study explores the ways that privilege and oppression take on distinct and multidimensional aspects when race, gender, and class overlap, drawing on a wide range of scholarly views. The research attempts to reveal the complex ways in which people navigate and negotiate their identities within diverse socio-cultural contexts by looking at the intersections of different social categories. The study illuminates the interrelated systems of power and inequality that shape people's lived experiences through an intersectional analysis, highlighting the significance of comprehending and resolving these intersections in order to create more inclusive and equitable social policies and practises.

Keywords: *Intersectionality, SocialClass, Race, Gender, Social Identity.*

1. INTRODUCTION

As a key reason of women's activist idea, intersectionality — the commonly constitutive relations among social characters — has been contended by McCall and others to be the main commitment of women's activist hypothesis to our ongoing comprehension of gender. Without a doubt, intersectionality has meaningfully impacted how gender is taken care of at the hypothetical level. The gender generalizations that support customary hypothetical and systemic ways to deal with experimental examination — like brain science's homogeneity of the gender class — are uncovered and challenged by women's activist scholars. The intersectionality point of view likewise shows what an individual's social personalities have a critical mean for on their encounters and thoughts in regards to gender. Feminist scholars have therefore realised that the social location of the individual as expressed in their overlapping identities has to be central to any study of gender. Gender understanding in particular needs to take into account the power dynamics ingrained in social identities.

Nevertheless, realising the significance of social location and knowing when and how

to use such information in study are two different things. Although intersectionality has gained awareness, its empirical application has been slow, especially in psychology and associated fields that value methodological approaches that make it difficult to do empirical research on intersectionality. We enquire in this special issue: How does taking an intersectionality perspective change the research process itself?

I need to talk somewhat more about meanings of intersectionality and the point of view I have utilized in fostering this exceptional issue prior to getting into the substance of this presentation.

Most importantly, when I allude to identity, I mean the social classifications that an individual professes to have a place with as well as the close to home importance that those classes hold for them. In brain science, identity alludes to one's awareness of oneself, as well as one's mental self-portrait, self-reflection, and confidence. Identity is esteemed in present day American culture as a trademark that allows an individual to communicate their actual self-appreciation. The exact meaning of intersectionality shifts relying upon the exploration setting, yet social personalities — what capability as the getting sorted out standards of social

relations — commonly develop, support, and naturalize each other. This is a typical subject tracked down in meanings of intersectionality. At the point when I say "commonly comprise," I imply that an identity class — like gender, for instance — takes on significance in association with another class. By "build up," I imply that the most common way of making and supporting identity classes is dynamic and includes the individual effectively. We "practice" each feature of our ways of life as educated by different personalities we guarantee, instead of being detached "beneficiaries" of identity positions. By "naturalize," I imply that characters inside one classification begin to be seen through the crystal of one more classification as plainly obvious or "fundamental." For example, racial gatherings are perceived to contain two genders in the advanced US. This implies that gender categories are "natural" and unaffected by other factors (such as multiple genders or "temporary" gender categories), and that they are always and everywhere used and understood in the same way. We could add to this description the understanding that these interpretations are based on historical context. For example, see Bhatia and Shields (in press).

It is also often acknowledged that opportunities and oppression are created at

intersections (Baca Zinn and Thornton Dill 1996). Put differently, being on the privileged side provides more than just avoiding persecution or disadvantage; it also gives access to possibilities, status, and rewards that aren't available at other intersections. Additionally, a viewpoint that is intersectional may be advantageous in relation to one group but disadvantageous in relation to another. In contrast to other lesbians, the White lesbian enjoys racial privilege, although potentially facing disadvantages due to her deviation from the heterosexual norm and standard. Also, characters realize cultural order. At the end of the day, while distinguishing proof — like gender or financial class — might be seen as a quality of an individual's own self, it additionally addresses the elements of force among the different gatherings that make up that identity class.

We especially focus on applying the intersectionality perspective to gender-related observational exploration around here. In the most stretched out feeling of the word, we focus on social subdisciplines of brain science, or the individual in social setting. As far as I could possibly know, nobody volume has yet been created that accumulates the developing corpus of observational exploration on gender according to an intersectionality viewpoint.

Our objective with this extraordinary issue is to act as a kind of "prescribed procedures" asset, offering instances of how and when intersectionality might be utilized to impact hypothesis and experimental examination strategies. The capability of intersectionality ways to deal with treat mental issues at the individual, relational, and social primary levels is of incredible importance to us.

Compared to other social sciences, some have shown greater receptivity to the revolutionary potential of an intersectionality perspective. In academic fields where power dynamics between groups are already an issue, the intersectionality perspective has gained increased traction. The intersectionality approach is more welcome in disciplines and specialisations whose traditional methodologies value multidimensionality and the ability to depict intricate and dynamic interactions between variables. The field of psychology, which ought to be primarily focused on identity intersections both as a subject and as a discipline, has fallen behind. Still, there are a few indications of progress. The intersectionality point of view is being utilized increasingly more to improve and change observationally based research in brain science and related fields. This is particularly the situation when standard

experimental systems are being utilized in clever ways to analyze intersectionality (e.g., Settles 2006). In this manner, our unique version is justified.

In the wake of giving a short history of the intersectionality viewpoint, I address how intersectionality has arisen as an examination viewpoint. This has resulted from researchers' recognition of the intersectionality of their own lives and the lives of their research subjects, and how their obsession with intersectionality as a methodological challenge has impeded the realisation of intersectionality's potential. I then summarise the contributions to this collection, which is the main topic of our special issue. The significance of intersectionality is discussed in the concluding section, particularly for scholars who are committed to advancing constructive social change. To find my point of view: Despite having a psychology background, I wrote as a second wave feminist even during my undergraduate studies. Throughout my career, I have been actively involved in women's studies. As someone who approaches this endeavour with a strong belief in the potential of using science as a tool to promote positive social change, I consider myself to be epistemologically parochial. Specifically, I believe that both quantitative and qualitative scientific methodologies are

beneficial for understanding intersectionality. I engaged on this project because I think it is critical and urgent to bring an intersectionality viewpoint to psychology's work in order to prevent the social relevance of gender psychology from declining.

2. LITERATURE REVIEW

Warner and Shields (2013), *The* examines the complex interplay between sexuality, gender, and race, placing identity research at a pivotal crossroads. Their work, featured in *Sex Roles*, emphasizes the need to understand the intersections of these social categories to gain a comprehensive understanding of individuals' lived experiences. By acknowledging the multifaceted nature of identity, Warner and Shields contribute to the theoretical framework that recognizes the unique challenges and opportunities presented by the simultaneous influence of sexuality, gender, and race on an individual's sense of self.

Shields (2008) further expands the discussion on intersectionality with a focus on gender, presenting an intersectionality perspective in *Sex Roles*. In this work, Shields advocates for a more nuanced understanding of gender that goes beyond a binary framework. The intersectionality perspective offered by Shields challenges

traditional notions of gender by acknowledging the diverse ways in which various social categories intersect and shape individuals' experiences. This perspective encourages researchers and scholars to consider the simultaneous impact of multiple identity factors in understanding the complexities of gender dynamics.

Settles and Buchanan (2014) contribute to the literature by delving into the concept of intersectionality within the context of multiple groups and identities. Published in *The Oxford Handbook of Multicultural Identity*, their work addresses the intricate ways in which individuals navigate and negotiate their identities when belonging to multiple social groups. By exploring the dynamics of intersectionality across various dimensions, including but not limited to race and gender, Settles and Buchanan provide insights into the challenges and opportunities inherent in having multiple intersecting identities.

Moradi (2017) offers a basic assessment and reevaluating of the idea of intersectionality in his work "(Re)focusing Intersectionality: From Social Characters Back to Systems of Persecution and Honor." Moradi's methodology challenges the pervasive accentuation on individual social personalities inside intersectionality

talk and diverts consideration regarding the more extensive systems of mistreatment and honor that underlie and shape these personalities. Distributed in a period where intersectionality had acquired huge consideration, Moradi's work prompts researchers to look past the singular qualities and consider the primary and systemic elements that add to the intricacies of multifaceted encounters. By advocating for a shift in focus, Moradi encourages a more holistic understanding of intersectionality, urging researchers to explore the interconnected systems that perpetuate inequality and privilege.

Harris and Bartlow (2015) contribute to the intersectionality literature with their chapter "Intersectionality: Race, Gender, Sexuality, and Class" in the Handbook of the Sociology of Sexualities. Their work provides a comprehensive overview of how the intersectionality framework operates across various dimensions, including race, gender, sexuality, and class. The chapter highlights the interconnectedness of these social categories and the ways in which they mutually shape individuals' experiences. Harris and Bartlow's contribution is valuable for its synthesis of existing scholarship on intersectionality and its application to the sociology of sexualities. The work serves as a resource for scholars

seeking a nuanced understanding of how multiple dimensions of identity intersect and influence social structures.

3. INTERSECTIONALITY OF SOCIAL IDENTITIES: A BRIEF HISTORY

Beginning during the 1980s, the expression "intersectionality" turned into a hypothetical worldview in women's activist examinations, to a great extent in light of the fact that to Kimberlé Crenshaw's commitments. "Demarginalizing the Crossing point of Race and Sex: A Dark Women's activist Scrutinize of Antidiscrimination Precept, Women's activist Hypothesis, and Antiracist Legislative issues," distributed in 1989, is the significant concentrate wherein Crenshaw originally utilized the expression. In this fundamental work, Crenshaw battled that the encounters of People of color who experienced meeting types of separation in view of both race and gender were not adequately tended to by women's activist and against bigoted systems that were at that point set up. She stressed the need of acknowledging how different persecutions cross-over and support each other, as well as the constraints of concentrating on them independently.

The works of women's activist researchers like Audre Lorde and Chime Snares, who analyzed the convergences of race, gender, and class during the 1970s and 1980s, are critical wellsprings of intersectionality. The establishment for the later, more purposeful examination of intersectionality was made by these early discussions.

As scholastics from many fields began to apply and widen intersectionality past its unique spotlight on race and gender during the 1990s, the thought got momentum. Sociologists, lawful specialists, and basic masterminds started researching the manners by which different social classifications — like ethnicity, class, sexual direction, and handicap — converge and impact individuals' encounters of honor and abuse. By featuring the centrality of various covering systems of force, Patricia Slope Collins further added to the improvement of intersectionality in her original work "Dark Women's activist Idea: Information, Awareness, and the Governmental issues of Strengthening" (1990).

Intersectionality has expanded to include an even wider spectrum of social identities and experiences in the late 20th and early 21st centuries. Applying the paradigm to topics like globalisation, environmental justice, and LGBTQ+ rights, scholars and

activists have recognised that people traverse intricate webs of privilege and disadvantage influenced by various intersecting causes.

In addition to becoming a fundamental framework in feminist and critical racial studies, intersectionality has impacted many other academic fields, such as psychology, legal studies, and sociology. The fact that it is multidisciplinary indicates that social identities are interrelated and cannot be fully comprehended separately. Intersectionality is a crucial tool for comprehending the intricate interactions between social identities and how they shape people's lives today, as scholars continue to investigate new aspects and applications of intersectionality.

4. INTERSECTIONALITY AS AN ANALYSIS PERSPECTIVE

By recognising and exploring the intersections of various social identities, intersectionality as a research perspective offers a critical and nuanced method of comprehending the complexity of human experiences. The expression "intersectionality," first utilized by Kimberlé Crenshaw in the last part of the 1980s, emerged in response to the deficiencies of customary women's activist and against bigoted systems, which

regularly tended to social classifications like race, gender, and class independently. As per this perspective, individuals stand firm on various social footholds on the double, and the combination of various characters brings about particular yet associated encounters.

An intersectional viewpoint in research is looking at how different social categories interact and impact one another to shape people's lives. By using this method, researchers hope to investigate the interconnected systems of privilege and oppression that people must negotiate, going beyond a simple one-axis analysis. Intersectionality recognises the complex ways in which many factors simultaneously contribute to people's experiences and promotes a more thorough understanding of social issues.

The intersectional viewpoint places a strong focus on identifying and resolving power dynamics. Through an analysis of the intersections between privilege and disadvantage, scholars can reveal the ways in which power structure's function and affect people differently depending on the intersecting identities they have. This viewpoint is especially helpful in revealing underlying discrepancies and inequities that could go unnoticed in investigations

that concentrate on just one aspect of identity.

Researchers are also challenged by intersectionality to use more inclusive methodology. It promotes the inclusion of other viewpoints and experiences in the planning, gathering, and interpretation of research findings. This entails appreciating and accepting the diversity that exists within social groups as well as the possibility that any given person may have had a singular experience that differs from the popular narratives connected to their larger social category.

Moreover, the concept of intersectionality motivates scholars to investigate the manners in which social identities interact and impact results in diverse settings. This method acknowledges that depending on elements such institutional structures, historical context, and cultural background, the effects of crossing identities may vary. Because of this, an intersectional viewpoint encourages scholars to take into account how identity and oppression are dynamic and context-specific.

The intersectional approach now encompasses a wider range of social categories, including sexuality, disability, age, and nationality, in addition to its initial focus on gender and race. Intersectionality

has gained acceptance among academics from many fields as a means of illuminating the complexity of human experiences and guiding the development of more inclusive and equitable research procedures. All things considered, the intersectionality viewpoint on research offers a potent framework for deciphering the complexities of social identity and promoting a more sophisticated comprehension of the various ways people interact with and traverse the social world.

5. THE CHALLENGE OF METHODOLOGICAL INTERSECTIONALITY

Intersectionality is sometimes regarded as a methodological problem in traditional social and behavioural research. Psychologists have generally addressed the topic of intersectionality in one of three ways: by limiting, postponing, or excluding it, despite the fact that feminist psychologists have called for serious consideration of intersectionality.

It's Not Psychology

Defining intersectionality as existing outside of disciplinary boundaries is the most straightforward and least persuasive way to approach the concept. By characterising concerns concerning how identities connect as sociological—that is,

as being about social stratification rather than the psychology of individual experience—intersectionality is removed.

Instead of being viewed defensively, this "solution" is seen as a naive circling of the disciplinary waggon. It is superfluous to acknowledge that, when characterising the subject population as, say, "college students," it may matter who those college students are, if we respond with a dismissive "yes, but that's not psychology." In several respects, adding classifications of "special" subject populations is psychology's answer. Adding women to the sample and not specifying race was the initial solution; why was this done? because a large portion of White college students made up the research participant pool. Studying particular communities identifies them as nonnormative.

6. CONCLUSION

At long last, the significance of intersectionality originates from the way that cutting edge women's activist brain research should focus on it. Sex Jobs was first presented in 1975, yet associations between women's activist brain science and women's activist examination in different spaces have advanced altogether from that point forward. In a few areas of brain science, such the investigation of gender in the work environment and brutality against

ladies, to make reference to only two, women's activist examination has had a huge effect. Regarding point of view, hypothesis, and system, a generative and dynamic women's activist brain research has extended throughout the course of recent years and become less sorry about being multidisciplinary (Morawski 1994; Stewart and Dottolo 2006). In any case, the groundbreaking impacts of women's activist exploration, hypothesis, and strategy have to a great extent been dismissed by both the possible standards of clinical and exploratory brain research. Building more grounded and better

linkages between the conduct and mental sciences and woman's rights is a test that new ages of women's activists in different callings should take on, particularly in research tries. Carrying the intersectionality viewpoint to "standard" brain science through the production of a hypothetically grounded, strategically sound group of exploration on this urgent and persevering issue is one of the most huge and promising ways of accomplishing this.

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IMPACT OF DIGITAL MEDIA ON COMMUNICATION AND SOCIETY

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Abstract

Digital media has significantly transformed communication, enabling real-time interactions through platforms like social media and messaging applications. This has led to a more interconnected global community, but also raises privacy and security concerns. The collection and storage of personal data can lead to data breaches and identity theft. The paradoxical nature of digital connectivity can cause social disconnect, affecting mental health and fostering isolation. Misinformation and manipulation of digital content also complicate the situation, blurring the lines between reality and fabrication. Digital media has redefined societal norms, influencing marketing strategies, consumer behavior, and social activism. However, this shift requires a nuanced approach, balancing the benefits of connectivity with the need for privacy safeguards and ethical concerns. In conclusion, digital media offers opportunities for connectivity, engagement, and global awareness, but requires a proactive approach to navigate challenges.

Keywords: *Connectivity, Information dissemination, Social interaction, Cultural transformation.*

1. INTRODUCTION

In ways that are both deep and far-reaching, the landscape of communication and society has been dramatically transformed by the introduction of digital media. Its influence may be seen in many other sectors, including how people connect with one another, how they exchange information, how they consume material, and how they engage with the environment around them.

Communication has been made more accessible as a result of the proliferation of digital media, which includes many platforms such as social media, websites, mobile apps, and multimedia material. It has broken down boundaries of time and place, allowing for immediate communication and the broadcast of knowledge on a scale that encompasses the whole world. A feeling of connection has been fostered as a result of this newly discovered accessibility, which has enabled people to have conversations, voice their thoughts, and take part in debates that take place beyond geographical borders.

In addition, the complex structure of digital media has led to a shift in the dynamics of human communication. Communication is no longer limited to exchanges that take place face-to-face but instead takes place via a variety of channels, including as text,

photos, videos, and live stream broadcasts. Because of this transformation, communication has become more rich and immediate, which has opened the door to interactions that are more expressive and complex.

In addition, the proliferation of digital media has altered the norms and behaviours of society. It has acted as a catalyst for the development of new social norms, which has resulted in a shift in the ways in which individuals create connections, seek information, and participate in cultural exchanges. The growth of user-generated material has resulted in the formation of communities that are centred on similar interests. As a result, individual identities have been influenced, and a variety of subcultures have been created.

However, in addition to the beneficial effects it has had, digital media has also brought up new difficulties and complications. Misinformation, false news, and echo chambers are challenges that have arisen as a result of the fast spread of information without tight gatekeeping. These concerns have an effect on public debate as well as society attitudes. In addition, worries about privacy, data security, and digital addiction have surfaced as significant challenges, which

has prompted conversations on ethical and legal frameworks.

The influence of digital media on communication and on society as a whole may be thought of as having several facets. It has revolutionised the way information can be accessed, shared, and consumed, allowing unprecedented connectedness while simultaneously offering difficulties that need critical thought and proactive answers in order to harness its potential for the good of society. Moreover, it has enabled unparalleled connectivity.

1.1. Impact of Digital Media on Society

Everybody is simply too bustling these days since the speed of the world has enlivened. With regards to remaining current with information, one essentially can't stand to miss even a solitary day of rest. The world that we live in is one that changes consistently, and there is in every case a new improvement to report.

In addition, the electronic gadgets that are always linked to the internet offer us with the information that we want, and this information is not confined to the internet alone.

We never find ourselves bored since all of the games, apps, and other forms of media that are saved on the device's storage and

discs. Our culture is impacted in both good and harmful ways as a result of it.



Figure 1: impact of digital media on society

2. LITERATURE REVIEW

In their 2004 book, Pruden and Vavra It suggests that the most successful technique to create awareness in many different markets is via above-the-line media. They also reveal that word-of-mouth is the strategy that customers use the most to not only collect information but also to make judgements about purchases. This technique has the highest ranking.

Jha (2013) It was established by him that the marketplaces of urban and rural regions in India are distinct from one another in terms of factors such as living standards, levels of education, facilities, infrastructure for marketing, and socio-cultural backgrounds. Historically, demographic factors have served as the primary basis for segmentation the vast majority of the time. Over the course of the last several years, it has been discovered

that the most prominent national brands have made their way into rural communities. The foundations of market segmentation in rural areas, particularly in the case of India, are still in the early stages of development.

The works of Geraint Holliman and Jennifer Rowley were published in 2014. B2B digital content marketing is a kind of inbound marketing that is accomplished using a website, social media, and material that adds value. This form of marketing is often regarded as a helpful instrument for establishing and maintaining trusted brand status. In order for companies to create content that is relevant to B2B audiences, they need to adopt a "publishing" strategy. This approach demands establishing an awareness of the information requirements of the audience as well as their purchase decision cycle. Content is said to have value when it is helpful, relevant, captivating, and current at the same time. A culture shift from "selling" to "making a difference" is expected for content showcasing, which thusly requires different promoting objectives, strategies, investigation, and capacities than those related with more customary showcasing approaches. The results from this research are placed into perspective by the conclusion of the paper, which is a theoretical discussion on the function that

digital content plays in marketing. This places the findings from this study within a larger investigation into the role that digital material plays in marketing and relational exchanges.

3. TWO FURTHER PERSPECTIVES MAY BE USED TO ASSESS THE INFLUENCE OF DIGITAL MEDIA: THE POSITIVE VIEWPOINT AND THE NEGATIVE PERSPECTIVE.

The Positive perspectives include the following:

Digital revolution: The computerized upset and the advanced media are two parts of a similar generally speaking peculiarity. The upset might be found as the execution of contemporary advancements. Anyone may have access to digital material, edit it, save it, and distribute it with the use of personal computers and cellphones. The production, transmission, and watching of digital media information may be aided by a wide variety of technological equipment, from digital cameras to drones. Computerized media, when combined with the Internet and the Web, has had such a significant impact on society in the 21st century that its belongings are normally compared to the social, financial, and social repercussions of the creation of the print machine. Since the shift happened so

unexpectedly and was so unavoidable, it started a financial change from a modern economy to a data based economy, introducing another period in mankind's set of experiences that is differently alluded to as the Data Age or the unrest. As an outcome of the change, there is presently disarray over the implications of terms like computerized media, new media, sight and sound, and different terms of a comparative kind. These phrases have a link to both the technological advancements and the cultural influence brought about by digital media.

It is also possible to evaluate the effects of the digital revolution by looking at the number of people who use mobile smart devices all over the globe. The tremendous degree of progress that has been accomplished during the course of the digital revolution is shown by the fact that a big percentage of people all over the globe hold smart gadgets. Every time a person who uses a smartphone opens their Apple or Android device, they are subjected to many forms of digital advertising. The digital revolution and its effects are further supported by these other pieces of data.

Innovative creation: People have additionally been offered the chance to take part undeniably more effectively in the

development of content thanks to computerized media. Anybody with admittance to PCs and the web can participate in virtual entertainment, contribute their own composition, workmanship, recordings, photographs, and analysis to the web, as well as lead business on the web. Different types of online commitment incorporate internet based trade. The gigantic diminishing in costs important to create and disperse data has prompted a democratization of content creation as well as the improvement of new kinds of material, like online journals, images, and video papers. This has resulted to an increase in the amount of content that is available online. The term "citizen journalism" has been used to some of these activities on occasion. The rise of user-generated content may be attributed to the evolution of the internet as well as the manner in which people engage with various forms of media in the modern period. The introduction of technology such as mobile devices has made it simpler and more expedient to access all forms of media. The majority of the tools that were earlier reserved exclusively for a select few are now freely accessible and simple to use.

Web only news: The internet enabled the businesses to more readily disseminate their material. Newspapers just can't keep up with the lightning-fast pace at which

internet news outlets publish their articles. Not only is it possible to locate the most recent information instantly on the internet, but one may also read a variety of articles to acquire a deeper comprehension and investigate a number of different viewpoints. Consumers are not only able to contribute to the news because of the Internet, but they are also able to personalise the news experience they get because of the Internet. A customer need not purchase the whole newspaper in order to read the few items that pique their interest; they may only purchase the section or sections that attract them. They may now go online, skip the other articles, and skip the money without any problem.

Closer world: The expansion of computerized media has made it feasible for people from everywhere the globe to collaborate with each other. The proliferation of digital media has contributed to a rise in globalisation by simplifying contact with individuals located in different regions of the globe. People from all over the globe are able to participate in the same online gaming sessions because to the Internet. Many cultural barriers have been removed as a result of the proliferation of digital media, and this trend will likely continue as other, less developed nations grow more dependant on technology. People from all

over the globe are now able to communicate with one another instantly thanks to digital media. This engagement is made simple and enjoyable thanks to the many types of digital media. Through the use of technology and the dissemination of photos throughout the internet, linguistic boundaries have been broken down. We are currently in the process of approaching a society that is culturally globalised thanks to the rise of digital media.

Books started to become available for free on the internet. Writers now have the opportunity to sell their novels or publish them as electronic publications that can be downloaded and read online. E-books, or electronic books, are digital renditions of traditionally printed books. Even if the gadget to read the print could be much more expensive than the book itself, purchasing more electronic texts might be more cost-effective. Compared to renting or purchasing a book, it may provide a greater degree of convenience. In addition, the text of e-books may be translated into languages other than those in which the book was first published. The flow of work in the entertainment sector has been irrevocably altered as a result of digital media. People working in the entertainment sector are becoming more aware of the significance of the Internet as a result of the proliferation of digital media.

In order to publicise the programme, websites are being developed. There are many things that may be found on a website, such as picture galleries, celebrity biographies, and blogs.

Positive empowerment: One is given the ability, via the use of digital media, to evaluate how technical advancement is related to the forces of globalisation, political institutions, and historical processes, as well as how it influences democratic reform and social change. Additionally, it provides a comprehensive theoretical and methodological foundation in media and communication studies for the individual who completes it. In addition to this, it helps one to apply contemporary research techniques to the process of doing research in a variety of subjects. The use of digital media leads to the production of graduates who are self-aware and have received adequate training. These alumni can understand the various social, social, political, and innovative intricacies related with advanced media. Over the long haul, these alumni will actually want to tackle troublesome issues and add to the creation of significant choices that are normal in nature.

Modernized living style: Computerized innovation significantly affects contemporary living, as seen by the

boundless responsibility for gadgets like PCs, tablets, and cell phones. The approach of computerized innovation has achieved positive changes, yet in addition critical downsides. In ongoing many years, advanced innovation has achieved progressive changes in pretty much every aspect of individuals' lives. Office work, retail shopping, music, motion pictures, TV, photography, significant distance correspondences, transportation, voyaging, and shopping are only not many of the areas that have been altogether changed. It is turning out to be more strange to run over a significant machine or electrical device that doesn't, in some way, utilize computerized innovation. Gadgets have become more convenient, less eager for power, more versatile, and speedier as an immediate consequence of computerized innovation. This means the way that enormous volumes of information might be put away locally or from a distance and moved starting with one area then onto the next in seemingly the flicker of an eye. Indeed, even the significance of "data" has expanded to incorporate composed words and mathematical qualities as well as pictures, sound accounts, recordings, and different types of media. It is additionally extensively easier to adjust the data; for instance, photos, music, and recordings may be in every way different.

The following is a list of the ways in which digital media has a detrimental influence on society and its perspectives:

Safety of the digital data security: It may be challenging to maintain the confidentiality of the data that has been obtained due to the large volume of data that is collected and kept in digital technology. This data contains the personal information of both persons and organisations. There is a possibility that the confidential information will be obtained by very dangerous criminals. It is currently substantially more challenging to keep up with one's very own security in the present advanced climate, and this is notwithstanding the gamble of having one's very own data taken or sold. We are being seen and recorded by computerized cameras at whatever point we are in a public space. At the point when they are shared on the web, an individual's previous oversights could now chase after them until the end of their lives. Keeping up with control of the data about yourself is extraordinarily difficult, and now and again even unimaginable. In addition, the storage and upkeep of digital material over an extended period of time may be challenging. The formats of files might evolve throughout time. In some circumstances, older forms of media might

have a longer shelf life than their digital counterparts.

Complexity: To comprehend the apparatuses and machinery, reliance on the computer is required. In today's world, using any gadget related to digital media necessitates navigating a wide variety of intricate settings. A simple miscalculation in the technology might result in significant losses in terms of both time and money. Also, it prompts an exorbitant measure of work. Many individuals who work in contemporary workplaces go through their days endeavoring to stay aware of the many messages that they are given consistently. These messages all should be perused, and some of them request a reaction or an activity on their piece of some sort. Due to the chance of getting texts from associates in the nights or toward the end of the week, a few people can't totally find employment elsewhere. The most common way of coordinating the gigantic measures of computerized information got in different occupations, like gathering minutes, preparing recordings, pictures, and reports, may remember an elevated degree of intricacy for terms of the work that is finished.

Social disconnect: Individuals have a developing penchant to collaborate socially and speak with each other by

means of the utilization of computerized contraptions as opposed to through coordinate cooperation face to face. This may rapidly raise sensations of disengagement and forlornness in one. It required individuals millennia to foster the capacity to have significant touch with each other; it would be silly to remove it from them now. As per various examinations, the essential driver of despondency and different kinds of mental illness in the present society is the downfall of eye to eye connection. Indeed, even inside the setting of a family, it is feasible to see correspondence happening generally by means of the utilization of computerized media as opposed to through coordinate cooperation. As digitised computers increasingly take the role of people in society, this trend of depersonalization will likely continue. People not only bank and pay bills and buy online, but a growing number of jobs are now being offered in this manner. Additionally, transportation is going to become more automated, which will eventually lead to the elimination of drivers in taxis and delivery trucks.

Insecurity of Jobs: Previously, to have some work, you were expected to be genuinely present at a work environment. These days, be that as it may, numerous expert obligations might be finished remotely through the utilization of the web.

This shows that a laborer in a low-wage economy in an Underdeveloped nation might undermine your costs and hold onto your work. Over the long haul, an ever increasing number of occupations will never again require the cooperation of individuals since PCs will have had their spot. For instance, driving occupations will become out of date when cars become equipped for driving themselves.

Digital media manipulation: Since advanced material can be altered with such ease, including pictures, sound, and video, the act of media control is turning out to be more normal. Separating among certified and fake things in this day and age is turning out to be more troublesome. Altering programming, for example, Photoshop empowers clients to make changes to visual pictures. Alters might be made to computerized sound and video documents. As a result, controlling computerized media might prompt unwanted results, for example, cyberbullying, stress at work, profound coercion, and maybe considerably other criminal operations.

The impact of violations of copyright and plagiarism, as well as concealed identities: There is an increased risk of plagiarism and infringement of copyright due to the ease with which digital material may be copied

and reproduced; as a result, regulations governing copyright are being called into question. Users have a great deal of leeway to conceal their identity when they utilise digital technologies. Research has shown that when individuals don't believe their actions will have any repercussions, they are far more likely to engage in antisocial behaviour. Because of the proliferation of the internet, behaviours such as bullying, trolling, stalking, threatening, and insulting others have all significantly grown. People will put on false identities for the goal of deceiving others or carrying out scams. Paedophiles create false identities in order to socialise with and exploit youngsters.

4. COMMUNICATION DYNAMICS

- **Global Connectivity:** The proliferation of digital media has let individuals from all over the globe communicate with one another in an instant. Real-time communication may be facilitated by the use of platforms like as social media, messaging applications, and video conferencing, which in turn helps to promote worldwide networks and partnerships.
- **Diverse Communication Channels:** Communication channels have become more

diverse as a result of the expansion of digital media. Text, photographs, videos, voice notes, live broadcasts, augmented reality, and virtual reality have all contributed to an improvement in communication by catering to a wider range of tastes and increasing levels of participation.

- **Interactive**

Engagement: Audiences are able to actively engage, rather than only passively receive, via the use of user-generated content and interactive features. This encourages participation from users, which in turn develops a feeling of community and co-creation.

4.1. Evolving Societal Norms

Influencer Culture and Online

Branding: The proliferation of online personalities and influencers has caused conventional methods of marketing to undergo transformation. It has also had an effect on people's sense of authenticity, as well as on consumer behaviour and involvement with brands.

Social Activism and Advocacy: Social movements have been intensified as a result of the proliferation of digital media,

which has enabled fast mobilisation, increased knowledge about a variety of issues, and fostered activism and advocacy on a worldwide scale.

Education and Learning: The introduction of online courses, interactive learning platforms, and access to a massive knowledge repository are just some of the ways that digital media has revolutionised the educational system. It has broadened the scope of educational options beyond the confines of geographic borders.

The influence of digital media on communication and society is still expanding, and this is changing the ways in which people communicate with one another, exchange information, and perceive their surroundings. It opens up possibilities for connectedness, expression, and advancement, but it also requires ongoing examination and change in order to meet the demands of newly arising problems.

5. CONCLUSION

Communication has been profoundly improved, the production of material has been more accessible to more people, and whole businesses have been disrupted as a result. However, it also brings obstacles

such as data security, privacy issues, complicated technology, employment uncertainty, digital manipulation, online bullying, and identity masking. These are only some of the challenges. Despite these obstacles, digital media has made geographical connectedness easier, increased the variety of communication channels, and had an impact on commercial tactics, social movements, and educational practises. In spite of this, ethical questions about manipulation and anonymity are raised as a result of its use. The influence of digital media on society is a double-edged sword, in that it not only presents potential for growth but also requires careful attention in order to counteract the negative ramifications of its presence. It is necessary to take a holistic strategy in order to guarantee a sustainable and inclusive digital future.

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SOCIOLOGICAL IMAGINATION: UNDERSTANDING SOCIAL PHENOMENA THROUGH THE LENS OF LIBERAL ARTS

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ABSTRACTS

This study provides a lens through which to view and analyse social phenomena by examining the interplay between the liberal arts tradition and the sociological imagination. The sociological imagination, which has its roots in an interdisciplinary approach, helps people see beyond their own experiences and understand the complex interactions that exist between personal histories and larger social, historical, and cultural forces. This framework, which draws from fields including anthropology, psychology, sociology, and history, promotes a comprehensive comprehension of the intricacies present in human civilizations. Through encouraging people to go beyond limited viewpoints on particular issues, the sociological imagination weaves together personal stories with societal frameworks to reveal underlying power relationships and cultural influences. In keeping with liberal arts values, it encourages critical thinking and introspection, giving people the ability to challenge social norms and make a positive, inclusive society. It becomes clear that the liberal arts and sociological imagination are intertwined and that doing so can help people navigate the intricacies of the human experience and build a society that values empathy, critical thinking, and an understanding of the larger picture of social existence.

Keywords: *Social imaginaries, political imaginaries, creative imagination, economic imaginaries, ecological imaginaries, multiple maternities, civilisational analysis, Liberal Arts.*

1. INTRODUCTION

The late 19th and early 20th centuries saw the development of the first concepts of modern theories of the imaginary in the social sciences. In his study of the Middle Ages, he further asserts that the "history of imagination," or imaginaries in French, has emerged as a new sub-discipline for history. Since then, and despite its late appearance in social psychology, the notion of "imaginary" has gained prominence in various disciplines such as history, psychoanalysis, anthropology, philosophy, and sociology.

The concept of the Sociological Imagination was first presented by the well-known sociologist C. Wright Mills, and it provides a useful lens for understanding and analysing social processes. The Sociological Imagination, which has its roots in the liberal arts tradition, challenges us to look beyond our own problems and relate them to more significant social issues. It invites us to see how deeply societal structures, historical settings, and cultural influences are intertwined with our personal experiences rather than seeing them as separate entities.

The Sociological Imagination fundamentally pushes us to see above the obvious surface of particular difficulties

and acknowledge the complex interactions that exist between an individual's personal history and the larger historical and social context. This viewpoint encourages us to interact with the liberal arts, which include fields like psychology, sociology, anthropology, and history, in order to expand our comprehension of the intricacies present in human society.

The sociological imagination can be nurtured in liberal arts education because of its focus on critical thinking, holistic knowledge, and interdisciplinary inquiry. Liberal arts enable people to peel back the layers of social reality by fusing different viewpoints and approaches. This leads to a more nuanced understanding of how societal structures influence individual experiences and how experiences create society structures.

In this investigation, we explore the fundamental ways that the liberal arts concepts, in conjunction with the Sociological Imagination, allow us to disentangle the complex web of social occurrences. Through an analysis of the relationship between individual experiences and societal frameworks, we can acquire insights that go beyond the present and provide light on the larger factors influencing our surroundings. In

addition to enhancing our academic endeavours, this trip through the sociological imagination gives us the skills necessary to successfully negotiate and constructively engage with the complexity of our globalised society.

2. LITERATURE REVIEW

Watson, et.al (2018). doctoral dissertation explores the intersection of public sociology, fiction, and the sociological imagination. The work is positioned within the context of Griffith University, showcasing a significant academic contribution. The sociological imagination, as conceptualized by C. Wright Mills, is likely a central theme, serving as a theoretical framework to analyse the intricate relationships between individual experiences and broader social structures. Watson's engagement with public sociology suggests an interest in bridging the gap between academic discourse and the wider public. The study may delve into how fiction, as a narrative form, can be employed to communicate sociological concepts effectively to a non-specialist audience. The use of fiction as a pedagogical tool in sociology is an emerging area of interest, and Watson's work may provide valuable insights into its efficacy and potential challenges.

Sztompka, P et.al (2004). "Shaping Sociological Imagination," adds a historical perspective to the review, as it was published in 2004. The title suggests an exploration of the sociological imagination as a malleable concept influenced by individual agency, social structures, and belief systems. The book seems to be a comprehensive exploration of the various facets that contribute to the development and evolution of the sociological imagination. Given the publication date, the review may consider how Stampa's insights align with or differ from more recent developments in sociological thought, as reflected in Watson's dissertation. The reference to "Self, Social Structure, and Beliefs" hints at a multidimensional analysis, potentially encompassing micro and macro sociological perspectives. Exploring these dimensions may reveal the nuances in the shaping of sociological imagination and its implications for understanding society. Additionally, an assessment of Stampa's contribution to the broader field of sociology could provide context for understanding the evolution of sociological thought over time.

Allan et.al (2013), "The Social Lens," is a comprehensive exploration of social and sociological theory, published by Sage Publications. The title suggests an

invitation into the realm of social theory, indicating a pedagogical approach. The review anticipates an analysis of how Allan navigates the diverse landscape of sociological theories, potentially providing an overview of classical and contemporary perspectives. Given that it is a publication by Sage, a reputable academic publisher, the review may explore the book's academic rigor, pedagogical strategies, and its contribution to teaching social theory. The term "social lens" implies a perspective through which individuals can view and interpret societal phenomena. This may involve an examination of how Allan conceptualizes the role of theory in shaping our understanding of social dynamics. Additionally, the review may discuss the accessibility of the book for students and its potential impact on fostering critical thinking skills within the discipline.

Jacobsen, et.al(2014). "Imaginative Methodologies in the Social Sciences" by Jacobsen et al. suggests an innovative exploration of research methods within the social sciences. The review anticipates an examination of the imaginative methodologies proposed by the authors, with a focus on creativity, poetics, and rhetoric in social research. This work may be especially relevant for researchers and scholars interested in pushing the

boundaries of conventional research approaches. The term "imaginative methodologies" suggests an emphasis on creative and unconventional approaches to social research. The review may discuss the implications of such methodologies on the quality and depth of sociological inquiry. Additionally, an exploration of how creativity, poetics, and rhetoric are integrated into the research process could provide insights into the evolving landscape of qualitative research within the social sciences.

Baughan, et.al (2019) conducted at Lancaster University, focuses on "The Sociological Imagination" in the context of researching sustainability, using phenomenography as a methodological approach. The review may delve into how Baughan applies the sociological imagination to the specific theme of sustainability and the role phenomenography plays in this exploration. The title suggests an interdisciplinary approach, combining sociological concepts with phenomenography, a qualitative research method. The review may explore the significance of this combination, considering how it contributes to a deeper understanding of sustainability issues. Additionally, given that the work is affiliated with Lancaster University, the

review might discuss the potential institutional context shaping the research and its implications.

3. THEORISING SOCIAL IMAGINARIES

A careful examination of the common frameworks, cultural narratives, and symbolic systems that influence a society's collective imagination is necessary for theorising social imaginaries. This idea explores the significant ways in which communities conceive of themselves, their ideals, and their goals. It is based on the writings of theorists like Cornelius Cantorias and Charles Taylor. Fundamentally, the theory of social imaginaries acknowledges that meanings, symbols, and pictures that people exchange and create together have a significant impact on societies, in addition to the material circumstances that shape them.

Cornelius Castoriadis is a well-known theorist of social imaginaries who popularised the term "radical imaginary." Castoriadis claims that the radical imagining is a metaphor for human civilizations' transformative ability to envision and enact novel social structures. The notion that social imaginaries have some autonomy and can form new societal structures and norms is fundamental to his point of view. Castoriadis argues for the

creative potential inherent in the collective human imagination, challenging deterministic theories of societal development.

Charles Taylor expanded on Castoriadis's work by advancing the concept of social imaginaries. Taylor's research highlights the significance of implicit presumptions and unstated frameworks that mould a society's conception of itself. According to him, social imaginaries include both overt ideas and ingrained cultural narratives that shape people's perceptions of reality. Taylor's method, which looks at the stories and symbols that support the process of collective meaning-making, provides a comprehensive knowledge of the cultural patterns that shape a society's identity.

An analysis of cultural symbols and representations is a fundamental component of the study of social imaginaries. These symbols, which can be found in literature, art, rituals, and everyday activities, work as a language that helps communities negotiate and communicate their identities. By dissecting these cultural manifestations, academics might learn more about the shared meanings, goals, and values that make up a society's social imaginary. Cultural symbols serve as stores of common meanings that support a feeling of identity

and belonging, and they are vital in forming and reflecting the communal imagination.

Theorising social imaginaries requires an understanding of power dynamics. Dominant narratives are shaped by some social groups, while marginalised or subaltern groups may challenge these narratives in order to claim their own perspectives. Gaining an understanding of the disputed character of social imaginaries requires an understanding of the ways in which power structures influence the creation and transmission of shared meanings. Theorists examine how various groups adapt, contest, or uphold prevailing narratives in order to illuminate the intricacies of group meaning-making in a variety of social circumstances.

Furthermore, the historical background is crucial in forming social imaginary. Theorists look at how historical developments and events affect a society's collective imagination. Social imaginary shifts frequently follow momentous historical events that force societies to reassess their identities and ideals. Examining social imaginaries across temporal dimensions offers a dynamic viewpoint on how collective imagination adapts to historical changes, crises, or cultural upheavals.

A thorough framework for comprehending the complex interactions between cultural narratives, symbols, and the collective imagination within a society is provided by the theorization of social imaginaries. In order to investigate how social imaginaries change over time, how power dynamics influence them, and how historical circumstances influence this process, scholars depend on the ideas of theorists such as Castoriadis and Taylor. Our knowledge of the cultural processes underlying how cultures perceive themselves and their place in the world is enhanced by this interdisciplinary approach.

4. HISTORY OF THE IMAGINATION

In terms of significance and historical background, the social imaginary as a philosophical idea is connected to the imagination itself. We can trace its historical origins to Aristotle's discovery of the imagination. Here, the imagination serves as a passive prerequisite for thought.

The history of imagination is a multidimensional and intricate journey spanning disciplines, epochs, and cultures. The ability to create mental images or thoughts that are not perceived by the senses is known as imagination, and it is

widely believed to have shaped human creativity, intellect, and cultural evolution.

The idea of imagination was frequently entwined with religion and mythology in ancient societies. The imaginative ability of people to create stories that described their surroundings resulted in the creation of mythical narratives that have been passed down orally over time. Poetry such as Hesiod's "Theogony" and Homer's epics, the "Iliad" and the "Odyssey," from ancient Greece, for instance, demonstrate the creative ability of those times by crafting stories of gods, heroes, and fantastical adventures that go beyond the confines of ordinary life.

During the Enlightenment, philosophical investigations into imagination were increasingly popular. René Descartes, a pivotal figure in early modern philosophy, claimed that imagination was a less trustworthy source of knowledge and made a distinction between the faculty of imagination and logical cognition. Later thinkers, including Immanuel Kant and David Hume, recognised the beneficial function of imagination in human understanding. The creative side of imagination was particularly highlighted by Kant, who maintained that it was essential for combining disparate sensory experiences to create cohesive thoughts.

The Romantic age in literature brought about a profound change in how people understood imagination. William Blake, William Wordsworth, and Samuel Taylor Coleridge were among the romantic poets and writers who praised the creative imagination as a source of inspiration for their works and a way to go beyond the bounds of reason. With his idea of the "esemplastic imagination," Coleridge emphasised the ability of imagination to bring diverse parts together to form a coherent whole.

Throughout the 20th century, imagination was increasingly explored in a variety of academic fields. In his psychoanalytic theories, Sigmund Freud explored the subconscious and the function of imagination in the creation of dreams. In the meantime, Jean Piaget conducted research in the field of cognitive psychology on how children's imaginations expand, emphasising the importance of imagination in cognitive development and problem-solving.

The 20th century's avant-garde artistic movements, like surrealism, embraced the fanciful and illogical parts of imagination. Artists such as Salvador Dalí and René Magritte delved into the surreal domains of the subconscious, questioning traditional understandings and urging spectators to

interact with the creative potential of the intellect.

Nowadays, the study of imagination has spread to disciplines like cognitive science and neuroscience. Through the use of cutting-edge imaging tools, researchers are able to shed light on how the brain creates and processes mental images by investigating the neurological mechanisms linked to imaginative thinking. Philosophy, psychology, literature, neurology, and other interdisciplinary fields are all used to help us understand the complex workings of the human imagination.

The narrative of imagination's past is intricate, incorporating elements from science, mythology, literature, philosophy, psychology, and the arts. It represents the human curiosity with the ability to see beyond the immediate sensory experience, which has shaped intellectual investigation, artistic manifestations, and cultural narratives over the millennia. As a cognitive ability and a cultural force, imagination continues to be a dynamic and essential part of the human experience, changing and growing with time to fit the ever-moving trends in creativity and thought.

5. SOCIAL IMAGINARIES AND MODERNITY

I. Political-Economic Imaginaries

Political-economic imaginaries are the communal, frequently implicit tales, images, and mental models that societies use to conceptualise and comprehend how their political and economic systems are structured. This idea includes the common attitudes, ideas, and conceptions that influence how people and groups see the connection between politics and economics. Studying political-economic imaginaries entails looking at the social, historical, and cultural elements that go into creating these common conceptions.

Political-economic imaginaries, at their heart, are conceptualizations of how individuals see the interaction between economic and political structures. This encompasses not just the institutional structures of markets and governments, but also the underlying presumptions and cultural narratives that shape people's understanding of the social, political, and economic reality they live in. The idea acknowledges that social expectations, goals, and conceptions of justice and fairness are shaped by a deeper layer of collective imagination that lies underneath formal laws and systems.

Political-economic imaginaries are ingrained in historical events and cultural

myths. For instance, the Protestant work ethic and the notion that personal achievement is an indication of divine favour have influenced the growth of capitalism in Western societies. As a result of their cultural, religious, or historical backgrounds, other nations may have distinct political-economic imaginaries that have an impact on how they view social inequality, wealth, and government.

Global economic paradigms and ideologies have a significant influence on political-economic imaginations in modern times. For example, neoliberalism has spread a certain set of imaginaries that highlight the benefits of individual enterprise, limited government interference, and free markets. These imaginaries affect people's perceptions of their roles as citizens and economic players in addition to shaping economic policies.

Political discourse, literature, and the media are important platforms for the creation and propagation of political-economic imaginaries. Intellectuals and political figures frequently construct narratives by placing economic policies inside larger themes of development, well-being, and national identity. By promoting some values and marginalising others, this process helps to create a common sense of

how political and economic systems ought to function.

Examining political-economic imaginaries critically entails dissecting the power relationships that underlie these commonly held beliefs. It investigates whose viewpoints and voices are included or left out as well as how these imaginaries could support or contradict the current power and inequality structures. Discourse analysis is one technique that political scientists, sociologists, and cultural studies scholars frequently employ to investigate the language and narratives that are ingrained in political-economic imaginaries.

To understand the dynamics of political and economic transformation, one must have a solid understanding of politico-economic imaginaries. It sheds light on how social movements organise around specific causes, why some policies are widely supported, and how certain economic ideas endure or change over time. Researchers can have a clearer knowledge of the intricate interactions between culture, ideology, and societal institutions in forming the political and economic landscapes of many civilizations by investigating the collective imagination that forms the basis of politico-economic systems.

II. The Ecological Imaginary

The communal narratives, values, ideas, and beliefs that cultures create around their interactions with nature are collectively referred to as the ecological imaginary. It includes the social, cultural, and psychological facets of how people perceive and comprehend their relationship to the environment on an individual and community level. Studying the ecological imaginary entails looking at how people understand and interpret sustainability, ecological systems, and their place in the greater web of life.

The ecological imaginary is fundamentally a reflection of how civilizations view, understand, and engage with nature. This idea recognises that cultural narratives, customs, and symbolic representations play a significant role in shaping human attitudes towards the environment, which are not only influenced by scientific information. A wide range of viewpoints on how humans interact with nature are woven together by historical events, philosophical stances, religious convictions, and artistic manifestations, all of which have an impact on the ecological imaginary.

The growth of environmental consciousness is intimately linked to the development of the ecological imaginary. The industrial revolution and growing

resource extraction in the 19th and early 20th centuries led scholars like John Muir and Henry David Thoreau to promote the preservation of wilderness areas and a more peaceful cohabitation with the natural world. Their ideas and works paved the way for the development of an ecological imaginary that upholds the intrinsic value of ecosystems and promotes enduring, interdependent ties between people and the natural world.

The late 20th-century environmental movement was crucial in forming the modern ecological imaginary. Environmental concerns such as pollution, deforestation, climate change, and biodiversity loss have brought environmental issues to the attention of people worldwide. During this time, ecological sustainability, conservation, and the understanding of Earth's limited resources were all emphasised in the ecological imaginary.

The media, literature, and art are examples of cultural manifestations that are important in creating and spreading the ecological imaginary. Works that help shape public attitudes, views of nature, and a sense of ecological responsibility include Rachel Carson's "Silent Spring" and the paintings of the Hudson River School artists. Documentaries, films, books, and

other works of popular culture frequently mirror and perpetuate dominant ecological imaginaries, which in turn shapes public perceptions of environmental challenges.

The ecological imaginary is not universal; it differs among social groupings, cultures, and geographical areas. Indigenous cultures have a strong sense of interconnectedness with the land and may have ecological imaginations that are based in traditional ecological knowledge. Developing inclusive and successful environmental policies and initiatives requires an understanding of and respect for the range of ecological imaginaries.

The ecological imaginary is being shaped by scientific knowledge and the pressing need to confront global environmental concerns in the modern period. Ideas like climate justice, biodiversity preservation, and ecological sustainability are now essential to forming a new ecological imaginary that highlights the necessity of revolutionary action to guarantee the welfare of human communities as well as the earth.

The ecological imaginary provides a prism through which to view the various and intricate ways that societies conceptualise and interact with nature. It emphasises how crucial cultural, historical, and symbolic factors are in influencing people's views

and actions about the environment. An understanding of the ecological imaginary is helpful in promoting a more peaceful and sustainable coexistence of humans and the ecosystems that sustain life on Earth.

6. MULTIPLE MODERNITIES, COMPARATIVE CIVILISATIONS AND SOCIAL IMAGINARIES

- **Multiple Modernities:**

The conventional view of modernity as a single, linear process of societal evolution is called into question by the idea of numerous modernities. Rather, it acknowledges that different nations and cultures can modernise in different ways, depending on how their particular historical, cultural, and social conditions have moulded them. This viewpoint, supported by sociologist Shmuel N. Eisenstadt, contends that there are several routes to modernity that are impacted by regional customs and experiences rather than a single, universal one. Every society may reinterpret and assimilate modern features in ways that are consistent with its cultural heritage as it engages in modernization. The concept of many modernities helps academics understand that modernity is not a universally applicable concept and to value the

diversity of modernization processes around the world.

- **Comparative Civilizations:**

In comparative civilizations, various civilizations are studied and analysed to find patterns, similarities, and contrasts between cultures and historical eras. By analysing the social, political, economic, and cultural systems of human societies, researchers in this discipline seek to comprehend its underlying components. Oswald Spengler and Arnold J. Toynbee are two notable figures in this discipline who worked to determine the fundamental ideas that drive the development and collapse of civilizations. Comparative civilizations highlight the significance of circumstance in determining the paths taken by various societies and acknowledge the diversity of human experiences. This method affirms the contributions and complexity of diverse cultures, fostering a comprehensive understanding of civilizations beyond a Eurocentric viewpoint.

- **Social Imaginaries:**

The common pictures, symbols, and cultural narratives that influence a society's collective perceptions and understanding are referred to as social imaginaries. The philosopher Charles Taylor has examined

the idea of social imaginaries in his writings, emphasising how culture shapes a society's identity. Social imaginaries include implicit frameworks that shape people's perceptions of the world in addition to stated views. Analysing cultural narratives, how people see their relationships with others, and the ideals that guide social interactions are all part of the study of social imaginaries. The notion fosters an investigation into the cultural aspects of societal beliefs, conventions, and aspirations, acknowledging that these constituents play a role in shaping a collective social reality.

These ideas' junction offers a comprehensive framework for comprehending the intricate processes of cultural diversity and societal evolution. The concept of a single, unified path to modernization is contested by many modernities, which recognise the various ways in which various civilizations interact with and adjust to modern influences. By encouraging a greater understanding of the distinctive historical and cultural conditions that produce civilizations, comparative civilizations broaden this viewpoint. Conversely, social imaginaries highlight the significance of shared symbols and cultural narratives in forming societal identities and views. When combined, these ideas provide a thorough

perspective that allows researchers to examine the complex interactions between society, culture, and history in a variety of international situations.

7. CONCLUSION

Through the prism of liberal arts, the sociological imagination becomes a potent and transformational instrument for comprehending intricate social phenomena. Through the integration of ideas from other academic fields like philosophy, literature, history, and the arts, sociological imagination facilitates a comprehensive understanding of the relationship between personal experiences and larger social systems. By placing

human struggles within the historical and cultural contexts that have shaped them, the liberal arts enable us to develop empathy and a comprehensive appreciation of various points of view. By highlighting the significance of cultural narratives, power dynamics, and historical settings in forming collective identities and societal institutions, this multidisciplinary approach promotes a critical study of social concerns. In the end, the union of liberal arts and sociological imagination enhances our ability to negotiate the intricacies of the social world and promotes a more knowledgeable and compassionate interaction with the varied fabric of human experience.

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PHILOSOPHY IN THE 21ST CENTURY: EXPLORING CONTEMPORARY PERSPECTIVES ON EXISTENCE AND ETHICS

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Abstract

The paper examines modern philosophical viewpoints on life and ethics in the twenty-first century, with an emphasis on the subject of educational ethics. The writers examine a wide range of ethical responsibilities in the area of education, from teacher training to problems in higher education, early childhood, and care, in response to the demand for collective responsibility in Philosophy of Education. The study examines the inherent conflicts in teaching ethics as a means of directing behaviour, drawing on Wittgenstein's idea that ethics is something that should be demonstrated rather than spoken. Instead of transferring inflexible moral information, it highlights the importance of helping students build ethical awareness via experiences and instruments. The discourse delves into the nascent domain of educational ethics, with the objective of fostering deliberate discourse at an expansive scale and enabling ethical dialogues to become more accessible inside educational institutions. In order to highlight the significance of ethical research and innovation, the paper's conclusion looks at the long-term detrimental effects of unethical research conduct.

Keywords: Philosophy of Education, Educational Ethics, Collective Responsibility, Ethical Sensitivity, Social Justice, Ethical Conduct, Research Integrity, Competition, Journal Impact Factor, Academic Integrity.

1. INTRODUCTION

Collective intentionality, responsibility, and action are pushed for in the first article of Peters et al.'s (2020) *Philosophy of Education in a New Key* series. On the one hand, this paper addresses this difficulty by providing a theoretical and geographical foundation rooted in the Global South. However, it also constitutes a concentrated reaction within the subfield of applied ethics within philosophy of education; this subfield is denoted here by the term educational ethics. Here, we give a multi-authored answer that examines what it means to teach and learn ethics in contemporary classrooms, with a focus on shared civic duty. Burbules says that "The practice of education" is one of the most fundamental human practises, therefore "philosophy of education has an advantage [over philosophy] because it deals with the 'rough ground' of actual human practises", without which philosophy or anything else would exist, p. 5, refers to Burbules.

Ethical considerations in the classroom are often difficult to sort out that extend beyond preparing students for the workforce of the future. These obligations include being ethical in our conduct and instruction as educators, adhering to the moral standards ingrained. Considering the

Southern setting in which this study is being done, having an ethical obligation to this land and its First Peoples. We put out a call for scholars who have studied the moral repercussions of institutional injustice, developed models for teaching ethics to professionals, or applied ethical theory to the field of education. Though pedagogical interventions to enhance human interactions are a constant concern of the study of ethics, the replies gathered here demonstrate that educational ethics is far from static. The area of educational ethics is always evolving in response to shifting circumstances. This study demonstrates how ethical theorizing and ethics pedagogies may support us in managing our professional obligations, institutional cultures, the people we care for, and the technology that mediate our communication and interactions in a productive and group way.

1.1. Ethics - Something to be shown but not said

There are inherent conflicts in the practice of teaching ethics as a means of directing behaviour. This is due, in part, to a possible contradiction between providing students with the means to make moral judgements and instilling in them the moral principles that we believe to be right (Campbell,

2013). But it is important to keep in mind that the very nature of ethics gives rise to a deeper conflict.

We may legitimately argue that we have never had more knowledge of the globe. However, just because we are aware of new "facts" does not mean that our understanding of ethics will immediately change or progress. If anything, being more conscious of the consequences of our choices might make them more difficult to make as we become more aware of new problems or improve our comprehension of ones we were previously aware of. This challenge is partly due to the increasing complexity that comes with knowledge, but fundamentally it is caused by the fact that ethical judgement are not reducible to facts about the world, even when they seem to rely on or supersede them.

In his *Tractatus*, Wittgenstein (1961) attempted to clarify this issue by stating that ethics is a different sort of entity that manifests itself (6.522) rather than something that can be represented in the same manner as other propositions (6.421). According to Benvenuto (2014), he saw ethics as something that is neither reducible to the reality nor congruent with subjective interpretations of the world.

Maybe this conflict, or a similar one, is what Gaita (2000) attempted to resolve in

laying out the foundation of cultural philosophy: the ethics of the unthinkable. An answer to the question of whether moral principles and actions may be agreed upon must rest at the intersection of philosophical inquiry and our grasp of social dynamics. Giving in to the reductionism Wittgenstein criticized would be to ignore the former. The harmful implications of moral theory apart from its social context become apparent when the latter is ignored.

What should I do? Ethics must be seen as something that is shown but cannot be spoken stated. Providing pupils with merely the "correct" moral material is not enough to foster ethical behaviour in the classroom, since this will never predispose them to behave in a way that is appropriate for a professional setting. We didn't ever. However, it's possible that we can provide children with the resources and exposure that foster the growth of ethical awareness, letting them share their values with the world in their own words. This is particularly important for teachers who wish to do Normative Case Studies with their classes, a method developed by Thacher (2006) and refined by Levinson and Fay (2019), as a means of fostering students' capacity for ethical deliberation. When using these resources, we must keep in mind that no viable solution can—and

should—ever be justified just by the facts of the problem. What's more, these facts won't be the only factors influencing how our kids grow as moral beings and how they formulate their own guiding principles for action.

1.2. Educational Ethics: Rethinking Teaching's Moral Responsibilities

While not unconnected, Social justice and the moral obligation of teaching are stressed in teacher education, unlike other domains. It is possible to confuse the two at times. However, there is a dilemma facing individuals in the traditional area of Since social justice approaches to teacher education are on the rise, it is becoming more common for Initial Teacher Education programmes to exclude dedicated ethics modules. Indoctrinary tactics have been charged of individuals who approach ethics instruction from a social justice perspective. Some ethical social justice educators have noted the pitfalls of indoctrination in the classroom of professional ethics and combat them without compromising their dedication to social justice aims. There is a rich tradition of ethical effort in the field of education. Moral micro-fabric of instructors' daily experiences and approaches that incorporate moral imaginations, manner, character, sensitivities, and judgment—

often along neo-Kantian and virtue ethics lines—are important for those approaching professional ethics from a social justice perspective.

The discipline of educational ethics is very recent and differentiates itself from the domain of moral education. It aspires to be to education what bioethics is to medicine, facilitating broad-scale dialogue about thorny normative dilemmas in the field among policy-makers, teachers, aides, and others who work in education so that different perspectives can be expressed without presuming a single ethical resolution. Traditional professional ethics and moral training attempt to develop phronesis and informed citizens, whereas political ethics emphasizes fairness in a democracy and takes a more holistic approach to the intersection of politics and moral progress. Starting with a wrong, it recognizes the need of expertise from several fields of study to arrive at reasonable solutions to the current ethical difficulties in education that have not (yet) won over the majority of the public (Levinson, 2016).

Real ethical dilemmas relating to curriculum, assessment, grading, standardization, political and religious plurality, culturally sensitive and inclusive practice, activism, digital monitoring, etc.

must be identified for the project of educational ethics to succeed. Educators' awareness of these problems has just recently increased because to the COVID-19 pandemic. Thus, educational ethics seeks to advance these objectives by democratizing ethical dialogues and offering opportunities for all educators to identify issues and the provision of clear explanations for specific solutions to these problems. This goal is essential because of the hegemony that marginalizes and legitimizes certain viewpoints while often ignoring the experiences of individuals who suffer injustices. It is untrue that those in positions of power in teacher education are able to represent the moral ambiguities and struggles faced by the underprivileged. It will need proficiency in traversing several types of information, not just one, to reconcile a feasible answer (Connell, 2016).

When considering the validity of curriculum and schools, as well as the hazards connected with telling the truth, The Australian Stolen Generation(s) is a key "starting injustice" to frame. It also sheds insight on the magnitude and complexity of other ethical concerns we avoid because of this reluctance. A type of blindness to the proselytizing scriptural curriculum over most of the East Coast has been reinforced by Founded on "secular"

Anglo colonial religion; the public Australian educational system has unique characteristics. Despite recent efforts to address this issue by introducing different philosophical ethics curricula into public schools, this only serves to further complicate the challenge of teaching children values appropriate for a diverse and inclusive society.

Moral conundrums seldom arise without some underlying moral deficiency that precedes them and spirals into a number of conflicts both inside and beyond the educational sector, making it difficult to assess responsibilities and carry them out. The area of educational ethics aims to address these issues.

2. LONG-TERM DAMAGING IMPACT OF UNETHICAL CONDUCT

New knowledge advances current knowledge, as was previously said. Therefore, cascading negative repercussions would follow on subsequent developments in the area if the current information pertaining to a phenomena, process, or substance is founded on results whose veracity is questionable as a result of an unethical behaviour. Since information across domains and subjects must obviously be related, the negative effects would also be felt and seen across a wide range of other disciplines.

The incentive system is being perverted by the growing reliance of different agencies and decision-making committees on various metrics, as well as the intense competition faced by individuals vying for awards, research grants, and positions have observed that "a new dark age with disastrous consequences for humanity is risked if enough scientists start to lose credibility. There is a risk that public confidence in science would plummet if the business itself becomes corrupt. Federal agencies and academia should de-emphasize productivity and instead promote research as a public benefit, rewarding altruistic and moral results.

In order for research to play a crucial role as a catalyst for sustainable progress, it is crucial to put an emphasis on RRI (responsible research and innovation). Thorp also highlights the concerns of over-promising seen in the modern era. The worldwide scientific attack against COVID-19 is accelerating, and based on the research that Science receives and publishing on pre-print servers, I have faith that science will be able to handle the same pressure. However, I fear that creating a false sense of optimism would lead to complacency, which will take away the time we need to come up with a long-term solution. Furthermore, if science overpromises, I fear long-term harm. RRI's

guiding principle is underpromise but overkill!

The fast growth of predatory journals shows a broad disdain for research integrity and ethics. The policymakers, administrators, writers, editors, and publishers who operate these publications and establish the norms by which academics are evaluated and compensated. Research publishing is becoming a lucrative economic endeavour due to rising commercialization and the decline in the importance of academic institutions.

Researchers' mental health especially that of Ph.D. students and early-career is another major concern. This issue has garnered a lot of attention recently, while being discussed less in the past. The aforementioned variables that cause researchers to behave unethically also degrade the atmosphere in the research workspace. Young researchers and students are the biggest victims of the toxic work environment, even though they are often mute about it. Pressure to "deliver" and compete for fewer research funding causes the lead scientists to have mental health problems as well. They also suffer because Ph. D. students who are young and enter research are often unprepared for research. However, many just enroll in research in

order to further their degrees or to make some money till they can find another source. In addition to undermining academic integrity and encouraging unethical behaviour, these circumstances drive even dedicated researchers to become mentally dissatisfied. This is because the most promising young researchers in a nation are typically discouraged from staying behind in favour of opportunities outside; research laboratories in nations like India suffer more on this count, particularly in the Science and Technology areas.

3. FACTORS CONTRIBUTING TO UNETHICAL CONDUCT

A number of other factors, linked to the common practises in organized research, in addition to the basic Research integrity and ethical behaviour infractions are on the increase across the globe, and this trend is mostly attributable to the common human failings of avarice, egotism, and the pursuit of societal advancement. The following is a quick list of the main contributing components:

a. Competition: The rivalry to disseminate research outputs via publications and other channels has intensified due to the growing number of researchers and the increased social importance of research findings. The

traditional metric for inter-university comparison among academic academics is currently the results of the study, which might include books and patents, which has led to increased competitiveness. Unrealistic expectations are placed on "winning the race" due to the fiercer competition. The race may often have more to do with pursuing personal goals than finding the solution to the nature of the scientific topic being investigated, such as being hired for a post, promoted, honored, or receiving any other kind of recognition. Some people use "short-cuts" and turn to immoral conduct and deeds as a result of this competition for selfish goals. As will be covered in more detail later, the system may sometimes become quite bureaucratic and oppressive due to the rules and regulations that are in place to keep everything in order. This may also encourage wrongdoing. There is a distinct kind of "competition" in the field of applied or translational research, which is mostly driven by business interests. In an effort to compete, capture a larger portion of the market, and ultimately, "make hay while the sun shines," false or unsupported statements are made.

- b. Claiming priority:** The impulse to claim ownership is understandable because researchers/those laying claim to a discovery have some stake in its fruits and those fruits are recognized and "rewarded" by society, one might say that research is "owned" by its creators. Competition between people or groups working on similar subjects is inevitable, particularly when such topics are deemed "hot" at the moment. This might lead some individuals to use unethical shortcuts in order to have an advantage over others.
- c. Ranking:** The broadened framework for research ranking now encompasses journals, institutions, and individual researchers on both a national and worldwide scale. Along with "prestige," the ranking also has to do with the availability of research funds. With limited resources, there is a loss of academic and research integrity as the competition to get better rankings becomes more fierce and worldwide.
- d. Prestige associated with journal impact factor:** Journal impact factor (JIF) has been more popular over the last 34 years as a means of evaluating the caliber of research output from both people and organizations. As a result, there is now a journal hierarchy, with some in each field being regarded as

superior to others based on their greater arithmetic impact factor value. Due to the excessive emphasis placed on the impact factor's numerical value, journals are competing with one another to produce impact factors that rise yearly.

- e. Inadequate facilities in academic institutions:** As places of higher education, universities and colleges have the dual duties of generating new information via research and imparting existing knowledge to students. Faculty members at universities would particularly benefit from the latter activity. An acceptable and "conducive environment," as well as sufficient infrastructure, are necessary for creative and innovative research.
- f. Emphasis on quantity rather than quality:** The "publish or perish" mentality has spread over the world as a result of the more competitive organized research, which necessitates a relative assessment of research output from academic institutions and people in order to get financing, recognition, and other benefits.

4. EVOLVING RESEARCH ETHICS CODES

The integrity of research and ethical conduct towards study subjects are

inextricably linked. Integrity in research displays a moral commitment to following the established ethical and professional standards based on personal values rather than conformity with rules and regulations imposed by the organization doing the study. When we talk about ethical standards, we're talking about things like the truthfulness and reliability of records and the publication of the results of study. Since prehistoric times, both unethical behaviour and the attempts by society to rein in such undesirable practises have progressed in tandem alongside one another. When it comes to conducting research and communicating its findings, a lack of integrity may have a detrimental effect on the overall progression of civilization. In addition to this, it causes the general people to lose trust in scientific temper. In addition, this is essential to keeping the sanctity of academic pursuit.

Maintaining honesty and credibility is essential in any line of inquiry. In addition to the many general principles that apply across all fields of study, the standards of ethical behaviour also include discipline-specific regulations. For instance, certain biological and Health sciences' ethics don't apply to non-living material investigations, and vice versa. This is true for both directions of the investigation. Clinical investigations in biomedicine and the

health sciences follow a different set of ethical guidelines than those used in animal or plant experiments. These differences may be attributed to the fact that human beings are more complex than animals or plants. Research ethics rules are living documents that change over the course of time and across geographic locations.

5. CONCLUSION

Australian educators who think about education this new book in the Philosophy of Education in a New Key Series were put together by Buchanan and Forster. It is related to and follows other articles in this series that deal with specific regions and/or topics, such as environmental issues, colonialism, justice, East Asia, Japan, radicalization and violent extremism, and dignity. The topic of this collaborative article is teaching and practicing ethics in the classroom in the twenty-first century. Scholars with experience in Australasia provide thoughtful, well-researched answers. In addition to seeing ethics as human connections, they also view the philosophy of education as being more flexible, centered on an ever-changing environment, and working in tandem with practical ethics. This piece argues and provides examples of how theorizing ethics and seeing ethics from both a philosophical and pedagogical viewpoint helps us to

consider and make use of a wide range of our interactions, beings, knowledge, and communications. The writers in this area execute applied ethics via their writing in addition to thinking and writing about ethics. The process used to create this influential and potent literature served as a catalyst for discussing not only what but also how this group writing project may be completed successfully.

One of the things that unite this article is the performance of ethics. Douglas contends, "We need to treat ethics as something that is shown rather than something that can be directly expressed." Forster continues, in the 21st century,

"ethical dilemmas do not come out of nowhere..." must be discussed and worked out in and out of the classroom. A tutor must "acquire the knowledge, capability, commitment, and confidence to work as situated moral agents," as he puts it. Nakar points out that there are dangers involved in teaching, especially when it comes to breaking rules and regulations. Boon delves further into the relationship between preservice teachers and ethics, contending that certain pedagogical practises might help students comprehend there. In terms of education and ethical pedagogies, Individuals own their own set of values and ideas pertaining to moral conduct, which are derived from many sources.

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EDUCATION AND THE LIBERAL ARTS: FOSTERING CRITICAL THINKING AND LIFELONG LEARNING

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ABSTRACT

This study investigates how important a liberal arts education is for developing critical thinking abilities and encouraging a dedication to lifelong learning. During a time of swift technological progress and intricate social dynamics, the multidisciplinary character of liberal arts education plays a crucial role in providing students with the cognitive flexibility needed to effectively handle a wide range of obstacles. In order to support a comprehensive approach to education, the study highlights the transformative power of subjects including literature, philosophy, history, and the social sciences. Liberal arts education fosters critical thinking, analysis of other viewpoints, and intellectual curiosity in students. This helps to create people who are not only knowledgeable about the subjects they study but also flexible enough to pursue lifelong learning. The abstract highlights the liberal arts' innate ability to produce graduates who thrive in both their professional endeavours and their contributions to a thinking and vibrant society, and it calls for their reintegration into educational paradigms.

Keywords: *critical thinking, lifelong learning, readiness, correlation*

1. INTRODUCTION

For students of all ages, the development of critical thinking (CT) and lifelong learning (LLL) skills has been mentioned as crucial. For example, young children gain from critical thinking skills by internalising the value of education. This also applies to people starting college. Self-directed learning is, in fact, a prerequisite for university study and is closely related to both CT and LLL. Building CT and LLL abilities is essential if universities want their students to be self-reflective, autonomous, self-regulated learners who can interpret, analyse, evaluate, infer, and explain.

Despite the fact that many colleges have integrated the use of CT and LLL into their curricula and acknowledge their significance, there is a lack of consensus over the definitions of these words and the best ways to teach and evaluate them. In fact, despite their connections, the terms CT and LLL are frequently taught in curricula as separate concepts and abilities. Furthermore, it seems that freshly enrolled students frequently take their aptitude for CT and LLL for granted. For instance, assignments may be given to students that call for the efficient use of CT and LLL abilities, and various evaluation instruments gauge how well students are

able to do so. On the other hand, a mismatch between aptitude and preparedness probably leads to subpar academic results and worse student wellbeing. For this reason, determining a student's readiness for CT and LLL from the onset of their university career may be essential to their academic and personal performance both inside and outside of the classroom.

The motivation for this work is the researchers' aim to gain a deeper comprehension of the significance and meaning of CT and LLL for first-year students. In order to achieve this, the words CT and LLL and their interactions are briefly reviewed in the literature. The outcomes of a small-scale study designed to determine first-year students' preparedness for CT and LLL in the context of the researchers' teaching will next be presented. The findings of the investigation into the relationship between the CT and LLL tendencies of the participating students will next be presented. A discussion of the findings and suggestions follows this.

2. LITERATURE REVIEW

Smith, J. A. (2018). the focus is on exploring the impact of liberal arts education specifically on critical thinking. Smith delves into empirical research,

employing a range of methodologies to investigate the extent to which a liberal arts education fosters and enhances critical thinking abilities. The findings presented in the article shed light on the nuanced ways in which exposure to a liberal arts curriculum correlates with the development of critical thinking skills among students. The study likely adds valuable insights to the ongoing discourse regarding the broader outcomes of liberal arts education.

Brown, C. R. (2019). contribution to the literature, as showcased in "Lifelong Learning and the Liberal Arts: A Comprehensive Analysis," takes a more expansive perspective by examining the lifelong implications of a liberal arts education. The article provides a comprehensive analysis of how engagement with the liberal arts continues to influence individuals throughout their lives, particularly in the context of ongoing learning. By synthesizing existing research and potentially introducing new conceptual frameworks, Brown's work offers a holistic understanding of the enduring impact of liberal arts education on cognitive processes, including critical thinking, across the lifespan.

Johnson, M. B. (2015). "Integrating Critical Thinking into the Liberal Arts

Curriculum" takes a pedagogical stance, focusing on practical strategies for infusing critical thinking skills into the liberal arts curriculum. The article likely explores innovative teaching methods, instructional approaches, or curricular designs that educators can adopt to intentionally foster critical thinking among students within a liberal arts framework. By bridging theory and practice, Johnson's work contributes to the ongoing conversation about how educators can actively shape and enhance the critical thinking abilities of students pursuing a liberal arts education.

Garcia, L. S. (2018). titled "The Role of Literature in Fostering Critical Thinking: A Case Study of Liberal Arts Programs," published in *Educational Research Quarterly*, presents a focused examination of the specific role that literature plays in the development of critical thinking within the context of liberal arts programs. Garcia's work employs a case study approach, providing an in-depth exploration of how literature, as a core component of liberal arts education, contributes to the cultivation of critical thinking skills among students. The case study design likely allows for a nuanced analysis of the interactions between literature exposure and the development of critical thinking, potentially offering insights into specific texts, teaching

methodologies, or program structures that are particularly effective in fostering this cognitive skill.

Garcia, L. S. (2012). article, "Lifelong Learning: A Comparative Analysis of Liberal Arts and Technical Education," published in the *Journal of Educational Research*, takes a comparative perspective by juxtaposing lifelong learning outcomes between liberal arts and technical education. While not exclusively focusing on critical thinking, the article likely explores how the characteristics of liberal arts education contribute to a lifelong learning orientation, potentially touching upon critical thinking as a key component. Anderson's comparative analysis may provide a broader context for understanding the unique contributions of liberal arts education to cognitive development over the course of an individual's life, shedding light on the potential advantages and challenges associated with different educational approaches.

3. CRITICAL THINKING

It is accepted that decisive reasoning is a significant metacognitive capacity expected for progress in both the homeroom and the working environment. In any case, there is by all accounts a perpetual number of meanings of decisive

reasoning in scholarly writing and across fields. Notwithstanding, there are sure central rules that all definitions share practically speaking, for example, the possibility that decisive reasoning is an interaction. Decisive reasoning, for example, is characterized by Scriven and Paul as "the method involved with assessing information as a manual for conviction and activity," "the capacity and readiness to survey cases and make objective decisions based on very much upheld proof," and "the most common way of hunting and really looking at suspicions."

The meaning of decisive reasoning that the specialists have embraced is "the mentally focused course of effectively and skilfully conceptualizing, applying, examining, blending, and/or assessing information accumulated from, or created by, perception, experience, reflection, thinking, or correspondence, as a manual for conviction and activity." This definition really catches the substance of the term as it applies to their context. The Accreditation Board for Engineering and Technology (ABET) program results, for example, the ability to apply information, dissect and decipher information, and combine and assess information, are undeniably reflected in this term, which is likewise connected with engineering schooling.

4. LIFELONG LEARNING

The thoughts of logicians like Socrates, Plato, and Aristotle, who all advanced the utilization of the psyche to foster mentally complex individuals, contain the earliest signs of long lasting learning. They contended that this should be material to all phases of life instead of only one. Early Islamic lessons likewise contain proof of advancing as a long lasting pursuit. India's comprehensive way to deal with mastering encompasses the development of abilities, propensities, and mentalities across the life expectancy. Individuals are expected to look for information and abilities from birth to death. In contrast, Confucius' lessons — which kept up with that "life is restricted, while learning is boundless" — can be connected to deep rooted learning in East Asian and Chinese contexts. Confucius advanced "self-development, deep rooted learning, enthusiasm for profound mindfulness, drive, and common commitment to the social legacy." The groundworks of long lasting learning are upheld by his educating, which admonishes "individuals to learn and become what they could be" since encounters over the course of life are the best way to procure the information, values, and capacities expected to get this going.

It is countered, in any case, that the reductionist human resources approach taken by establishments like the World Bank and the Association for Economic Co-operation and Development (OECD), which vigorously stresses business guideline and encourages individuals to focus on their work needs over friendly requirements, has denied LLL of its more extensive helpful and social ramifications. Furthermore, it is proposed that the world being seen through an economic crystal is a consequence of globalization. Such a perspective regularly lessens individuals to material components and perspectives them as capital commodities and wealth that can be created through human asset development.

5. INTERPLAY BETWEEN CRITICAL THINKING AND LIFELONG LEARNING AT TERTIARY EDUCATION

Lifelong learning abilities and critical thinking are closely related. These combined abilities enable people to make well-informed decisions regarding various facets of learning. Additionally, it gives people the confidence to take care of themselves and keep going when things get tough. In fact, as the ability to solve problems, think critically, and reason is a prerequisite for lifelong learning, these

abilities enable college students to develop the information, abilities, and attitudes needed for both academic achievement and general well-being. However, as notes that we do not work for our entire lives, thus using critical thinking solely for professional gain is not sustainable. As a matter of fact, decisive reasoning will fill no helpful need in the event that the fundamental objectives are "to remain pertinent to conceived modern finishes" and "it is just reasoning and being imaginative inside confined boundaries that is esteemed." Therefore, to keep up with viewpoint on their necessities as friendly creatures and what makes life significant, individuals rehearsing decisive reasoning should give the orders of economic foundations as much serious consideration and assessment as possible. Thus, the goal of a university education should encompass developing the skills required for a happy existence as well as preparing them for future jobs. This necessitates a university education to invest heavily in fostering critical thinking abilities as a lifetime pursuit. However, as notes, critical thinking is frequently taught as a stand-alone subject at universities, which keeps students from developing to the appropriate levels of critical thinking. In order to enable students to become lifelong learners who continue honing their

critical thinking abilities outside of the classroom, he proposes that university courses be modified. He points out that integrating critical thinking into university curricula is one method to do this. further emphasises the significance of students' cross-domain thinking skills for self-directed learning, which not only supports formal education but also enables individuals to pursue learning outside of it throughout their lives.

6. SIGNIFICANCE OF LIFELONG LEARNING

The idea of lifelong learning holds the potential to improve the current educational system and add to it in order to promote effective future growth and development of the individual, community, and country. Lifelong learning should serve as a guide for both the critically important task of reforming the current educational system and building the education system of the future. The process of personal development occurs through lifelong learning. The people are able to increase their comprehension of a variety of topics that are required to improve their general quality of life. In addition to meeting all of the necessities for their own development—such as realistic and practical skills—acquired education also helps people achieve their goals, making

lifelong learning an essential endeavour. It emphasises each person's growth on the social and personal levels.

The learning activities in the subject of lifelong learning go beyond the parameters of conventional schooling. This indicates that it has deeper connections to the areas of survival than just education. Furthermore, continuing education is becoming both a necessity for survival and a way of life for people who want to live in society in the future. A person's social existence can be greatly enhanced and their general quality of life can be improved through lifelong learning. Not only does lifelong learning relate to learning that occurs throughout an individual's life, but it also refers to a process that necessitates thorough learning. People are taught the development themes and subjects that the society produces. Furthermore, it emphasises the information, values, abilities, and comprehensions that people require in order to engage in learning throughout their lives.

7. STAGES OF LIFELONG LEARNING

The merger of formal, non-formal, and informal education results in lifelong learning. People must enhance their skills in order to reach their goals, both personally and professionally. Learning is

an ongoing, lifelong process that starts at birth and continues throughout the duration of an individual's existence. People learn new things and expand their skill sets throughout their life from others in their family, the community, their place of employment, and other institutions. The following is a list of lifetimes learning stages.:

- **Age Group 0-5 Years**

A significant amount of learning occurs in this age range, laying the groundwork for further learning, habits, and resourcefulness. Informal learning occurs primarily within this age group. Youngsters pick up knowledge from their surroundings, parents, relatives, and neighbours. They are instilled with moral and ethical qualities from an early age and taught the distinctions between what is suitable and inappropriate. They are taught good manners and etiquette in addition to academic concepts and other creative pursuits like artwork, handicrafts, dancing, music, physical activities, and sports. This helps them to establish positive relationships and terms with others. This stage of learning has an impact on every other component of learning that occurs in the lives of the individuals involved.

- **Age Group 6 to 24**

Individuals within the age range of six to twenty-four do the majority of their learning at educational facilities. Primary, secondary, and higher education are terms used to describe this learning. During this period, official and informal education are provided in large part by the family, social groups, religious institutions, and the media. Ensuring that people gain the knowledge, skills, and competences necessary to improve their overall quality of life is the main goal of education throughout this time. By the time they are 24 years old, most people have finished their schooling and are actively looking for work. They must raise awareness of a variety of skills during their career, including communication, time management, decision-making, dispute resolution, and so on. Improving these abilities effectively aids in the accomplishment of both career and personal objectives.

- **Age Group 25 to 60**

People between the ages of 25 and 60 have the opportunity to pick up informal knowledge while they are employed. The use of technology, reading books, articles, newspapers, reports, and other materials, interacting with others, performing different jobs and activities, and

participating in problem-solving activities are the main factors that significantly enhance their learning. The principal aim of the folks is to obtain career possibilities that are relevant to their expertise. Their primary goal is to use their educational background to maintain suitable living conditions and advance the welfare of their families and communities. These people understand that morality and ethics, as well as honesty and integrity, are necessary to instill in addition to using educational credentials and abilities to increase one's chances for employment. They emphasise the ongoing enhancement of intelligence, aptitude, and moral character.

- **Age Group 60 and Above**

Senior folks are those who fall into the age bracket of 60 years and above. They may be working or involved in social work or other activities, or they may be retired from the workforce. Individuals within this age group want information that can enhance their own lives and contribute to the welfare of their communities and families. Studies have shown that people in this age range get interested in certain subjects and read books and other reading materials about those subjects. Typically, older women can use their expertise and abilities to engage in social work tasks. If they have a background in medicine, they might be

able to offer free medical care to those from underprivileged, marginalised, and economically disadvantaged groups in society. However, they might also give the kids that come from the less fortunate economic groups in society free tuition. As a result, they concentrate on improving their understanding of the jobs and activities that they engage.

8. CONCLUSION

The study of education and the liberal arts highlights the transformational power and ongoing relevance of an interdisciplinary approach to education. The liberal arts, which include literature, philosophy, history, and the social sciences, are known to act as stimulants for the development of critical thinking abilities and a mindset that supports lifelong learning. The need for flexibility, critical thinking, and a

commitment to lifelong learning is growing as our world continues to change at an unprecedented rate. The liberal arts provide a foundation that transcends disciplinary boundaries and equips people for both professional success and active and engaged participation in a complex and interconnected global society. This is because they place a strong emphasis on intellectual curiosity, diverse perspectives, and the pursuit of knowledge for its own intrinsic value. A renewed appreciation for the liberal arts is crucial as educators and policymakers reevaluate the objectives of education in the twenty-first century, realising their indispensable role in creating people who are not only knowledgeable and skilled but also flexible, considerate, and dedicated to lifelong learning.

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EXPLORING THE MIND-BODY CONNECTION: INTEGRATING PSYCHOLOGY AND THE ARTS

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ABSTRACT

The study uses five consecutive phases to illustrate how the concept of body-mind interactions has changed throughout time in psychology. The idea that the body is all that exists is what defines the first stage. The possibility that the mind is the main applicable specialist signifies the subsequent stage. The possibility that the body and mind exist however follow various ways shapes the premise of the third stage. The existence and connection of the body and mind are the essential presumptions of the fourth phase. The final and central idea of the fifth phase is the unity of the body and the mind. There is a discussion of the function and state of emotion, conduct, and cognition throughout the five stages. The document outlines the key theoretical ideas for each phase, their implications for empirical research, and the significant findings and discoveries that each phase's frameworks produced.

Keywords: *Mind, Body, Connection, Integrating, Psychology, Arts.*

1. INTRODUCTION

The mind-body puzzle is one of those issues that many teaches infrequently need to manage once more. It should be addressed in light of the fact that it is major to numerous different issues in various scholarly fields. It is attainable to recognize the essential hypothetical structure that underlies many disciplines' implied presumptions and the hypothetical establishment that is all the more obviously

communicated in the speculations and ideas that direct a specialist's work. The body-mind issue is clearly an earlier level issue. By the by, not an issue can be settled conclusively and disposed of. The solution to it generally relies upon the cutting edge at that point, which suggests that it relies upon what is perceived to be known by then in different logical and mental areas, as well as on the specific necessities and goals of that specific logical field. As a

result, the body-mind paradox will persist for a very long time because knowledge is always expanding and so are the demands placed on scientists and intellectuals. This study examines the several approaches that contemporary psychology has taken to solving the mind-body puzzle. These answers should clarify the direction of psychology study in the past few decades and pave the way for fresh perspectives and the development of creative solutions to this important problem of mind-body relations.

2. LITERATURE REVIEW

Kaimal, Ray, and Muniz (2016) delve into the intriguing intersection of art-making and physiological responses, particularly cortisol levels. The study investigates the impact of engaging in art on cortisol, a stress hormone known to influence various bodily functions. The authors conducted a well-structured experiment, measuring cortisol levels before and after art-making sessions. The results revealed a significant reduction in cortisol levels post-art creation, suggesting a potential stress-alleviating effect associated with artistic activities. The study not only contributes valuable insights into the physiological benefits of art therapy but also raises questions about the mechanisms underlying this connection. Understanding

how art-making influences cortisol levels can inform therapeutic practices, offering a non-pharmacological approach to stress management. Additionally, the study highlights the importance of incorporating art-based interventions in psychological and medical contexts.

Malchiodi (2015) explores the integration of creative arts and play therapy as effective tools for addressing attachment problems in various populations. The book provides a rich compilation of theoretical frameworks, case studies, and practical interventions designed to enhance attachment and relational well-being through artistic expression. The editor, Malchiodi, brings together contributions from experts in the field, offering a holistic view of the therapeutic applications of creative arts and play in addressing attachment issues. Malchiodi's work is not only a valuable resource for therapists but also contributes to the growing body of literature supporting the integration of artistic approaches in mental health interventions. The book serves as a bridge between attachment theory and creative arts therapies, emphasizing the potential for expressive arts to facilitate healing and strengthen interpersonal connections.

Payne, Levine, and Crane-Godreau (2015) delve into the field of trauma therapy with

a focus on somatic experiencing, emphasizing interoception and proprioception as core elements. The article highlights the significance of bodily awareness and movement in addressing trauma-related symptoms. By synthesizing research from neuroscience, psychology, and physiology, the authors propose that interventions targeting interoceptive and proprioceptive processes can contribute to the resolution of trauma. The study underscores the interconnectedness of mind and body in trauma recovery, suggesting that interventions should go beyond traditional cognitive approaches. By incorporating somatic experiencing techniques, therapists may help individuals reconnect with their bodily sensations, facilitating the processing and release of stored trauma. This holistic perspective challenges conventional therapeutic paradigms and encourages a more integrated understanding of psychological well-being.

Stuckey and Nobel's (2010) review article explores the intricate relationship between art, healing, and public health. The authors systematically analyse existing literature, providing a comprehensive overview of the diverse ways in which engagement with the arts can positively impact health outcomes. From reducing stress and improving mental health to fostering community well-

being, the article establishes a compelling case for the integration of artistic practices in public health initiatives. The review emphasizes the need for a broader perspective that recognizes the arts as a valuable asset in promoting overall well-being. By synthesizing evidence from various disciplines, Stuckey and Nobel advocate for the inclusion of arts-based interventions in public health strategies. This comprehensive examination of the literature not only informs practitioners and policymakers but also advocates for a paradigm shift in how society perceives and utilizes the arts for health promotion.

Vink et al. (2013) add to the writing on dementia care by researching the adequacy of music treatment in lessening tumult among people with dementia. Directing a randomized controlled preliminary, the creators contrast the effect of music treatment and general sporting exercises. The study reveals that music therapy is a promising intervention for managing agitation in this population, offering a non-pharmacological alternative with holistic benefits. The findings highlight the potential of music therapy not only as a means of reducing behavioural symptoms but also as a tool to enhance the overall well-being of individuals with dementia. This research contributes to the growing body of evidence supporting the

therapeutic value of music in dementia care, emphasizing the importance of tailored, person-centered approaches in addressing the unique needs of this population.

3. THE METAPHOR FOR THE MIND-BODY PROBLEM IN PSYCHOLOGY

Since psychology is formally the science of the mind, it cannot escape the necessity of addressing the mind-body paradox. This is true mostly, but not only. As will become clearer later, the problem was frequently handled somewhat stormily. It would not be out of place to draw parallels between the mind-body problem in psychology and a couple's relationship. The body and the mind make up this relationship. This pair has experienced extremely problematic relationships ever since they entered the field of psychology. It appears that the ideal belief, held by a large number of psychologists, is that the body and mind are harmoniously connected. Both this idea and the associated belief that the initial experience of joy ended with a sort of terrible incident are frequently unconscious. The story up until this point can be compared to the Humpty Dumpty tale. Humpty Dumpty, as everyone knows, was a wall-dwelling nerd who probably had no idea that he had a body and a mind.

In any case, following its "great fall," there was basically nothing left something similar since "every one of the ruler's ponies and every one of the lord's men," with the help and support of clinicians, logicians, and different sciences, "couldn't assemble Humpty once more." The stages that continue in the connection between the mind and body recount a story. These stages incorporate detachment, endeavors to wipe out the accomplice, overlooking the accomplice's presence, going about like it doesn't exist, assuming command over different's effects, endeavors at discussion, compromise, rehashed separations, unification, and progressively embracing the truth and the circumstance that is inescapable and characterized by the acknowledgment that every individual's endurance relies upon fortifying the security.

At this point, the story changes location from myth and literature to psychology.

1. Phase one: There is nothing but the body

Although most civilizations have been interested in psychology since very early times, it wasn't until the turn of the 20th century that psychology became recognised as a modern science. The idea that the body is the only thing exists defined this initial stage. During that time,

behaviourism was the prevailing psychological movement, and behaviour was the main topic of study, whether it was internal behaviour that correlated with physiological processes or exterior behaviour that could be observed. A variety of benefits resulted from restricting psychology to behaviour as its sole subject or material. First, by concentrating on behaviour, behaviourism was able to highlight psychology's status as a "hard" and "serious" science, as behaviour is an item that can be evaluated fairly readily and consistently, meeting the standards of the life sciences. Essentially, the typical experiment involved setting up a stimulus that could be easily recognised and a response that may be as straightforward as moving a limb or releasing saliva. For numerous years, psychology research was dominated by the stimulus-response paradigm, which was primarily composed of these elements. The choice of conduct as psychology's primary theme also signalled the field's transition to a new phase or beginning by implying that psychology had broken away from its historical themes of study surrounding introspection and mental processes. The third benefit was that studying behaviour provided a simple path to physiology, which was regarded as even more "scientific" than behaviour. Muscular

reactions were mentioned in the first phase of the physiology that appeared understandable; these reactions were similar, if not the same as, so-called "behaviour." An additional benefit was the ability to abandon the necessity of using humans as test subjects for research by rejecting psychological processes. The limitations that apply to humans can be lessened when assessing and manipulating behaviour and physiological reactions in animals (such as rats, mice, and monkeys). Humans were assumed to be immediately affected by the outcomes of animal trials. Only afterwards were the potential limits of these generalisations identified. Research revealed that, just like in biology, animal models may not always provide a flawless foundation for inferences about people.

Under behaviourism, actions or physiological occurrences are the only processes that can be considered psychological, including thought and emotion. A definition of thinking, for instance, as subvocal motions of the throat muscles was attempted. Subsequent research, however, revealed that there is greater nuance in the relationship between language and cognition and that language alone cannot capture the essence of thought. The fundamental premise was that no psychological process merited recognition as such or special

consideration from academics or clinicians. That which appears to be psychological is essentially unimportant byproduct of fundamental underlying physiological processes, and that there are actually no psychological processes at all. Surprisingly, the corpus of examination on cognizance and mental cycles overall didn't increment essentially while the psychoanalytic methodology, which put a lot of accentuation on mental cycles, likewise respected for totally different reasons discernments as unimportant justifications because of the accentuations on the body to the rejection of the mind. The advancement of trial research standards in view of exact variable definitions and controls, whose impacts are quantifiable concerning genuinely complex measurable techniques, was the essential logical commitment of the actual monism approach inside the psychology structure. The main focus of the research was learning, and strategies for providing reinforcement as well as stimuli and responses were examined. Further research motivated by this method helped to define the nature and function of fundamental behavioural units or processes, such as reflexes and conditioned reflexes. It also established the essential connections between these units or processes and prepared the way for further investigation

of higher-level physiological processes, primarily those involving the brain and neural networks.

2. Phase two: The mind is the only relevant agent

Normally, an equal monistic methodology that focuses exclusively on the mind exists in one more period of mind-body relations. That "everything is to you" is the principal speculation. The protectors of this strategy thusly state that mental cycles of the accompanying kinds — feelings, want, perceptions, creative mind, volition, and choices — are the establishment for the determinants of all ways of behaving and physiological cycles. The notion that physiological processes determine anything significant on a psychological level is rejected, although they do not dispute the presence of these processes. Something genuinely happens when someone makes a decision or sincerely desires something to happen. The procedures related to health and illness fall under this as well. The assumption is that psychological variables also influence these states. Therefore, absolute belief and goal-focused concentration are necessary to maintain or regain health in the event of a physical disorder. There may be help in advancing the end from practises meant to deepen spirituality and purify the body and

soul. A person's physiological processes and reality can be altered, and their soul's powers can assist them achieve any goal. While physiological processes do occur, they are not as powerful as spiritual powers that can govern and guide physiology. Erroneous and ineffective is the dependence on physiology to explain or achieve one's goals.

Proponents of "spirituality" frequently bring up examples from recent times, such as positive psychology and guided visualisation. By using the proper technique of positive-phrased imagery, guided imagery can help show that one can achieve their stated goals when they ask for the appropriate things. According to the theory of positive psychology, one can achieve positive results by focusing their thoughts and emotions primarily on life's positive aspects. Incomplete or improper application of guided imagery techniques or a lack of faith in spirituality are blamed for failure to achieve the intended goals. The takeaway is that mastery over one's mind is a crucial step towards gaining control over both the internal and outward domains of life.

With regards to psychology, this sort of mental monism made critical logical commitments to the field by working on how we might interpret the nature and

capability of mental cycles, basically mental ones like perspectives, values, plans, ideas, and symbolism, as well as cycles connected with critical thinking, wandering off in fantasy land, imagination, and night dread. Higher-level research in personality, emotions, and cognition have been benefited from the adoption of the pure psychological monism method. A great deal of research has been done on cognition because it was thought to be the essence of the mind. It has also been studied how cognitive processes and contents relate to attitudes and personality. Research focusing on cognitive theories of motivation—developing the notions of goals, intentions, and attitudes—provides additional proof of the position of cognition. Priority was given in this context to the study of how various psychological processes interact and influence one another, such as how personality or emotions affect cognition.

3. Phase three: Body and mind are on parallel tracks

The third phase is marked by the dual recognition of the two entities: the body and the mind are both given permission to exist, but there is no presumption that they are connected in any manner. It's like when two people live in the same house but haven't spoken to each other in a long time.

Nevertheless, there seems to be an unexplainable sensation, an intuition, that they are meant to be together, or that they have something in common. To put it another way, autonomous co-existence could best describe the state of mind and body throughout phase three. The body follows material or physiological/biological norms (based on chemical and physical processes), while the mind follows mental or spiritual rules. Despite this, the two entities are thought to be entirely distinct from one another. Therefore, it is impossible to assume or anticipate them to interact.

This stage may be portrayed as a twofold monism, where the two substances — the body and the mind — exist one might say in their own spaces, unbothering or being worried by each other. Basically, this kind of "twofold monism" requires less assets to keep up with than single monism, which just attests the presence of the body or the mind. This is on the grounds that less energy is expected to discredit contentions for the other's presence or importance.

Within the realm of double monism, the advocates of both entities give due consideration to how the entity they endorse operates, fully justifying their selective stance. Anything the subject under study, defenders of twofold monism

state, either unequivocally or verifiably, that they have decided to move toward it according to the particular viewpoint that they address, despite the fact that they know that there is another point of view that could be similarly as substantial and, surprisingly, more useful than the one they do. Advocates of mental health, for instance, would examine depressed people's attitudes or psychopathic patients' behaviours, or they might examine the problematic cognitive traits of schizophrenia, such as poor verbal memory or overgeneralization, in schizophrenia patients. However, there is a completely different group of researchers who are more interested in the physiological aspects of schizophrenia. These researchers may study the levels of dopamine and serotonin, or the presence of GAD and GABA synthesis genes in the prefrontal cortex of individuals with schizophrenia, and they may or may not be connected to the psychological aspects of the disorder. Each group of researchers concentrates on their work, supported by their narrowly focused viewpoint, without considering or being concerned about the research being done by researchers in the other group, whose actions they may be aware of but do not always show empathy for. Although the individual researchers or readers may occasionally identify a

relationship between the studies from the various groups, these relationships are typically not explained in detail and may even be the result of chance events.

4. Phase four: Body and mind exist in interaction

The possibility that the mind and body are two systems cooperating characterizes stage four. A deduction of this technique is that, regardless of the two substances' independence, neither can be appreciated totally and adequately in detachment from the other's impact. The two sorts of effect — body on endlessly mind on body — are expected to shift in various ways, including the source, the triggers, the method of activity, the outcomes, and the signs. It is viewed as that the two kinds of impact are similarly huge and strong, notwithstanding the way that this is seldom expressed obviously. An outcome of this perspective is that the cooperating substances are bound to be considered systems than as basic designs. Because of this, the third ramifications of the two-systems-in-connection is considering the unique situation. The setting can be the gathering (as in friendly psychology), the crowd (as in correspondence studies), the outer climate (as in natural discernment), or the interior climate (as in sensorimotor cognizance). The body-mind interactional

methodology might become more clear by thinking about a couple of the more notable connections. pharmacological medicines including statins and antihypertensive drugs. Any of these and related body-secured or body-designated tasks can straightforwardly affect the mind, as well as incidental effects and, surprisingly, mental side effects like uneasiness, melancholy, or outrage welcomed on by the problems or the treatments. The upgrade of mental capacities and close to home prosperity in those going through actual activity are similarly amazing examples of the relationship between the body and mind. The maxim "the sound mind in a solid body," which has been around since relic, may not generally be exact due to these later effects.

With regards to epitomized insight, research delineating the impact of mind on body presents similarly fascinating and dangerous cases. For example, taking into account the future could make you influence ahead, while considering the past could make you influence in reverse in view of fundamental normal analogies.

The elicitation and orientation of behaviours are two crucial instances of how the mind affects the body. The failure of various attempts to demonstrate this impact, including the health belief model,

the model of reasoned action, and the model of accomplishment motivation, might be attributed to incorrect assumptions, primarily that the effects of the mind should be founded on deliberate and rational decision-making as well as the weighing of costs and advantages. Moreover, the anticipated results of these models are stated intents, which should be interpreted as cognitive processes rather than acts. Therefore, these models failed to bridge the gap between an intention that was expressed and a behaviour that was really carried out.

To fathom, conjecture, and change conduct, mental direction has been viable in figuring out a hypothesis and a technique. Discernments address one part of the mind, and acts that are really completed address one part of the body. There is a specific kind of comprehension that has demonstrated to be powerful and adequate in determining conduct. These convictions fall into four classifications: self-unmistakable convictions, which portray, for example, one's qualities or schedules and different realities (e.g., I much of the time show up later than expected for gatherings and arrangements); standard and regulating convictions, which depict what should be finished or should not to be finished from a moral, commonsense, or creative viewpoint (e.g.,

One ought not be late for arrangements); objectives convictions, which allude to one's objectives or wants for things and state one needs or doesn't. With regards to conduct summoning, or the convictions that are utilized to anticipate conduct in trial settings, the subjects that address the more profound, more essential implications of the way of behaving of interest — implications that can be recognized through a normalized get — are intended to be seen as opposed to the genuine conduct itself. Figure 1 illustrates the motivational disposition towards the specific behaviour that is formed by the beliefs that relate to the pertinent themes. It is not always conscious or under deliberate control, and this motivational disposition is not predicated on logical reasoning. A behavioural programme that applies the motivational disposition is necessary, nevertheless, in order to generate an actual behaviour. The plan is a set of sequential phases with a hierarchical structure that controls the act's execution on a motor and physiological level in terms of tactics and strategy. Mentality is the level of motivating disposition. However, when it's put into practise through a behavioural programme, it elicits a bodily act. Many different behaviours may now be predicted thanks to the motivational disposition.,



Figure 1: The four different belief kinds that together form the motivational disposition's vector

spanning from outward displays of rage, assisting others, responses to success and defeat, or being late, to addictions and psychopathological characteristics. Recent research in neuroscience has exhibited that the mind impacts cerebrum responses in manners that might be doubtlessly found in conduct beyond the body. Various engine locales of the cerebral cortex that are engaged with development arranging and execution are associated with and control the adrenal medulla's movement. This proposes that the cortex is engaged with choosing whether a pressure incited activity (e.g., survival reaction) will happen, or whether an elective move persuaded by mental cycles will be initiated. Apprehensive motivations from the mind to different segments of the body and to processes like chemical creation, like the arrival of adrenaline, can likewise

make a great many actual side effects be incited by pressure. In reality, the majority of the studies that were offered as proof relied only on correlations between physical and psychological characteristics, which refutes any theory of causation. The psychosomatic claim was categorically rejected by some investigations. Together with the empirical challenges, there have also been theoretical challenges. These have primarily been the lack of clarity in the criteria used to differentiate between a physical condition (like asthma) brought on by physical factors and a seemingly identical physical disorder brought on by psychological factors. In the area of physical ailments, the cognitive orientation theory has given rise to a novel way of looking at the question of how the mind and body interact.

The groundwork of the mental direction model of actual disorder and wellbeing is the possibility that each actual disease is welcomed on by an actual microbe, which can be an infection, a microorganism, or another physical or compound component. That being said, an illness doesn't necessarily in all cases result from a microorganism's basic contact with a living tissue or creature. As illustrated in Figure 2, a variety of risk factors, including dietary, anatomical, hormonal, immunological, and psychological ones,

have a significant impact. It is considered that all types of disorders entail psychological risk factors. Still, this involvement simply indicates that psychological variables together with other risk factors influence the disease's occurrence and progression to some degree. The term "stress" is very broad; what is related to one type of sickness does not necessarily imply that it will also induce stress in the context of another disease. For those with cardiovascular illnesses, for instance, a heavy workload may be stressful; nevertheless, for those with psoriasis tendencies, there may be no job obligations at all.

The psychological risk factors are not psychiatric tendencies; rather, they are personality traits that are either hard to adopt on their own (such as a tendency to avoid all uncertainty or to be always viewed favourably by others) or that conflict with one another in some way.

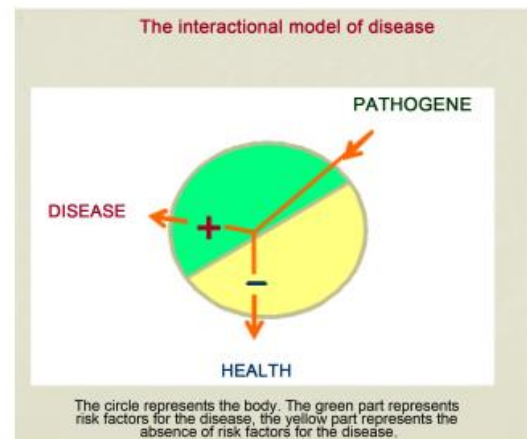


Figure 2:The interactional model of disease

A particular methodology has been developed for the purpose of identifying the risk variables associated with a physical disorder as a result of the cognitive orientation theory. It is predicated on a methodical, step-by-step meaning probing process that identifies the more profound meanings that lie underneath the obvious surface expressions of the physical outputs. Similar to overt actions, the motivational disposition is not always conscious or controlled, nor is it always founded on reasonable views or considerations. Research employing this methodology produced noteworthy outcomes concerning illnesses like colorectal cancer, diabetes, asthma, or conditions suggestive of compromised immune systems. Each illness's orienting beliefs were unique to that disorder.

5. Phase five: Body and mind are identical

The mind-body character idea is trying to characterize and similarly testing to incorporate. It is predicated on the possibility that the body and the mind are possibly very much the same substance, or that they are two parts of one element. Mistaken or deluding ends that either consolidated the body into the mind or the mind into the body have come about because of endeavors to formalize this comprehension. This conceivably inadvertently prompted a rendition of physicalism, which is depicted as stage one, or mentalism, which is considered as stage two.

Explanations like "torment is equivalent to C-fiber enactment," "the mind cycle is indistinguishable from the psychological course of awareness," and "visual awareness is indistinguishable from terminating of neurons in region of the human cerebral cortex" are instances of endeavors to all the more precisely depict the thought. Whether or on the other hand in the event that these cases are valid, they don't actually explain the attributes or motivations behind the compared peculiarities and are basically equivalent to stage three's idea to the parallelism of the body and mind. The optical deception

known as "Rubin's container," which is portrayed in Figure 3 and comprises of two indistinguishable even profiles confronting one another yet can't be noticed all the while, may act as one more illustration for making sense of the issue. The distinguishing proof technique suggests that both indistinguishable figures should add to the making of a more elevated level thought.



Figure 3:The two symmetrical profiles facing each other form the outline of an optical illusion known as "Rubin's Vase."

It is not possible to see them simultaneously. When one concentrates on the core and ignores the two profiles, they create the contours of a vase.

The idea of multileveled Ness, which would place the body and mind on distinct levels, is the foundation of a popular strategy for handling the problem. Analogies with other contexts, primarily

language, the social sciences, and the physical sciences, may have inspired this suggestion. The levels of phonology, morphology, syntax, semantics, and pragmatics are distinguished in language. The levels in the social sciences are political science, sociology, and psychology. Physics, chemistry, and physiology are some examples of the recognised stages in the physical sciences. Each of the three instances has distinct units and operating rules at each level. For instance, chemistry cannot exist at the level of physics, yet chemistry's laws and units cannot be deduced from physics'. Furthermore, not every level in the particular hierarchy depends on the lowest level in the same way. When using the multileveled Ness approach to the mind and body, one must make an assumption about which of the two constituents—the mind or the body—is on the bottom level. Because multileveled Ness places the mind and body on what is seen as a lower or more fundamental level, this decision makes it clear that multileveled Ness is hardly a good resolution. It might not be unnecessary to bring up the constructivist method at this point, which holds that meaning construction produces the domain

in which the body and mind are presumed to exist and function. It is important to understand that both the mind and the body are based on meaning, and that meaning-based constructs and systems are shaped by the interaction between environmental inputs and cognitive processes in the human mind, expressing and advancing knowledge.

6. CONCLUSION

The clarification above shows that a complete build at a more significant level of deliberation is expected to deal with the idea of the character of the body and mind. This develops ought to have the option to contain both the body and the mind together and give knowledge into their static and dynamic combinations. Such a build might be comprehensive or start from a talk domain totally unmistakable from body and mind. The distinguishing proof or formation of this build will permit the body and additionally mind, or both, to openly arise. It will likewise offer new points of view that could empower whether or not the character origination of the body and mind has opened up new vistas where "no man has strolled previously" to be replied.

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LITERATURE AND SOCIAL JUSTICE: ANALYZING THE POWER OF NARRATIVES IN ADVOCACY

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ABSTRACT

A progress structure for social justice advocacy is given by this review. It frames general result classifications — changes in hierarchical limit, base of help, partnerships, information and examination from a social justice point of view, issue definition and conceivable strategy choices, perceivability, public standards, and populace level effects — against which activists, funders, and evaluators can persistently measure progress — or scarcity in that department. Contributors and activists can utilize these to assess their endeavours and change their methodologies when the political scene and additionally central members advance. The review thinks about components that upheld the reception of regenerative freedoms approaches in South Africa during the nation's change from politically-sanctioned racial segregation to a majority rules system with those that thwarted their execution soon after the finish of politically-sanctioned racial segregation. It battles that the public authority lost accentuation on and financing for the execution of new strategies when solid associations were not kept up with and strategies were not ceaselessly reconsidered after legitimate and strategy triumphs had been accomplished. It follows that passing judgment on viability exclusively through an adjustment of strategy blocks consistent figuring out how to ensure ideal strategies. It likewise overlooks the likelihood that a strategy triumph could be switched and the need of crusading and close observing during execution. This infers that organizing and giving assets to campaigning endeavours ought to never be finished as a transient venture. Also, it suggests that making and supporting hierarchical and authority capacity is similarly as vital to progress as some other result classification.

Keywords: Literature, Social Justice, Analysing Power, Narratives, Advocacy

1. INTRODUCTION

In the debate on development, there is broad agreement that advocacy is an essential tactic for bringing about social and policy change. For instance, views advocacy as a type of communication meant to advance social development-related concerns and affect changes in public policy. The process of organising information into an argument and communicating it via media and interpersonal channels in order to achieve political and social leadership for a specific development strategy is known as advocacy. A number of studies have highlighted the importance of advocacy in improving health outcomes, particularly with regard to public health interventions. In general, it is seen as a key component of strategic communication that aims to influence various political and social actors at the systemic, social, programmatic, and policy levels.

contended that organized general wellbeing training and battling were important to diminish fetus removal related maternal fatalities, impact regulation, and change media plans to resolve the issue of perilous early termination in India. They reached the very resolution as those that analyzed the job of advocacy in expanding admittance to HIV therapy, expressing that "extreme advocacy" and talented data use

by NGOs and CSOs were fundamental in empowering admittance to against retreviral treatment (Workmanship) as a component of the HIV reaction. analyzed the job of advocacy in programming connected with orientation and advancement and reached the resolution that.

2. LITERATURE REVIEW

Anderson, M. (2017). The Power of Storytelling: Literature as a Tool for Social Justice Advocacy. *Journal of Literary Studies*, 45(3), 112-130: Anderson's (2017) seminal work delves into the transformative potential of storytelling in the realm of social justice advocacy. The author navigates through a comprehensive analysis of the ways in which literature serves as a powerful tool to effect change within societal structures. Drawing on examples and case studies, Anderson explores how narratives, when harnessed effectively, can shape perspectives, challenge societal norms, and mobilize communities towards advocacy. The *Journal of Literary Studies* article not only underscores the intrinsic connection between literature and social justice but also provides insights into the mechanisms through which narratives can contribute to meaningful social change.

Banks, R. (2015). *Narrative Justice: The Role of Literature in Social Change*. New

York: Oxford University Press: contributes a significant piece to the discourse on literature and social change by offering a comprehensive exploration in the book "Narrative Justice." Within the context of this publication, Banks investigates the intricate relationship between literature and social change, positing that narratives have the potential to serve as agents of justice. The author's examination extends beyond mere storytelling to encompass the broader concept of narrative justice, highlighting how literature can actively participate in and influence social transformations. The book, published by Oxford University Press, presents a theoretical framework enriched with empirical examples, establishing a foundational understanding of the ways in which literature can contribute to social change on a grand scale.

Davis, A. (2018). Voices of Resistance: Literature and Social Justice Movements. *Journal of Social Advocacy and Activism*, 12(2), 45-62: In her contribution to the discourse, Davis explores the intersection of literature and social justice movements in the article "Voices of Resistance" published in the *Journal of Social Advocacy and Activism*. The author delves into the ways in which literature serves as a medium for expressing and amplifying voices of resistance within various social

justice contexts. Through an in-depth analysis of literary works and their impact on activism, Davis sheds light on the transformative power of narratives in fostering a sense of agency among marginalized communities. This article contributes valuable insights into how literature becomes a vehicle for resistance, providing marginalized voices with a platform to challenge societal norms and advocate for social change.

Fitzgerald, E. S. (2016). Beyond Words: The Impact of Literature on Social Justice Initiatives. *Cultural Studies Review*, 22(1), 78-95: examination in "Beyond Words" published in the *Cultural Studies Review* goes beyond the conventional understanding of literature's impact. The author explores the multifaceted ways in which literature actively contributes to social justice initiatives. By extending the discussion beyond the written word, Fitzgerald considers the broader cultural implications of literature, emphasizing its role in shaping societal perceptions and influencing collective action. This work provides a nuanced perspective on the holistic impact of literature on social justice, encouraging readers to consider the cultural dimensions that extend "beyond words."

Goodman, L. R. (2019). Narratives of Change: Literature in Social Justice

Education. Harvard Educational Review, 89(4), 567-584: Goodman's work in the Harvard Educational Review delves into the role of literature in social justice education. The article, titled "Narratives of Change," critically examines how literature can be integrated into educational settings to facilitate discussions on social justice issues. Goodman's research not only highlights the pedagogical potential of literature but also underscores its ability to shape the perspectives of future generations. The work contributes significantly to the literature, providing educators and scholars with insights into the effective use of narratives to foster critical thinking and awareness in the realm of social justice education.

3. METHODOLOGY

Comfort testing was utilized to pick 70 improvement laborers for top to bottom meetings as a component of a subjective examination system for the review. Work mastery being developed task the executives and a readiness to participate in the review were requirements for consideration. Most of help associations capability under the presumption that, in spite of advocacy being viewed as a specialized field, it is everybody's business. Notwithstanding, the consideration models restricted thought to improvement faculty who were dynamic in project/program the

executives. Faculty from activities and organization were excluded. The Assembled Countries office in Delhi, which houses in excess of 20 UN associations like UNESCO, UNDP, UNAIDS, UNICEF, ILO, UNFPA, WHO, and some more, was utilized to pick members for the UN bunch. What's more, UNEP and UN Territory have their workplaces there.

Entrepreneurial choice of non-UN members was made, drawing from participants of two territorial gatherings held in Delhi, India, by UN organizations somewhere in the range of 20019 and 2020. Advancement associations, for example, the Doors Establishment, the Johns Hopkins College project, the Worldwide Coalition for Youth, Indian People groups Help, Care Global, Indian Youth Board, World Vision, Concern General, Populace Administrations Worldwide, Soul City, and a lot more were among individuals talked with for this gathering. The meetings were all completed by the scientist, who likewise recorded the information and interpreted it for investigation. Seven subjects that the scientist considered to give a basic comprehension of advocacy were resolved in light of the group of literature previously composed on the point. These incorporated the accompanying: (i) mentalities towards advocacy and its part being developed; (ii)

justifications for why advocacy mediations fall flat or are incapable; (iii) techniques for making advocacy intercessions powerful; (iv) the meaning of key commitment to advocacy; (v) ranges of abilities expected for effective advocacy practice; (vi) strategies for affecting institutional navigation; and (vii) the job of authority in advocacy influence.

Grounded theory ideas drove the process of identifying themes and doing data analysis. The themes include new issues into advocacy practise while also responding to notions already in place. The study started without any preconceived notions and instead identified themes from the literature that were further investigated through in-depth interviews. Subthemes pertaining to the primary areas were nevertheless also investigated throughout the interviews. This made it possible to critically analyse a number of topics and ideas that were pertinent to the study's main topic and which, in turn, influenced the debates and study's conclusion.

Although doing at least 150 interviews was intended to increase the dependability of the results, a saturation point was reached rather early, leading to interviewees repeating their comments. After the saturation threshold, the researcher did not believe that any more interviews were

necessary. From a methodological standpoint, the early saturation point of interviewees was caused by two key factors: the participants' similar knowledge and the interviews' uniformity in terms of function. Staff perceptions are shaped by the principles, conventions, and conventional programming processes of development work, whether it is conducted by the UN or other agencies. Development workers deal with a wide range of difficulties, although lobbying appears to follow a standard procedure. Therefore, the number of interviews was kept constant, in accordance with recommendations made by qualitative researchers regarding saturation threshold. However, the small number of interviews and convenience sample technique could be seen as drawbacks that future research may resolve.

4. RESULTS

• Advocacy's Perception in Connection to Its Conceptual Understanding

Most participants stated that advocacy is important and pertinent to development projects. Five primary purposes of advocacy were highlighted by the participants: marketing of ideas, information/sensitization, alliances for strategic advantage, and speaking out on

social issues. Almost two thirds of respondents chose influence as the primary function when asked to name it. They contend that the primary goal of lobbying is to exert influence on different scales, across industries, and within social institutions. Advocacy interventions are necessary in areas of influence within the public sector, such as public programmes, strategic plans, projects, policies, and regulations. They were referring to social norms, practises, conventions, customs, and even individual or institutional behaviours that would need to be altered for the sake of society as a whole. The majority of participants said that lobbying was essential to transforming rather than maintaining the current social, cultural, and traditional setting. Effective advocacy, according to both parties, makes sure that social issues are not only brought up but also properly addressed through required public measures.

In all cases, a big part of the members stressed the connection between the data and impact capabilities. They recommended that a wide range of data, refinement, advancement, cognizance raising, and public edification are components of advocacy intended to influence change, while understanding that the reason for advocacy isn't consistently to illuminate. Data is in this way a device for

battling as opposed deeply. "Data and impact exist on a continuum on the advocacy range," expressed one of the participants. Information about issues is the beginning stage. The objective is to affect the issues. A data vacuum can't be the climate for impact.

Participants from NGOs were especially keen to influence how policies were carried out by the government. They disclosed the fact that a large number of government initiatives, programmes, and even international agreements are either carried out entirely or in part. Therefore, encouraging the deployment of such tools, policies, or initiatives is a key component of NGO advocacy. An interviewee representing a youth non-governmental organisation stated: "We play the role of watchdogs on government institutions to ensure that international instruments related to youth are implemented, including national youth policy frameworks, the African Youth Charter, the World Youth Charter, and the International Youth Declaration."

Multiple thirds of members did, notwithstanding, agree that there is a huge hole between the possibility of backing in principle and its real use being developed work. They battled that most improvement experts have a totally different idea of

support's importance and capability than does the association or official position. To present their defense, that's what various them declared, as opposed to its reasonable comprehension of a deliberate course of impacting choices and social outcomes, promotion being developed writing computer programs is a "free" term, a "trendy expression," or a "manhandled articulation." " An abused expression unreservedly tossed around being developed circles with no serious thought of the significance, embodiment, or import related with its historical background" was the way one of the interviewees portrayed promotion. " The ongoing act of promotion is experiencing an absence of legitimate conceptualization of its capability which is genuinely influencing its pragmatic viability," expressed another interviewee. As opposed to being a methodical cycle for change, the greater part of the members associated promotion with inconsistent occasions and impromptu missions. A ton of them mistook support for exposure, teaching, institutional advancement, social marking, commotion making, local area outreach, fight walks, creating limit, or supported media stories.

5. CAUSES OF FAILURE OF ADVOCACY CAMPAIGNS

Participants were asked to pinpoint the primary reasons for the shortcomings or complete failure of advocacy initiatives based on open-ended questions. The following ten causes provide a summary of their replies.:

1. **Lack of a Strategic Approach:** The majority of participants called their advocacy work "a series of outreach activities" or, at most, "one-off events." Inadequate planning and insufficient coherence across several organisational mandates were related problems with a lack of strategic approach. Many organisations view advocacy as a "afterthought" that results in "too few or too many ad hoc activities" when it comes to development programming.
2. **Difficulty of Development Contexts:** It was generally acknowledged that the complex and occasionally unchangeable social, political, cultural, and economic concerns under discussion are. Political setting can be "antithetical to change" and social problems are "wicked." Participants emphasised that because structural determinants are deeply rooted, results take longer to manifest. Everyone agreed that a lot

of the social issues that activists raise is "tangled up in social practises, customs, and cultural roots and are hard to overcome."

3. **Weak Evidence-base for Advocacy Programmes:** One of the main weaknesses in advocacy efforts was found to be the absence of strong evidence-based advocacy work. According to several participants, a lot of campaigns are founded on opinions, desires, and presumptions about what ought to occur. A deficient comprehension of the relationship between data and management decisions in the public sector is another aspect of insufficient evidence for mobilisation. One identified this as the missing piece. One significant gap that has been recognised as contributing to the shortcomings of advocacy interventions is the inadequate measurement of advocacy. Since many lobbying activities take conducted informally, it might be challenging to assign blame. Interviewees also mentioned that a lot of advocacy events are difficult to evaluate thoroughly.
4. **Poor Communication/Issue Positioning:** Although the majority

of participants acknowledged that influence in advocacy is largely dependent on effective communication, they contended that many advocacy efforts are marred by "poor communication strategies, tactics, inadequate articulation of core messages and weak engagement with the media on social issues." A number of participants recognised that their incapacity to keep social concerns on the public and media agendas was partly due to the media's short attention span. This has to do with sensationalising social concerns in the media or with bad news reporting.

5. **Lack of Clarity, Focus, and a Clear Direction for What to Achieve:** In this context, it was noted that issues were not clearly defined and that "advocacy efforts are too diverse and too diluted." Some participants underlined the issue of inadequate links and "connectedness of issues" in relation to the focus of concerns across development agencies, resulting in "poor focus and diluted messaging."
6. **Inadequate Strategic involvement:** A number of interviewees cited "poor networking, weak

stakeholder engagement, and weak synergy with other advocates" as the three main areas where social development advocacy falls short. They pointed out that grassroots mobilisation is disorganised and civic involvement is not deliberately incorporated into lobbying efforts. Insufficient involvement is also demonstrated by the fact that many advocates do not provide impacted populations the authority to lead change.

7. **Inadequate Advocacy Function Resourcing:** A primary grievance voiced by certain participants is the scarcity of financial and technological means to conduct advocacy in an efficient manner. NGO participants were eager to point out that NGO advocates lacked sufficient organisational resources and expertise, but UN interviewees also mentioned limited institutional and financial resources as reasons why their advocacy efforts had failed.
8. **Weak Leadership at the Individual and Institutional Levels:** A significant number of participants expressed concern about advocacy interventions' general lack of strong leadership. According to others, the

communication or publications department and younger officials handle the "majority of advocacy work." Beyond the talk of social change, activists' limited "energy for change" is another manifestation of the leadership dilemma.

9. **Inadequate Advocacy Skills:** More than two thirds of the interviewees noted that many advocates lacked the core abilities necessary to accomplish influence, which is the cornerstone of advocacy. "Issue analysis and issue framing, consensus building, and results-based networking" are critical abilities that have been recognised as lacking. Weak application of the science of social influence, inadequate comprehension of the significance of data in decision making, and subpar problem-solving abilities are further areas of skill deficiency. One significant area of weakness in one's skill set is handling "opposition, competing, or adversarial advocacy." Participants stated that it is challenging to achieve advocacy results without a solid understanding of how to manage resistance, as many of the social

concerns and public health measures they support are "heavily contested" and prone to "grand opposition."

10. Uninspiring Advocacy: A few participants expressed dissatisfaction with the advocacy methods, saying they are too "old school," employing methods like meetings, workshops, and submitting material to decision-makers. Many interventions, in their words, "lack teeth, energy, or momentum for change." According to their analysis, several NGO initiatives are too "noisemaking," and UN institutions are "overcautious in their advocacy approaches." They added that we can no longer engage in "dull and dry" lobbying in the internet age.

6. METHODS TO ACHIEVE EFFICACY IN ADVOCATION

The majority of participants stressed the importance of utilising the art and science of influence and persuasion in their advocacy activities when asked to name strategies that are essential to attaining advocacy effectiveness. When they realised this, they emphasised four key ideas.

The utilisation of evidence comes first. The quantity of interviewees who cited evidence as the cornerstone of advocacy is very notable. Over two thirds of the participants stated out of the blue that the first crucial component of a successful advocacy communication strategy is proof. They both agreed that "accurate, unvarnished, and verifiable research" is the source of evidence. They added that using this kind of evidence for partisan purposes must not be "massaged or manipulated." The majority of them feel that advocacy that lacks substantial and reliable proof is merely "shouting or noise making." Social and economic data, scenario modelling, trend analysis, result mapping, investment models, real-time effect assessments, and performance ratings were among the forms of evidence they found. A number of participants also emphasised the importance of various types of evidence, such as firsthand knowledge, case studies, reports, incidence or prevalence data, and local anecdotes from the people, which can be gathered, validated, and inventively applied to shape decision-makers' opinions or course of action. The majority of the interviewees connected the use of evidence to the development of compelling arguments and persuasive narratives. "In order to be more effective in influencing public decision-making processes, our

advocacy should move away from ideologies, anecdotes, and untested assumptions and towards better evidence," stated one of the participants. Public decisions in governance today should be informed by data.

The use of reliable knowledge, think tanks, and policy networks to sway decision-makers at various levels is the second. Most participants agreed that one of the most important tools for persuading and convincing others is the employment of technical specialists. They emphasised that the use of data and proof in "building the case" for change is authorised by technical knowledge. However, a few interviewees brought out the problem of conflicting expert perspectives on certain topics. They contended that because it causes decision-makers to be wary of the information and evidence provided, such contraction "hurts more than helps" lobbying. While some interviewees advocated for the importance of impartial information, others countered that it 'compromises' their positions. According to an NGO interviewee, "we present only the evidence that supports our position because balanced evidence sometimes does not help." Many respondents emphasised that because decision makers have access to a wealth of information through different internet search engines in the information age, the

task of presenting evidence to influence decisions through expert opinion needs to become more complex.

7. STRATEGIC ENGAGEMENT'S PLACE

The study looked into how coalition building and strategic involvement affect the efficacy of advocacy. Every participant acknowledged that without strategic networking, relationship building, stakeholder involvement, coalition construction, alliance development, and engagement of various parties, lobbying efforts cannot result in social or policy change. In order to achieve long-lasting effects in advocacy, over two-thirds of the interviewees stated that grand coalitions and strategic networks must be established. But in many instances, they claim, this isn't occurring as frequently as it ought to. In order to achieve social ends, participants listed a number of benefits of creating strong alliances through strategic connections. "Involving strategic actors in advocacy is a critical element of effective mobilisation for change," stated a participant from an NGO. After asking more questions about this matter, a number of respondents provided a list of strategic engagement points along with the specifics of their roles in reaching advocacy outcomes.

First, obtaining social goals requires putting "the people" and community structures at the centre of lobbying and change. The importance of public involvement at the core of advocacy campaigns and the necessity for development professionals to "put first things first" were stressed by the participants. They contend that since advocacy is about defending people's rights, everyone involved—especially those who are directly impacted—must be totally committed. For the majority of them, the method lobbying is now practised is typified by a one-way effort that isn't efficiently optimising multidimensional interdependent networks. As one respondent put it, "The people are critical in advocacy, but sometimes they are often forgotten or not fully involved in advocacy efforts." This highlights the impacted population's crucial relevance. Our interactions with the public can occasionally be mainly tokenistic.

Participants said that in order to comprehend the motivations, characteristics, and stances of those who oppose something, greater sensitivity is needed.

8. THE INFLUENCING OF ORGANISATIONAL POLICIES PROCESS

Institutions and organisations play a significant role in the changes that impact different population groups. This is so because a lot of decisions that have an impact on different groups are made in institutional contexts. However, only 50% of the participants spontaneously saw the need of influencing organisations' and institutions' decisions and actions as a necessary component of attaining social outcomes. Several NGO participants emphasised the significance of internal advocacy in modifying institutional policies and programmes while respecting institutional governance structures; the alignment of proposed policy and programme changes with the organization's core goals; the utilisation of partnerships with other development partners to leverage their power; the intelligent application of evidence; and the resourceful handling of resistance. The emphasis on diplomatic and negotiating abilities was crucial in influencing organisational decisions for the public benefit.

9. EFFECTIVE ADVOCATES' SKILL SET

Information gleaned from the interviews revealed a wide range of competencies necessary to implement successful advocacy interventions. Over 50% of the attendees mentioned that all employees in development ought to be advocates. Just one-third of respondents supported specialists' having a separate role in advocacy. One respondent stated: "Everyone's business in development is advocacy, but the challenge is in getting it right." A number of the participants noted that advocacy depends on communication, but they also emphasised that advocacy is just communication done differently.

10. CONCLUSION

There are issues with support's utilization, however its convenience being developed writing computer programs is evident. That's what the review's decisions show in spite of the fact that promotion is believed to be fundamental to achieving advancement objectives, its genuine use varies enormously from its etymological importance. Improvement organizations,

both UN and non-UN, are convinced that, to reestablish promotion's place in achieving both more far reaching social and fundamental change and specific subject results, the idea should be reevaluated. The deliberate utilization of the craftsmanship and study of social impact, inventive inclusion with formal and casual organizations to use change, and a more prominent comprehension of the political and social setting are significant ideas for working on the viability of support.

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GLOBALIZATION AND THE TRANSFORMATION OF CULTURAL IDENTITY: A LITERARY EXPLORATION

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Abstract

Globalization is a dynamic process that affects diverse cultures globally in different ways. It penetrates cultural barriers and, as a result, Western beliefs and values proliferate globally. The main premise of this study, which explores the connection between globalization and cultural identity crises, is that intercultural penetration processes are a major manifestation of globalization and have a significant impact on cultural identities. As a result, a collection of cultural fusion processes that predate the 20th century are identified as globalization. Conversely, uncompromising cultural and political disputes between polarized groups that contend with one another over the meaning of a national identity are referred to as identity crises. It is believed that globalization has a significant impact on these kinds of crises because it promotes conflict instead of harmony, allows for freedom of speech, and fosters cross-border coalitions between groups that are similar but geographically apart. In the context of globalization, the impact of national images on national identities and consequences are also covered. One specific instance where globalization necessitates a revision of the current cultural identity is the image of a nation, which refers to how others see it. It is suggested that national images, or stereotypical portrayals of a culture, especially negative ones, can have subversive consequences on identity as they seep into the community to which they belong. The politicization of cultural differences, a refusal to compromise, the absoluteness of identity claims, and the ambiguous political consequences of these disputes are all signs of an identity crisis.

Keywords: *Globalization, Transformation, Cultural Identity, Literary*

1. INTRODUCTION

Globalization, defined as the unprecedented speed, scope, and quantity of ideas, things, and people moving across cultural boundaries, has a significant impact on how adolescents (years 10 to 18) and emerging adults (ages 18 to 29) establish their identities. Vivid, thought-provoking illustrations are provided by recent news reports and ethnographies. For instance, in Chile, parties that attract hundreds or even thousands of teenagers each day defy the country's long-standing history of strict sexual morality. Adolescents gather at the parties, which are advertised on the hugely popular Fotologs and MSN Messenger, with a variety of transient companions to dance and make out wildly. In China, "factory girls" in their late teens to mid-20s migrate in large numbers from rural areas to cities in search of employment. As a result, many of them emphasise self-reliance while simultaneously sending hard-earned money back home, some become escorts for wealthy businessmen, some attend English classes, and their lives are altered in a variety of ways. A couple in their mid-twenties gets married in Paris, France. He is Greek, she is American. After the nuptials, they honeymoon in Africa before relocating to England. These "snapshots" start to demonstrate how globalization

affects the way that adolescent and emerging adult identities evolve globally in important domains including moral values, marriage, work, and sexuality (also see Hardy & Carlo, same book). The demographic data we present below further demonstrates the impact of globalisation on other crucial domains for identity formation, like media, language, and cuisine.

We therefore begin with the remark that, in a society that is becoming more globalised, teenagers and emerging adults seldom grow up knowing only one culture. Instead, they are interacting with people from different cultures more and more, either directly or indirectly, through media. As a result, creating a cultural identity has become more difficult; it is now necessary to learn how to navigate across various cultures rather than just becoming an adult member of one. Next, we explore the relationship between the growing range of viable identities and the greater complexity of identity development. Cultural identities take highly diverse forms in a globalised world because two or more cultures can be incorporated into an individual's identity in many different ways, depending on personal choices and the status or power of the different cultures in question (see also Huynh, Nguyen, & Benet-Martinez, this volume). In conclusion, there seems to be a

wide variety of outcomes associated with these distinct cultural identities; we list a few that span from favourable prospects to danger and psychopathology (also see Unger, same book).

We define cultural identity and go into greater depth about what we mean by globalisation and why it may be especially important for adolescents and emerging adults before talking about how globalisation and cultural identity processes in adolescence and emerging adulthood overlap.

1.1 Definition of Cultural Identity

How to Define Cultural Identity The relationship between cultural beliefs and practises was first defined as a "custom complex" by the anthropologists Whiting and Child (1953), who defined it as "customary practise and of the beliefs, values, sanctions, rules, motives, and satisfactions associated with it" This was about 50 years ago. Adopting the values and customs—the custom complexes—of one or more cultural communities is a necessary step in developing a cultural identity For instance, a person's cultural identity is often shaped by how much they adhere to spiritual principles, how much they act based on familial and community responsibilities, and how much they value their autonomy and independence

The essential components that highlighted as crucial to the development of an adolescent's identity are, in many respects, included in a cultural identity (see also Kroger & Marcia, same book). These three major domains are work, love (interpersonal relationships), and ideology (beliefs and ideals). Erikson concentrated on how teenagers make decisions regarding employment, love, and ideology in order to develop a distinct and autonomous sense of self within the context of their culture. However, choosing which cultures to identify with is a necessary step in developing a cultural identity. To put it another way, choosing which cultural groups to belong to is a necessary step in the process of building a cultural identity, whereas the Eriksonian identity formation job focuses on the process of developing an individual identity within one's cultural community.

Scholars investigating ethnic identity formation often tackle concerns akin to those associated with cultural identity construction (see to Umaña-Taylor, this book for further details). The negotiation of identifications with one's own group by members of ethnic and racial minority groups while coexisting with other groups is a central focus of research on ethnic identity formation, despite the fact that definitions of ethnic identity vary Research

on ethnic identity formation differs from that here, as it concentrates on minority populations, whereas this article discusses cultural identity formation. In the context of globalisation, however, the construction of cultural identities also concerns individuals who belong to a majority culture but are nevertheless exposed to other cultures. For instance, in order to create a cultural identity, a Hindu Indian adolescent living in India and exposed to the global economy and media will probably have to navigate culturally disparate custom complexes. To use the example from earlier, an American emerging adult may travel overseas for employment or educational opportunities, or they may choose to marry a non-American. The question of dominance is a significant commonality in the creation of ethnic and cultural identities. There are inevitably power and status disparities between various ethnic, racial, and cultural groups that interact with one another. We touch on this topic again below in several places.

1.2 Cultural Diversity in the Global Context

Recognizing the diversity of distinct cultural expressions, customs, and worldviews coexisting side by side on a worldwide scale is necessary in order to

address the cohabitation of multiple cultures in the global arena. Globalization has drastically changed how cultures interact with one another, and this phenomenon is a direct result of that. This is a thorough examination of the ways in which cultural diversity has been both enhanced and challenged by globalization:

❖ Enhancement via Intercultural Communication:

Enhanced interconnection: Thanks to advancements in technology, communication, and transportation, globalization has promoted previously unheard-of levels of interconnection. This has made it possible for cultural aspects to be shared widely.

Cultural Hybridization: As a result of current cross-cultural interactions and influences, new hybrid cultural manifestations have been produced. Languages, customs, and artistic mediums have all been combined to create distinctive and avant-garde cultural goods.

❖ Worldwide Cultural Intelligence:

Information Accessibility: People can now more easily obtain information about various cultures thanks to globalization. As a result, there is now a greater understanding of cultures around the

world, which encourages tolerance, empathy, and respect for differences.

Cultural Fluidity: Geographical boundaries are no longer a defining factor for cultural identities. People frequently juggle several cultural influences, which helps to foster a more inclusive and flexible concept of identity.

❖ **Obstacles to Multicultural Diversity:**

Cultural Homogenization: As global influences seep into different civilizations, there's a chance that distinctive customs and practices will be eclipsed or supplanted by more prevalent global trends.

Concerns with cultural appropriation are raised by the growing intercultural contact. Cultural appropriation occurs when aspects of a culture are taken or borrowed without due respect or knowledge, which can result in exploitation and distortion.

❖ **Cultural Resilience and Preserving Traditions:**

Cultural Preservation: As a reaction to the difficulties brought about by globalization, there is an increasing focus on maintaining cultural traditions. Through efforts to record, revive, and pass on historic practices to future generations, communities work to protect their cultural legacy.

Cultural Resistance: As a kind of resistance, some communities actively oppose the homogenizing impacts of globalization by claiming their unique cultural identity. The promotion of traditional arts and crafts, language revitalization, or cultural advocacy are some examples of this opposition.

2. REVIEW OF LITREATURE

Byrkovych et al. (2023) investigate the complex interplay between funding for cultural and artistic endeavors, state policy, and their effects on the stability of state development in the context of globalizations. With an emphasis on economic matters, the writers explore how cultural endeavors influence a country's ability to remain stable in the face of external influences. The study most likely looks at the ways that strong public policies and financial assistance for artistic and cultural pursuits enhance national identity while simultaneously bolstering economic resilience in a globalized society.

Islam et al.'s (2019) critical analysis of how cultural globalizations affects identity crises in emerging economies advances the conversation. The writers examine the potential concerns that the infiltration of global cultural influences may present to the cultural identities of developing states. This analysis sheds light on how

developing economies struggle to preserve their cultural legacy in the face of global change, offering a useful viewpoint on the socio-cultural ramifications of globalizations.

Sutrisno (2023) looks into how shifting media consumption patterns affect people's cultural identities. It is likely that the study investigates how changing media trends affect people's perceptions of and adherence to their cultural identities. Sutrisno's work adds a modern component to the literature by focusing on perspectives from the fields of technology and society. This emphasizes the importance of understanding how technical breakthroughs impact cultural identity in a time of rapid change.

Wijaya's (2023) research explores the intricate phenomenon of Indonesian lifestyle transition, examining the impact of foreign cultures in the context of globalizations. Placed within the framework of the world's growing interconnectedness, the study probably looks at how globalizations, fueled by things like increased cultural interaction and technological improvements, affects people's choices about lifestyle in Indonesia. This investigation may clarify the sociocultural ramifications of foreign influences on customs and way of life,

offering insightful information on the dynamics of cultural shift in the area.

Al-Zo'by (2019) investigates the complex interplay between the politics of sustainable development and culture in the Gulf Cooperation Council (GCC) nations. With a Middle East focus, the study probably looks into how the region's approach to sustainable development is impacted by the conflict between protecting cultural heritage and interacting with the outside world. Al-Zo'by's work adds to the larger conversation on how cultural identity influences and is influenced by the pursuit of sustainable development goals in a globalized society by addressing the intersection of culture and politics in the context of sustainable development.

3. THE DYNAMICS OF GLOBALIZATION

Globalization dynamics are a complex and interrelated network of cultural, technological, and economic forces that cut beyond national boundaries and have a significant impact on societies all over the world. From an economic perspective, globalization entails the growing interconnectedness of economies via global investment, commerce, and capital flows. In addition to facilitating the flow of products and services, this economic

interconnection promotes a worldwide division of labor. Furthermore, one of the main factors speeding up globalization is the quick development of technology, especially in the areas of communication and transportation. The emergence of social media and the internet has significantly lowered barriers to communication, allowing for instantaneous information sharing and global connectivity. Globalization is reflected in culture when ideas, beliefs, and cultural practices spread around the world and create a common global culture. This includes the global appeal of digital media platforms, the enormous popularity of Hollywood films, and global fashion trends. As a result, the processes of globalization are intricate, including the blending of economic, technological, and cultural elements to create a world in which boundaries become increasingly porous and social bonds deepen.

3.1 Economic Globalization

Trade:

- **Increased Trade in Goods and Services:** Trade in goods and services across national borders has significantly increased as a result of globalization. This is influenced by things like lowered trade restrictions, better transit

systems, and developments in communication technology.

- **International Trade Agreements:** To facilitate and control the flow of products and services between them, countries frequently negotiate and sign trade agreements. The more recent Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP) and the North American Free Trade Agreement (NAFTA) are two examples.
- **Transportation Innovations:** Global commodities movement has become easier with improved transportation, including faster and more affordable shipping alternatives. This has greatly lowered the time and expense involved in doing business internationally.
- **Communication Technologies:** Instantaneous and dependable communication has revolutionized international business practices. Companies can increase the efficiency of supply chains, production coordination, and contract negotiations, all of which support the expansion of global trade.

Investment:

- **Increased Capital Movement:** Globalization has made cross-border capital movements easier. Businesses

now have more options to invest abroad through the creation of subsidiaries or the purchase of already-existing companies.

- **Global Supply Chains:** Businesses frequently participate in global supply chains, which divide the production process across several nations. This gives businesses access to a variety of markets, specialized talents, and cost savings.
- **Foreign Direct Investment (FDI)** is when a business from one nation makes a tangible investment in another, such as constructing a factory or buying property. Since it forges connections across economies, this is a major force behind global economic integration.
- **Access to New Markets:** Businesses can diversify their operations and gain access to new customer bases by investing in overseas markets, which lowers the risks involved with relying just on one market.
- **Technology Transfer:** Technology, knowledge, and management techniques are frequently brought in by foreign investments. This may aid in the growth and modernization of the host nations' industries.
- Both trade and investment are intimately interwoven and are vital components of the global economic

system. They offer chances for employment development, economic expansion, and the sharing of information and technology. However, they also bring obstacles, such as the need for effective regulation, addressing gaps in economic development, and managing the social and environmental repercussions of growing economic activity. Governments, corporations, and other stakeholders must comprehend and manage various facets of international economic connections as the dynamics of globalization continue to change.

3.2 Cultural Globalization

The term "cultural globalization" describes the interaction and connectivity of cultures all across the world. The interchange of concepts, beliefs, and cultural customs made possible by developments in media, communication, and transportation is what propels this phenomenon. Cultural exchange and cultural homogenization are two essential components of cultural globalization:

Cultural Exchange

- **Global Dissemination of Ideas and Values:** One aspect of cultural globalization is the worldwide dissemination of ideas and values.

There are a number of ways that this might happen, such as social media, the internet, and foreign media.

- **Influence of Media:** A big part of cross-cultural contact is the media—movies, music, TV shows, and other types of entertainment. A common global cultural experience can be facilitated by the rapid globalization of popular culture aspects from one place.
- **Fashion and Trends:** The internationalization of fashion and trends is a result of globalization. Global fashion culture is shaped by the influence of global designers and styles on global fashion choices and trends.
- **Cross-Cultural Collaborations:** More and more musicians, artists, and other cultural producers work beyond national boundaries. The upshot of these ideas and talent exchanges is the production of works with a wide range of cultural influences that are appealing to a worldwide audience.

Cultural Homogenization

- **Dominance of Global Trends:** According to some critics, cultural globalization contributes to the domination of a small number of global trends, many of which come from wealthy nations. The local or

traditional cultural practices may become marginalized as a result of this.

- **Standardization of Consumption Patterns:** The media and marketing industries' globalization may contribute to the standardization of consumer behavior. Global fast-food chains, fashion labels, and entertainment franchises, for instance, have the potential to engender cultural homogeneity throughout many regions of the globe.
- **Language and Communication:** The standardization of cultural expressions may result from the extensive use of a few dominant languages, such as English, in international communication. This could result in some cultural tales and ideas taking center stage.
- **Fears of Cultural Imperialism:** There are worries that strong cultural influences from nations with strong economies may supplant and obscure indigenous cultures, creating a kind of cultural imperialism.

3.3 Technological Globalization:

The term "technological globalization" describes how technological breakthroughs, particularly in the field of information and communication technologies (ICTs), have made the world

ever more interconnected. Here are specifics on two important facets of the globalizations of technology:

Information Flow:

- **Technological Advancements:** The creation and broad acceptance of digital technologies, especially the internet, have completely changed how information is produced, shared, and accessed.
- **Quick Information Exchange:** The internet has made it easier for people to share information quickly and globally. This has important ramifications for a number of industries, including business, healthcare, education, and entertainment.
- **Knowledge Access:** Information that was previously restricted or localized is now available on a worldwide scale. This has made knowledge more accessible to all people and given them access to a plethora of knowledge on a wide range of topics.
- **E-learning:** The advent of technological globalizations has made online learning and e-learning platforms possible. Beyond national borders, students can access courses and learning materials from educational institutions all over the world.

Digital Connectivity:

- **Digital networks that are globally networked:** The internet has made digital networks globally interconnected, which makes cross-border communication and collaboration possible.
- **Real-Time Communication:** Digital technologies allow for real-time communication via social media, video conferencing, email, and instant messaging, among other channels. This has changed how people and companies communicate, increasing the effectiveness of international cooperation.
- **worldwide Business Operations:** Organizations may now easily coordinate efforts, manage supply chains, and carry out real-time transactions on a worldwide scale. One of the main factors contributing to commercial globalizations has been digital connectivity.
- **Cross-Cultural Collaboration:** Digital connectivity has made it easier for people and organizations with diverse cultural backgrounds to work together. Research, science, and the creative industries are just a few of the sectors where cross-cultural cooperation is prominent.

➤ Globalization of technology has had a significant impact on culture, the economy, and society. It has created new chances for creativity and cooperation, but it has also brought up issues with digital divides, privacy, and how technology is affecting conventional sectors. Artificial intelligence (AI), the Internet of Things (IoT), and 5G are just a few examples of the technologies that are still being developed and how they will affect how people connect, share information, and interact in a globalized society.

4. CULTURAL IDENTITY IN THE GLOBAL CONTEXT

The complex interactions between regional customs and the broadening effects of globalizations cause cultural identity to change significantly in a global environment. A community or group's cultural identity is made up of its language, traditions, practices, and values. However, conventional ideas of cultural identity are called into question by the growing interconnection made possible by globalizations. A discernible trend towards cultural blending and hybridization is observed as societies become more exposed to outside influences through global media, travel, and commerce. This dynamic frequently results in the creation

of new, blended forms of cultural expression that capture the fusion of regional and global influences. Globalisation fosters a rich interchange of ideas and cultural practises, but it also raises worries about the local identities becoming less distinctive. Globalisation has varying effects on cultural identity. While some communities actively welcome the diversity it brings about and incorporate global components into their identity, others may oppose and work to protect their cultural heritage from outside influences. As a result, the pressures of cultural homogeneity and the tenacity of varied cultural identities are dynamically tense in the global setting, creating a complex and dynamic environment where local and global dimensions are constantly negotiated.

4.1 Local and Global Influences

Local Cultural Roots:

- **Community Connection:** A person's cultural identification and their sense of belonging to their community are closely related. The physical closeness, common social customs, and shared history of this group can be used to characterise it.
- **Family customs:** The formation of cultural identity is greatly influenced by the family. The passing down of

customs, principles, and ceremonies from one generation to the next fosters a feeling of continuity and community.

- **Language:** A community's spoken language is frequently a crucial component of its cultural identity. It functions as a channel of communication as well as a storehouse of common terms and history.
- **Customs and Rituals:** Crucial indicators of cultural identity are regional customs, rituals, and ceremonies. Frequently, they mirror the distinct past, convictions, and communal customs of a particular group.
- **Historical Background:** Local cultural roots depend critically on an understanding and recognition of a community's past, including its successes, setbacks, and common experiences.

Global Cultural Influences:

- **Diverse Cultural Exposure:** People live in a globalized society where they are constantly surrounded by a diverse range of cultural influences. Many resources, such as the internet, international travel, and mass media, contribute to this exposure.
- **Global Media:** Perceptions and tastes are greatly influenced by television,

film, music, and other kinds of global media. Individuals' interests and cultural awareness are influenced by the variety of content they can access from other cultures.

- **International Travel:** People may engage and experience different cultures directly thanks to the accessibility of international travel. This may result in embracing fresh viewpoints and fusing aspects of other cultures into one's own identity.
- **Popular Culture Spread:** A major result of globalizations has been the widespread adoption of popular culture phenomena. Cross-border trends in fashion, entertainment, and lifestyle have the power to influence people all over the world.

4.2 Cultural Hybridity

Mixing of the Cultures:

- Cultural identity is a dynamic term that is subject to change over time, rather than being a permanent or static idea. When people navigate different influences, their cultural identities may change for both individuals and communities.
- **Evolution and Adaptation:** The process of integrating cultures entails the evolution and adaptation of cultural components. Interactions with people

from different cultures, exposure to novel concepts, and adjustments to social and economic environments can all lead to this.

- **Hybrid Identities:** A lot of people and groups see the emergence of identities that combine elements from around the world and locally. A complex tapestry of cultural expressions that represent the variety of experiences might come from this merging.

Blending Cultures:

- **Adoption and Adaptation:** When people combine aspects of many cultures to create something new and distinctive, it is clear that there is cultural fusion at work.
- **Culinary Fusion:** One example of cultural fusion in the food world is the development of fusion cuisine, in which cooks combine ingredients and cooking methods from several culinary traditions to create inventive and culturally varied dishes.
- **Fashion & Style:** In order to create eclectic and multicultural looks, designers frequently draw influence from different cultural aesthetics, textiles, and traditional attire. This phenomenon is known as cultural fusion.

- **Musical Fusion:** Artists often combine many musical influences to create hybrid sounds, which is a common example of cultural fusion in music genres. This is especially noticeable in techno, jazz, and hip-hop musical genres.
- **Language and Communication:** People may adopt linguistic terms that represent a multicultural background or combine linguistic features from several languages.

The Role of Globalization:

- **Enhanced connectedness:** Cultural fusion is greatly influenced by globalization's increasing connectedness and idea interchange. Global cultural blending is facilitated by the ease of communication and the exchange of cultural items.
- **Media and Popular Culture:** The blending of cultures is accelerated by the impact of popular culture and global media. Social media platforms, music, and films act as international channels for the adoption and spread of cultural aspects.

Identity Development:

- **Individual and Collective Identities:** The merging of cultures has an effect on both kinds of identities. People may

manage several cultural affinities, and groups of people may come to embrace a common identity that combines elements of their various cultural upbringings.

- **Artistic Expression:** Using their imagination to combine cultural components in ways that defy conventions and prejudices, artists and creators frequently play a key part in cultural fusion.

4.3 Language and Communication:

Using Language to Indicate Culture:

- **Essential Elements of Identity:** Language is an essential component of cultural identity and a crucial indicator of the uniqueness of a community. People's language nuances, vocabulary, and communication styles are frequently strongly influenced by their cultural background.
- **Communicating Cultural conceptions:** A community's history, values, and distinctive cultural conceptions are all expressed through its language. Expressions, idioms, and linguistic structures can reveal information about a culture's worldview and social mores.
- **Preservation of Cultural Heritage:** Maintaining language diversity is frequently thought of as a way to protect cultural heritage. The

preservation and transmission of languages from one generation to the next is a factor in the persistence of cultural identity.

Multiple Language Identity:

- **Navigating Multiple Languages:** People in today's globalised society frequently speak and understand multiple languages, which reflects the variety of linguistic contexts they come across. This can occur on a number of levels, including the social, familial, and individual ones.
- **Cultural Adaptation:** One outcome of cultural adaptation may be multilingualism. It is possible for people or groups to incorporate aspects of other languages into their own language practises in order to facilitate global communication or adjust to new cultural influences.
- **Language mixing,** often known as code-switching, is the practise of bilingual people fluidly moving between two or more languages during a discussion. This may happen for a variety of reasons, including cultural context, formality, or emotional expression, and can be a natural representation of their bilingual identity.

➤ **Globalised Communication:** When people frequently communicate globally, whether online, through travel, business, or other means, multilingual identities are frequently highlighted. Depending on the linguistic backgrounds of their conversation partners, people may employ different languages in certain situations.

Opportunities and Difficulties:

- **Language Shift:** When global influences occur, it is possible for future generations to choose to speak in a more globally prevalent language rather than their native tongue. The preservation of linguistic diversity and cultural legacy is threatened by this tendency.
- **Preserving Multilingualism:** Maintaining and promoting the use of many languages within communities requires putting mechanisms in place to acknowledge the importance of linguistic variety.

Inclusion and Diversity of Cultures:

➤ **Honoring Linguistic Diversity:** One way to honor linguistic diversity is to embrace multilingual identities. In varied communities, acknowledging and honoring the diversity of languages

promotes cultural inclusivity and understanding.

➤ **Language Policy:** To encourage the preservation of linguistic diversity, governments and other organizations may put language policies into place. This can involve actions like minority language recognition, bilingual education, and language preservation initiatives.

5. CONCLUSION

In conclusion, there is a dynamic interplay between local and global forces that traverses the complicated and nuanced terrain of the relationship between globalization and the alteration of cultural identity. We discover the complex ways in which cultural identity changes in response to the ever-increasing interconnection of our globe through a literary investigation of this issue. The conventional borders of identity are challenged by globalization, which fosters cross-cultural connections. This results in the blending of cultural aspects and the formation of hybrid identities. This literary voyage reveals the adaptability of cultural markers, like language, as both legacy keepers and platforms for change. People traverse various linguistic landscapes as they interact with diverse environments on a global scale, reflecting the dialogue

between cultures. However, concerns about cultural preservation, the influence of international media, and the possibility of homogenization remain in the midst of this revolutionary movement. Literature helps us understand the fine line that must be drawn between preserving cultural identity and welcoming the enlightening effects of a globalized society. We discover a space where various cultural identities coexist in words and narratives, influencing and modifying the story of our common human experience.

5.1 Recommendation

Diverse Literary Exposure: Motivate readers to interact with works of literature that represent a range of cultural viewpoints and experiences. In the age of globalisation, this can promote a deeper comprehension of the subtleties and complexity of cultural identity.

- **Education and Curriculum Development:** Promote the inclusion of books that examine cultural identity

and globalisation in curricula for educational institutions. By doing this, it is made sure that students are exposed to stories that encourage them to think critically about how globalisation affects cultural variety.

- **Encourage interdisciplinary research** that combines the study of literature with other academic fields including anthropology, sociology, and cultural studies. In an increasingly globalised world, this method can offer a comprehensive understanding of the complex process of cultural identity alterations.

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THE EVOLUTION OF MUSIC: ANALYZING CULTURAL IMPACT AND TECHNOLOGICAL ADVANCEMENTS

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Abstract

This paper uses a theoretical framework called as "Rank" levels to examine how rhythm, melody, and harmony have interacted to shape the development of music. The presentation begins with a summary of the historical significance of evolution in musicology and then looks at the history of jazz in the twentieth century and till the turn of the twentieth century, music from all around the globe. Concluding remarks are made on the present state of musical development. According to the "Rank" levels, the emphasis in music of Rank 1 is placed on rhythm, whereas music of Rank 2 places that emphasis on melody, and music of Rank 3 places that emphasis on harmony. This illustrates how these aspects change across various cultural eras. According to the article, rhythm, melody, and harmony are all fundamentally holistic at first and eventually diverge as cultures develop. The research further broadens the application of evolutionary theory to copyright and music education, highlighting the advantages of a single theoretical framework for teaching variety in global music and understanding ownership and creation.

Keywords: Evolution of music, Rank levels, rhythm, melody, harmony, cultural evolution, music education, copyright, global musical diversity.

1. INTRODUCTION

The notion of evolution profoundly influenced the development of academic musicology during the late 19th century. Theoretical and political debates surrounding evolution over the 20th century caused it to lose favour in the fields of musicology and cultural anthropology. As a result of the efforts of music psychologists in the twenty-first century, the "evolution of musicality,"

The study of the biological evolution of the capacity to create and experience music has become a prominent focus in musicology. Nevertheless, despite a surge in research on cultural evolution in related fields such as linguistics, the exploration of cultural evolution in music itself remains relatively underdeveloped; musicologists have not thoroughly established the idea of the "musical evolution" or the cultural development of music itself. In addition to being obvious in historical musicology, it also stands out in other areas of music study; ethnomusicology has been the area where this absence has been most noticeable.

A significant deviation occurred with the publication of a two-volume special edition of *The World of Music*, dedicated to a comprehensive examination of Victor Grauer's essay "Echoes of Our Forgotten Ancestors" from 2006 (later published as a book in 2011 by Grauer). Grauer posited that some present-day African hunter-gatherer cultures maintain a singing tradition reminiscent of the ancestral style shared by humans tens of thousands of years ago. He further asserted that the evolution and global dissemination of human song styles can be traced to the migration of anatomically modern humans out of Africa. The idea of musical evolution was so obvious to the two evolutionary scientists who contributed to this work that they began by writing, "Songs, like genes and languages, evolve" (p. 43). On the other hand, the idea of cultural development caused considerable uncertainty and alarm among the musicologists.

E. M. Forster is said to have once said, when asked why he wrote, that he did it to see what he thought. Similarly, with expressive culture, the goal is primarily to uncover emotions rather than ideas. To express our emotions to one another and, ultimately, to ourselves, we act out and tell tales, dance, sing, and produce sculptures (pp. 79–82).

Since motivation and emotion are closely related to physical existence, it is true that we are our bodies. However, similar to how it perceives the exterior world of earth, air, water, and fire, the brain treats the body and its internal states as foreign entities. We need to learn to understand our bodies' signals and correlate their meanings with appropriate action, just as we

need to learn to perceive and respond to the outside environment. Cultural development has provided us with more complex and cohesive expressive tools to enable us to convey sentiments that include a wider range of our experiences and the outside world, as it has provided us with more complex conceptual tools for reasoning.

A lot of research on expressive culture makes the assumption that its advantages to our daily activities should be the final measure of its worth. Consequently, narrative may be the evolution of music. The tales in *Benzon 2* are considered useful because they demonstrate conceptual techniques that may be used in a range of contexts. Rituals are also valued for offering opportunities to let go of psychic energy that have accumulated in daily life but are unable to be let go there. While these theories are correct, they provide a limited picture of human nature.

William Powers (p. 196) contended that individuals possess an inherent need concerning the quality of control systems," which supports a control theory explanation of human action. Maslow, Abraham (p. 153) acknowledged that we all have a desire for universal self-actualization and expressed a great deal of interest in higher wants. According to David Hays (pp. 194–196, 209–210), each of the brain's four sections are arranged in order of preference for justice, truth, love, and beauty. We have to let go of the idea that expressive culture's worth comes only from the convenience it provides to daily living if we are to take these proposals seriously. Without a doubt, expressive culture improves daily living. However, it has a distinct worth and has to be interpreted accordingly.

The paper uses the expressive realm of music as an example. I lay out the broad idea that expressive culture functions by translating physical experience onto a medium for expression in the first part. Then, I argue briefly that the contrasts between rhythm, melody, and harmony come second to the wholeness with which people perceive music. The main argument is then established. Commencing with a comprehensive survey of the evolution of global music until the conclusion of the nineteenth century, the subsequent section delves into the realm of jazz in the twentieth century, culminating with reflections on the present landscape of musical innovation.

Table 1: Analogy between the development of language, music, and life

Aspect	Biological Evolution	Linguistic Evolution	Musical Evolution
Particularly Traitable Units	Amino acids, genes	Sounds and words	Notes, sentences
Copying DNA	DNA copying	Instruction, acquisition, and emulation	Instruction, acquisition, and emulation
Alteration	Mistakes	Errors and variations in sound	Errors, ornamentation, and arrangement
Comparison of homology	Homology	Language families and lexical cognates	melody families and melodic cognates
Organic Selection	Natural selection	Social preferences and patterns	selection made by the public, judges, artists, buyers, etc.
Hybridization	Hybridization (e.g., horse with zebra)	Creoles, such as Surinamese	Syncretic music, like that of Métis fiddles,
Relics	Fossils	Older manuscripts	historical notation and audio/visual records
Termination	Extinction	Termination of language	Loss of repertoire

Cultural evolutionary scholars' theoretical and empirical research has been essential in clarifying the concept that evolution is "Not by Genes Alone." In order to enhance the understanding of intricate cultural evolutionary processes spanning various domains such as languages, folklore, archaeology, religion, social structure, and politics, scholars have employed theories and methodologies from evolutionary biology. The field has grown to a degree where the establishment of a dedicated academic society became imperative, leading to the formation of the Cultural Evolution Society. The inaugural conference, hosted in

September 2017 at the Max Planck Institute for the Science of Human History, drew participation from three hundred scholars representing forty different countries.

2. EARLY COMPARATIVE MUSICOLOGY: THE EVOLUTION OF MUSIC

Among the five crucial aspects of a "new comparative musicology" explored earlier, one involves contemporary cultural evolutionary concepts and their connections with the remaining four themes: classification, human history, universals, and biological evolution. Nevertheless, in the early stages, comparative musicologists leaned on Spencer's concept of progressive evolution instead of Darwin's theory of phylogenetic diversity. Two key presumptions underlay a great deal of the early comparative musicology scholars' work:

1. Cultures progressed from rudimentary to sophisticated as they developed from simple to complex.
2. As civilizations develop, their music becomes more complicated. (p. 25)

For instance, Carl Stumpf described in "The Origins of Music," the term "the beginnings of music" is used for the most primitive songs, such as those of the Vedda of Ceylon (Page 49). Curt Sachs, in 1943, emphasized the proximity of Pygmies and Pygmoids' singsong to the origins of music compared to Beethoven's symphonies and Schubert's lieder. Sachs, on pages 20–21, asserted that the earliest music is likely found among the most primitive peoples. Members of the "Berlin school" of comparative musicology, including Stumpf, Sachs, and Erich von Hornbostel, established the Berlin Phonogramm-Archiv with the initial purpose of tracing the cultural development of sophisticated Western art music from traditional music of hunter-gatherer societies.

As was shown in the preceding section, contemporary cultural evolutionary academics have rejected long-held beliefs on the functions of evolution's genes and progress. However, ethnomusicologists continue to often mistakenly link the theories of the early comparative musicologists to the cultural development of music.

Would it come out that the "echoes of forgotten ancestors" were really Social Darwinist echoes? Was this going to be a reenactment of the epic musical ascendancy of contemporary Europe over the rest of the world? (p. 29)

In a similar vein, in reaction to Grauer, Mundy writes, (page 22), it is stated that the idea of progress embedded in evolution gives rise to its own hierarchies. However, Kartomi contends

otherwise, asserting that the notions of evolution and lineage are only relevant to living beings capable of inheriting genes from their ancestors. (p. 306)." when it came to using evolutionary theory to categorize musical instruments. Overall, the discipline has mostly avoided discussing musical evolution since renaming itself despite notable progress in comprehending cultural evolution; the realm of musicology has not experienced a substantial transformation due to the transition from comparative to ethnomusicology in the mid-20th century.

3. MUSIC EVOLUTION'S IMPACT: EDUCATION AND COPYRIGHT

Our research, teaching, and outreach all use musicology in some manner, with certain areas being more directly geared towards a non-academic audience. This article contends that cultural evolutionary theory can serve as a valuable and cohesive theoretical framework for examining musical change across diverse scales (macro and micro), encompassing cultures, genres, and historical periods. Subsequently, I will briefly explore two practical applications: knowledge and copyright.

Education:At all educational levels, the variety of music throughout the globe is sadly underrepresented. Ethnomusicologists who lead introductory courses on "World Music" are typically tasked with fixing this problem. Rahaim highlights the common challenge for teachers (p. 32), stating that when addressing musical origins, the recourse to evolutionary concepts is often necessary. Teaching the nuances of world music, in terms of both similarities and distinctions, can initiate with practical tools such as Lomax's global phylogenetic tree of regional song styles. They are also adaptable enough to be used in a variety of settings, including pop music recommendation websites, instrument museums, and conservatory classrooms. Micro-evolutionary case studies on the evolution of music in specific cultures may help to improve and nuance such rudimentary models. Further, an evolutionary perspective provides a window of opportunity to educate students on connections beyond the realm of music, such as those between the global distribution of music and the distributions of its creators and other facets of their society, including language and social organization.

Copyright:Since practically all music has been impacted by the past in some way or another, knowing the processes of musical development is essential, regardless of whether this influence falls within the bounds of tradition and innovation or amounts to plagiarism. The musical notation is the song's principal copyrightable part, and a basic criterion for establishing whether the resemblance between two melodies constitutes plagiarism is the

extent of melodic alignment at pivotal structural points. This is how ideas about the development of musical genres are similar to US copyright law. I found that not only do the two melodies share almost half of the same notes, but that the alterations that are there are typical of melodic variation (such as the addition or removal of decorative notes, or the replacement of sounds that are melodically adjacent). I accomplished this by using recent evolutionary approaches to melody alignment.

In contrast to notions of folk song tune families, where traditional melodies are often regarded as communal property, copyright law regards individual ownership by composers. They also diverge from ideas held in many non-Western cultures, where factors other than the melody itself are taken into account when determining who owns a song. The lines between what constitutes fair use and what constitutes an illegal violation of intellectual property are not always clear, even under US copyright law. Evolutionary concepts of continuity and variety are widely used by artists and lawyers to justify some degree of borrowing, while the idea of selection is used to counter claims that it has a negative impact on musical creation that result from unduly restricting certain forms.

The way that copyright laws are interpreted may have a significant impact on communities and artists all around the globe. Therefore, comprehending the holistic dynamics of musical evolution, encompassing factors beyond melodic advancement, and their distinct manifestations in diverse musical cultures and genres, is imperative for a culturally informed interpretation of notions related to originality and ownership.

4. GLOBAL TRANSFORMATION IN MUSIC

Building on arguments in Sachs (1965), Wiora (1965), and other places, I suggest that what we might refer to as Rank 1 music has a rhythmic orientation. Rank 2 music establishes methods for developing melody and clearly distinguishes between controlling rhythm and melody. In turn, harmony in music is distinguished from melody and expanded upon with Rank 3.

The word "rank" originates from previous talks on the development of culture and cognition. The civilizations that make up Rank 1 date back 100,000 years to the origins of writing as part of a wider development of human language and culture. Thus, indigenous music from the Americas, Oceania, and sub-Saharan Africa may be considered among the best in the world. According to Wiora, the "Prehistoric and Early Period" spans pages 15–44. The high

civilizations of antiquity that had writing systems, walled towns, continuous agriculture, etc. are known as rank two cultures. Mediaeval Europe and the near and Far East are so represented in rank 2 music. It should be noted, however, that not all members of higher-status societies perform at peak levels, and that those who do so may not do so consistently. So, a guy who works as an engineer and earns a livelihood with Rank 3 abilities could unwind to Rank 1 western and country music while being autocratic and condescending towards his secretary with Rank 2 traits. This secretary may very well prefer Sonny Rollins' Rank 3 improvisations over Frank Sinatra's Rank 2 singing. When we think of jazz, this definition of rank becomes significant.

Going back to the fundamental idea, rhythm is the foundation of rank one music. I'm not saying that Rank 1 music isn't melodic or harmonic; rather, I'm saying that its main concentration is rhythm. Similarly, I do not intend to suggest that Rank 2 music is devoid of harmony when I claim that it elaborates melody; rather, I'm only saying that the art of melody is more refined than the art of harmony. Modulation from one standard key to another is a hallmark of Third-Rate music with a great deal of its structural variation (p. 1943). Without any key modulation within a piece, rank two music is often modal.

The fundamental components of music are rhythm, melody, and harmony. Additionally, each level has an own method for creating performances using that content:

	<u>Material</u>	<u>Development</u>
Rank 1	Temporal	Phasing
Rank 2	Harmony	Leading
Rank 3	Peaceful	Architectonics

Observe how this arrangement appears to be inherent. Music develops throughout time. How could one become master of melody without first mastering rhythm, or the way time unfolds? And how could one not first control distinct melodic lines' pitch patterns (melody) prior to regulating the sequence of chords (harmony)?

4.1. Rank 1: Rhythm, Phasing

Rhythm, melody, and harmony are the three components of musical sound, and we may state that Rank 1 music uses all three. However, melody is somewhere in between, with harmony being the least developed and rhythm being the most developed. However, as I previously

said, it would be a little disingenuous to believe that this tripartite analysis, which is so clear to us, is clear to everyone. It would be more logical to state that it was difficult to separate the rhythmic component from the harmonic and melodic elements of the theme at the Rank 1 level. Rhythm was the main focus of musical development at Rank 1.

In establishing a musical line, Marius Schneider (p. 23) notes that John Blacking's observation (p. 27) underscores the heightened significance of the purely rhythmic element compared to the specifically melodic within the musical traditions of the Venda people in South Africa supports this viewpoint:

The difference between speech (u amba) and song (u imba) is rhythm; so, word patterns spoken in a regular metre are referred to be "songs." It's... Venda music is based by getting the full body moving to the beat, with singing as a natural byproduct, rather than on melody. As a result, even though it may appear like there is a pause between two drumbeats, the drummer really uses each drumbeat as a component as an integral component of a broader physical gesture, involving the contact of their hand or stick with the drum skin.

Fundamentally, the transfer of rhythm into sound is the highest level of music, whether it comes from an instrument or a vocalist. Usually, the main purpose of melodic devices is to express rhythms. Let's go back to the two fundamental song patterns that Curt Sachs (1965, pp. 49–76) distinguished: rolling chords and horizontal one-step melodies. The ape ancestors' social call system is where tumbling behaviours got their start left behind as they are developed from vocal screams (pp. 51, 68, 72). But horizontal songs have their origins in the particular neurology of human language since they are developed from recitation (pp. 68, 72).

Percussion has a more pronounced sense of rhythm, And since West African percussion technique is among the most sophisticated in the top tier (pp. 6-26 passim), it's worth talking about briefly [endnote 2]. When there are more than four or five people playing drums, bells, or other percussion instruments in an ensemble, it's likely that some of them will all be playing the same rhythm. A vocalist or a chorus of singers, and musicians on horns and strings round out the usual ensemble lineup. Every design is quite straightforward on its own. On the other hand, there might be small differences in how the patterns interact. The different rhythms sometimes make little sense apart from one another, even for seasoned musicians (pp. 51–53).

Rather than being seen as distinct musical pieces, the different patterns are thought of as components inside a gestalt [endnote 3].

When recurrent patterns are phased differently, a powerful rhythmic intricacy may be created. Only the beat becomes more intricate. Melodic devices are still mostly straightforward (pp. 49–75, 143–167). Harmony is not at all structural. As a result, Rank 1 music's melodic themes may be elaborated using only one control channel, which focuses on rhythm.

4.2. Rank 2: Melody

The distinction between rhythmic and melodic control may be seen at the level 2 distinction. My take is that the development of Rank 2 has resulted in a merging of the two kinds of Rank 1 melody, the yell of falling notes and the singing of horizontal melodies, to the point where melody itself is independent of either type of vocalization.

Rank 1 melody is derived from non-musical sources like measured speech or vocal yells. Melodic pitches in Rank 2 music are no longer dependent on pre-existing voice systems; instead, they are an inherent element of the song itself. This doesn't rule out singing Rank 2 music, however, it does indicate that the management of pitch relationships has evolved into a distinct objective.

This distinction implies that a specific aspect of the brain, broadly recognized, governs the underlying musical processes related to the song's rhythm while a second channel controls its melodic element. Pitch order in the melodic channel is based on the intervalic links between the pitches instead of the pitches' capacity to support spoken syllables or vocal calls, which is now the responsibility of the rhythm channel. The Indian rāgas are the final result of this (pp. 212-216). A rāga is characterised by its beginning tone, ending tone, melodic centre tone. A note could serve multiple functions, including fulfilling two or even three of these roles: scale tones, ornaments, and melodic formulae. Thus, pitches and their connections to one another determine all the aspects of a rāga.

4.3. Rank 3: Harmony

In Rank 2, harmonic elaboration follows melodic elaboration, both of which occurred in post-Renaissance Europe. When three or more notes are played at once, that's called harmony. In this manner, harmony permeates every layer. Choral singing is common in first and second-

tier societies, in which several vocalists perform distinct melodic lines, and harmonies emerge from the connections between those lines. Similar to this, the way that instrumental lines interact may produce harmony. But the management of these coexisting events is not structured around a fundamental principle. That was unique to the West after the Renaissance.

As a result, we need to add a third channel for harmony to the auditory pathways that carry music. Three separate sources of structure are now used to the musical content

The fundamental structure of Renaissance music was polyphony, or the interaction of two or more melodic lines occurring at the same time. Triadic (three-tone) chords would arise from the interplay of the polyphonic lines. Zarlino's *Istituzioni armoniche*, which was published in 1558, contains the earliest description of these chords (p. 48). However, the horizontally designed lines—rather than the vertical chords—were the focus of attention. After Rameau published *Traite de l'harmonie* in 1722, melodies were seen as the progression of vertical chords across time, with vertical triads taking centre stage. Up until the late 1800s, Western music was structured using chord progressions that were thought of vertically.

Since all Rank 2 melodies remained within the confines of a single key, unlike the solely melodic manipulations of Rank 2, the prominence of modulation from one key or harmonic area introduced new opportunities to alter expectations. [Endnote 5] The development of methods for shifting from key to key accounted for a large portion of the growth of Rank 3 music. These methods entailed the creation of complex multi-part compositional forms in addition to a deeper comprehension of the harmonic connections between succeeding chords.

5. BASIC MUSIC

Rhythm, melody, and harmony are common topics of conversation while studying music. We usually think of those three things when we talk about what makes up music, so let's take a step back. As with all of our fundamental experiences, I contend that our fundamental understanding of music is comprehensive (pp. 306 - 308). Several years in the past, when a friend requested me to provide jazz instruction, I was reminded of this fact once again. When I would point out the alto sax, bass or trombone to her, I found that she was unable to distinguish one note from another, much alone understand the point I was trying to make about what was happening in that particular line. She could grasp the overall concept, but at first it was difficult to break down the overall into the distinct contributions of the many instruments.

Her difficulties extended beyond her ability to distinguish between distinct instrumental contributions; she also had trouble hearing a piece's chord structure (harmony) apart from its melody line. It is hard to comprehend, for instance, claims that "Thriving on a Riff" by Charlie Parker was inspired by "I've Got Rhythm," "Bright Mississippi" by Thelonius Monk was inspired by the harmonic framework of "Sweet Georgia Brown," and so on if one cannot tell melody from harmony. You must shut out both the original song's melody and the jazz melody in order to hear the derivation; once you do; the derivation becomes clear when you focus only on the chord changes. Since I'm a seasoned musician, this came easily to me. However, my buddy found this challenging. To get him through it, we sang the original song's melody while listening to the jazz piece that was inspired by it. Despite being quite different from the jazz melody, the song sounded appropriate. Also, why not? The harmonic structure of the jazz song was the same.

By claiming that there exists an integrated foundation for music, I am contending that our comprehension of rhythm, melody, and harmony does not occur in isolation before being pieced together to create a musical whole. Instead, we first understand the entire and only then are we able to distinguish it into rhythm, melody, and harmony. The term "holophrastic utterance" refers to a child's ability to describe a whole event with a single, short utterance without being able to name individual elements of the situation, such as the actors and their actions. This is a phenomenon that developmental linguists study. Thus, our fundamental perception of music is undifferentiated. As I will explain soon, rhythm, melody, and harmony have only become distinctly distinct via the protracted process of cultural development.

Instead than focusing on the traditional analytical units of rhythm, melody, and harmony, I'd want to focus on the theme. Repetition helps define and identify the pattern. Schenker (pp. 4-5) describes the theme as a repeating sequence of tones. Any set of notes may develop into a theme. It can only be identified as such, however, in situations when it is quickly followed by repetition. A set of tones may only be defined as something distinct by repetition. The only way to distinguish a set of tones and their meaning is via repetition. Thus, the concept of recurrence serves as music's basis.

Imagine a single drummer hitting two different-pitched drums with a certain pattern. There is some note switching between the drums, and only one drum is struck at a time. By combining the ideas of rhythm and melody, to summarize, although the tempo of the notes themselves (independent of pitch) is rhythmic, the contrasting high and low percussion are melodic. The

melody is varied by swapping notes between the drums, but the rhythm stays identical and it also changes how one interprets the timing of the motif. Because of this, the changes in note pitch that occur as the drummer plays, other percussionists who could have been performing with him or her may get confused. They are disoriented because they are coordinating with the motif's whole gestalt rather than simply how the drums play the recurring pattern of notes (pp. 51–53).

Therefore, we should take Curt Sachs (pp. 49–76) to be discussing song kinds or musical lines rather than melody as being separate from rhythm and harmony, he believes, are the two main types of music in ancient cultures. Vocal screams (pp. 51, 68, and 72) serve as the foundation for musical themes in tumbling strains, whilst phrases from everyday speech (pp. 68, 72) are used in horizontal songs. Thus, these two song genres illustrate two fundamental approaches to developing musical themes. Fundamentally, these themes are forms of comprehensive musical expression. The rhythm, melody, and harmony components of music will only be distinguished from the overall gestalt flow of music when civilization advances.

6. CONCLUSION

The study skillfully examines the development of music via the prisms of harmony, melody, and rhythm, placing this development within the theoretical context of "Rank" levels. The distinction between the emphasis on rhythm in Rank 1, melody in Rank 2, and harmony in Rank 3 provides important insights into the shifting dynamics of musical expression over many cultural epochs. The proposed holistic theory, positing that rhythm, melody, and harmony have evolved over the course of human history and are inseparable from our fundamental experience of music, is in line with the more comprehensive understanding of how human cultures have formed and been influenced by music. The study also discusses the use of evolutionary theory in a variety of contexts, including copyright laws and music education. Evolutionary models have been discussed as a way to improve the teaching of global musical diversity because they provide a cohesive theoretical framework that can be used to a variety of educational environments.

The study emphasizes how important it is to comprehend musical growth in order to evaluate ideas of originality and ownership in the context of copyright. The careful examination of the ways in which copyright laws are used to argue musical stealing and inspiration gives the theoretical foundations of cultural development a useful application. The study offers a

convincing examination of the development of music and its cultural ramifications, but it would benefit from a clearer conclusion summarizing the main conclusions and maybe outlining possible directions for further investigation. This would serve to reinforce the overall relevance of the topics covered and assist readers in assembling the complex relationships between musical development, cultural evolution, and larger social settings.

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EXPLORING LINGUISTIC DIVERSITY: LANGUAGE STUDIES IN A GLOBALIZED WORLD

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Abstract

The paper explores the complex link between globalization and linguistic variety, looking at language's dual character as universal and heterogeneous phenomena. While navigating the historical backdrop of language studies, it highlights the emergence of English and its linguistic hegemony as it examines the era of plurality characterised by unparalleled globalization. Examining English conventions in-depth will help readers understand how they affect academic discourse, cultural norms, and communication standards. It also addresses how English came to be used for transnational decision-making, taking into account the social aspects that contributed to its appeal. The influence of widespread English use on linguistic diversity is also examined in this research, with an emphasis on how it affects native tongues. This study examines linguistic neglect, language dilution, and the growth of English dialects, with a focus on the difficulties African languages confront in the face of English domination. It also talks on how language homogeneity affects society and politics, promoting linguistic tolerance as a way to maintain diversity in thought, creativity, and cognitive flexibility. Paper highlights the possible loss of linguistic variety as it discusses the effects of economic rationalism and English promotion in emerging nations. By highlighting the importance of human linguistic diversity, it promotes changing language laws to protect and strengthen minority languages.

Keywords: linguistic diversity, globalized world, English hegemony, language studies, language policies, indigenous languages, cultural values, linguistic tolerance, cognitive flexibility, linguistic homogenization.

1. INTRODUCTION

Human language is a phenomenon that takes on two opposing forms: on the one hand, it is expressed in thousands of different languages, dialects, and sociolects, the differences between which are often so blatant and easily recognizable (e.g., different words, sounds, or ways of expressing ideas) that they can serve as a point of contention and a means of drawing a line under a society or a nation.

For a long time, the focus of language study has been on understanding how these two opposing forms might be harmonized, and emphasis has alternated between highlighting either side. While linguistics has made a compelling case that, despite all of the variation, languages are based on a single universal grammar in the latter whilst this was more common in the second half of the 20th century; it was not always the case in the first. It is challenging to navigate this opposition as someone outside of linguistics, particularly because it is frequently rife with ideological claims, sociopolitical differences within the scientific community and a bewildering number of competing linguistics pedagogy ideas (such "the Minimalist Programme," "Lexical-Functional Grammar," "Cognitive Grammar," and dozens more) all claiming to represent the gold standard

in language learning; for a recent compilation.

However, Language's dual character as varied and universal phenomena is important to anthropology, as it is to any other discipline that studies language. For instance, understanding how language shapes society and ideas requires an understanding of where variation in language is expressed and constrained, as well as the forces which influence global trends and patterns. This chapter seeks to outline the pertinent topics while attempting to avoid the maze of conflicting ideas and ideologies in order to emphasize what I believe to be the more important concerns. I start off by showing the many ways that languages vary from one another, and then I pose the issue of how one can speak about universals in spite of this seeming variety and variance. The present state of the art in universals research is summed up in the conclusion.

1.1. Age of Pluralism

While there has always been worldwide commerce and communication, in recent decades, globalization has increased at a never-before-seen rate. International academic publications, internet communication, and the growth of multinational corporations have all contributed to the rising use of English by

the agents of globalization. Nonetheless, there are significant regional differences in the ways that English is used, to the point where the language has changed over time to become something very distinct in a variety of situations. Among speakers for whom English is not their first language, English continues to enjoy appeal even in situations where commercial pressure is not as strong, such as in the creation of literature and art or in personal expression. Moreover, the distinctive linguistic characteristics of foreign languages as well as English variations no longer respect geographical limits.

According to Dor (2004), as a "hyper collective good," the more people who learn languages like English, the more beneficial they are to society (p. 112).

However, a worldwide minority of so-called "native speakers" disproportionately receive the advantages outlined by Dor (2004). International academics, who are mostly non-native English speakers, have several disadvantages when trying to participate in academic discourses that are dominated by English. In other spheres of life as well, prejudice against non-native speakers limits social mobility, career prospects, and even self-worth, but expressions of this varies greatly depending on the situation.

The term "World English's" has given rise to a number of ideas that are part of the global language discourse and attempt to address both the potential benefits and disadvantages caused by the worldwide expansion of English. These theories all have similar philosophical and humanitarian traits; even if they are as different as the situations they attempt to explain. According to Rajagopalan (p. 185), "World English" belongs to everyone who speaks it but is nobody's native language. This essay aims to provide a historical and current overview of the burgeoning World English discourse in favour of equal access to discursive power and appreciation of the contributions of multilingual academics.

1.2. Emergence of English as a Linguistic Dominance

Prior to delving into the principles and implementations of World English's theory, it is essential to scrutinize the historical elements and mechanisms that have facilitated the ascent to prominence and sustained supremacy of English as a language of commerce and academia. The factors of globalization include increased interaction between people and places, trade across borders, and the spread of new ideas and traditions, have contributed to English's dominance. However, as Mac

Ewan (2001) contends, beneficial change is not always a result of globalization. During the Age of Exploration, traditional forms of globalization included enslavement, destruction of native languages and civilizations by genocide. Mac Ewan (2001) asks us to question whether or not modern forms of globalization are ethically superior to their predecessors (p. 1). Following in the footsteps of European colonization, the English hegemony makes use of many of the same power techniques as past colonial powers. According to Saxena and Omoniyi (2010), there are three main factors that have led to the emergence of English as the dominant language: leadership by consensus rule, leadership by legitimation, and leadership without the use of force (p. 513). Because of its ease, English is often imported and utilised in international situations; these days, those who use it don't always need to be pushed to do so. Possibly the most direct connection between the legitimacy of English and the colonial era can be found in the colonial educational system's legacy of teaching students that English was the language of the powerful and morally superior. Furthermore, the globe's implicit assent to the English language's domination grows as people throughout the world accept and take for granted the language's hegemony. Instruction in

reading and writing must take into account "what forms of knowledge have authority," as Papen (2005) puts it. The English language is clearly acknowledged as an authority on commercial and academic matters even in locations where it has never been a native or colonial tongue.

2. ENGLISH CONVENTIONS: ESTABLISHING INFLUENCE ON A GLOBAL SCALE

The customs and underlying cultural values of the English heritage continue to have a significant impact on contemporary communications even in situations where English is not used as the primary language of teaching or commerce. Dor (2004) goes into great depth on how the constraints of the English language shape and restrict the means of mass communication, such as computer keyboards, as well as the formatting and limits of contemporary web sites and programmes, even when they are utilised by users of other languages. Similarly, if multilingual researchers want to publish in English, their work is subject to censorship by advocates of academic norms like the American Psychological Association. One of the key foundations of positivist approaches to research and study is the "assumption that values in narrating science are universal" (p. 38). The Judeo-Christian knowledge of Europe's root

culture, the cradle of the English-speaking academic tradition, is reflected in what powerful academic institutions present as universal truth. Academic contributions from other language traditions are often misunderstood or disregarded because they do not conform to the standards established by the English tradition, which is based on an overemphasis on Western academic values such as hiding and downplaying the author's role. The pervasive effect of English nevertheless makes it difficult for people to express themselves in other languages, even in multilingual environments like the world of internet communication. What happens is a kind of "imposed multilingualism," as defined by Dor (2004), in which language users maintain their native tongues but no longer consider them to be "theirs" because of laws and standards put in place to serve commercial interests (p. 116).

The English language's superiority in terms of rhetoric and concepts is sustained by a number of significant factors. The gatekeeping practises used by Western academia to restrict and limit the contributions of multilingual academics are significant. According to Curry & Lillis (2004), there is a growing push on academics in non-English speaking nations to publish in English so they may benefit from the advantages afforded to English-

language research and publications. Nevertheless, it is very challenging to reap the benefits of writing in English due to the fierce rivalry for the few available English-language publications, the prejudice against ESL writing that permeates these publications, as well as the ambiguous and foreign formatting and style guidelines. The disparity in international publishing is a result of the fact that "good work will not be rejected because of the English but one which is on the borderline... may be at a disadvantage." As a result, spreading knowledge via established media has become a "mechanism by which the West maintains its intellectual hegemony on a global scale." (p. 254).

The belief that English customs and linguistic traditions are better is upheld by the mass media, corporations, and even governments. Even if there are more foreign-language media sources and more people have access to translation software, these globalizing trends often work to enhance concerns of the powerful minority of English speakers. "The local finds representation only according to the purposes and forms permitted by the powerful," as Canagarajah puts it (p. 247). Academic journals are not the only ones that contribute to this imbalance; according to Bhatt (2008), media and newspapers "simultaneously reproduce and transform

discourse" (p. 181). Academic blogs, news websites, and the documentation and coverage around academic conferences all tend to rely on the English language. Few governments have been able to successfully maintain or abolish English despite their best efforts. The most successful instances of introducing English to overseas markets have been those driven by economic interests; they often take the shape of advertisements that combine English and local languages to promote a product. Although these post-colonial and capitalist explanations have dominated for a while, a revolutionary new theory called World English's theory has started to alter the conversation around global communications.

3. EMERGENCE OF ENGLISH AS A GLOBAL LANGUAGE

Language experts should be interested in the ever-growing popularity of English throughout the sociopolitical spectrum. There are many factors that influence language choice, language change, and language loyalty. As a result, it is essential to examine not only how English is becoming more and more popular but also how these preferences are affecting the other languages that people are choosing to speak instead of English.

English has a history of showing up in the right locations at the right moments, according to Crystal (1997). English is now the language of choice for speakers who are as diverse in their cultures, nations, and origins as any other language. The loose control the language has on form and use in various sociolinguistic settings is what encourages this broad variety of usage. Global English, according to Bruthiaux (2003), is a collection of linked variants that may infinitely adapt to any given local context. According to Chisanga and Kamwangamlu (1997), speakers, not the creators, are the proprietors of each of these variants. Many nations, including Nigeria, India, Hong Kong, Cameroon, Ghana, Guyana, Malta, Malaysia, Pakistan, Philippines, South Africa, and Zambia, among others, use English as a second language. These regions often have unique grammatical characteristics unique to the standard sub variety. Interactions are facilitated by global English, which also allows for variety.

The massive migration of people from Europe to America that followed the discovery of the new globe gave the English language yet another solid foundation. With the establishment of the United States and the United Kingdom, two strong countries with a common tongue rose to prominence. English has

evolved into many power centers with distinct sociolinguistic characteristics in modern times. The worldwide expansion of English is the only comparable phenomenon to the spread of genetically engineered plant kinds controlled by multinational corporations. English's rising global renown is largely due to its multipolar dispersion and relative lack of institutionalized standardization.

The fall of the Soviet Union and the rise of America as the lone superpower have exposed a new world in which America is mostly in charge. The most formidable military force in the world today is possessed by the Americans. They are in charge of one of the liveliest economies. America is becoming economically indispensable to an increasing number of nations. The English-speaking Americans are "devoutly monolingual," according to Lambert (1987:10). According to Hymes (1997:84–85), one of the widely held misconceptions regarding language in the US is that almost everyone else is studying English. It is pointless to be concerned about learning the language of a nation that depends on the United States given the strength of the American economy and military. The globe is starting to look like Americans who speak English. Global communication participants stand to lose more if they choose to communicate in a

language other than English due to the socioeconomic possibilities available to English speakers. Speaking English opens up additional career options for speakers. There are a plethora of possible users you might engage with. English has evolved into a potent representation of modernity and freeing behaviours. A shared set of values and customs, as well as a certain way of doing things, are progressively being linked to the English language. Worldwide, the democratic political systems embraced by the nations spearheading English language education are seen as the norm. Modernizing ideas that are seen as advantageous for both individuals and communities are communicated in English. It is increasingly seen as a language that supports the political, social, and economic rights of the state's citizens—a freedom to think, speak, and act without interference from force or need. It is arguable whether English as a language really provides these prospects for its users, but oppressed people all over the globe who await emancipation from wealthy countries are linking these ideals to the language.

A revolution often referred to as the "dot com revolution" occurred at the conclusion of the twentieth century. The forefront of this change has been led by Americans more than anybody else. The language

used by Microsoft is English. As a result, the computer's default language is it. The majority of technology on the planet is written in English. English is the primary business language in several of the world's most industrialized countries. English has a significant edge over other languages because to technology. Speaking the same language as one another makes interlocutors more at ease while exchanging opinions on the global arena. In the diplomatic realm, where individuals are highly attuned to word choice, information conveyed via translators is sometimes dubious.

There must be a common language for supranational decisions to be implemented effectively. Participation in communication is necessary for democratic decision making. The official language of diplomacy is now English. The North Atlantic Treaty Organization, the European Union, the United Nations, and several other international organizations all use it as their principal working language.

4. IMPACT OF GLOBAL ENGLISH ON LANGUAGE DIVERSIFICATION

African colonial and post-colonial periods unleashed forces that are still posing a danger to language variety today. Global English is one of these factors. Both in terms of function and demography, English

is becoming more dominant. The survival of indigenous languages is seriously threatened by the worldwide expansion of English. According to McArthur (1999), English is "omnivorous," meaning it will eat up every language in its path. The implications that the public's preference for English is having on national and minority languages are the main topic of this portion of the study. Given the variety of indigenous languages at stake and the range of factors at play, we have opted to focus our examples primarily on the African language context for a more thorough examination.

When people interact with the world in a language that allows them to manage even the most abstract and difficult topics, they become more eloquent and productive. It is a reality that the majority of Africans speak English as a second language. Only their mother tongues are native languages to these Africans. In the language they are most proficient in, people reflect, receive information, communicate, and generate ideas in the best possible way. Frequently, this language is their mother tongue rather than English. A country is always undervaluing itself if its ideas and views are expressed in a language other than the one in which it functions best. The majority of African nations' political elites are averse to allocating funds for the

advancement of languages that their populace can speak well. African languages are under long-term challenges from English and other prominent European languages due to the psychology of linguistic neglect among policy makers. A portion of our intellectual capacity perishes along with our thinking instrument when we let it die. The English language is now being promoted more widely than many national languages in many nations, robbing local speakers of the chance to express them creatively.

English is progressively spreading across the world. The language is getting more and more varied along regional lines as it draws more speakers. It is spoken all across the world, with several dialects existing and changing over time. The majority of these "new converts" speak English as a second or third language, interjecting into their mother tongue speech. Some linguists have proposed that some of these variants should be regarded as independent, yet related languages since they are so different from one another. Even though both of the interview subjects spoke English, CNN, the American cable network, felt that it was essential to subtitle replies from victims of the 2004 Tsunami. Comprehending the differences between some of these variations and the norm is becoming more difficult. Such linguistic

underpinning is often noticeable in concept expression, phrase construction, pronunciation, and sentence structure. As the language continues to reflect regional articulation, more variants are becoming apparent. These types' speakers reside in settings where multilingualism is the norm. The diversity of English used in such multilingual circumstances shows the syntactic, lexical, and phonological systems of the indigenous languages, even in cases where English is the official language.

Africans are starting to treat their languages with disdain. Many of the younger generation view their languages as uncultured, archaic, and unimportant. Young people are moving from their villages to cities in pursuit of economic opportunity, where they speak more English and progressively less of their native tongues. The multicultural cities provide them the chance to marry one other. Frequently, it is discovered that these mixed-race couples do not speak any common language other than English or Pidgin, which is spoken in Bamenda, Cameroon, or Lagos, Nigeria. The majority of these mixed-married couples' children grow up speaking the dominant language as their first and only language.

Eventually, we will have to deal with a new generation that speaks a language that allows for more communication than they did, having learned it from parents who speak it as a second or third language. Since their parents are unable to impart to them what they lack, these children cannot legitimately claim to be native speakers. These kids do have a rough version of the ideal, however. Due to the sound system and syntactic structures of their parents' native languages, the English that children are learning in the linguistic scenario described above has been diluted in terms of grammar, pronunciation, and other elements. For this reason, the growing number of English dialects is starting to resemble several languages belonging to the same family.

Many pidgins have developed as a result of the lexical elements from the native languages and English being combined. For example, interactions between English merchants and West Africans led to the development of the West African Pidgin in the 18th century. These days, Pidgin, which has its roots in English, is widely spoken across West Africa, from Cameroon to the Gambia. Similar to English, it includes variants that mirror the phonological patterns, syntax, and structural features of the collection of languages from which its vocabulary has been derived.

Governments in nations where English is not the native tongue is promoting English. Ethnic groups comprise a significant portion of these nations. The linguistic variety of these nations is often reflected in these ethnic divides. These linguistic organizations are the manifestation of political pressure groups that want to be acknowledged for their efforts to apply government programmes for development fairly. Most governments believe that the fewer languages spoken in a country, the simpler it will be to manage and the closer the nation gets to national integration. This is in contrast to their support for indigenous languages.

Thus, the widespread acceptance of monolingualism continuously limits the perception of language variety. A multitude of languages hinder development, foster conflict, and obstruct communication. For minority seeking independence, political identity, numerical power, etc., language may be a focal point of opposition. It could serve as the foundation for hostility against a nearby town or state. These politicians believe that if everyone spoke the same language, there would be more peace in the globe. The government seems to be under the impression that the growth of native languages would encourage people to see others as different and therefore fuel ethnic

minority' linguistic allegiances, which in turn may fuel conflict.

The argument for this viewpoint is supported by some of the linguistically-based civil wars. There would not have been internal conflict among Iraqis if the Kurds could only speak Arabic or Turkish. There would be peace in these nations if the Tamils of Sri Lanka consented to speak Sinhalese and the Armenians accepted Azerbaijani, or vice versa. In a multiethnic state, a neutral language like English may be used as an auxiliary language for contact communication if none of these individuals are ready to speak the other language.

The reasoning presented above is valid, but it's also important to remember that language barriers are not the only source of the many conflicts that exist in different parts of the globe today. Not even linguistic disparities are a major source of conflict. Politics, religion, and ethnic differences all demonstrate that monolingualism is not a guarantee of peace. There is minimal connection between language and the ongoing religious conflict in Northern Nigeria. For example, the ongoing efforts in Rwanda to promote reconciliation are an attempt to quell the tensions between Hutus and Tutsis that arose after the 1994 genocide, which was sparked by Habyarimani's death. Other examples

include the ongoing religious killings of Christian Southerners in Sudan by Suni Northern Muslims, and the orthodox Serbs' hostility towards Catholic Croats and Muslim Bosnians who speak Serbo-Croatian.

In addition to giving up their languages, minorities should also give up their political opinions, ethnic identities, faiths, and any other characteristics that identify them as a unique group of people if the case for linguistic abandonment is made for peace. There are many examples of nations that accept individuals who speak diverse languages. German, French, Italian, and Romansh are the four languages spoken in Switzerland, for instance. However, harmony exists. Linguistic tolerance is what multilingual nations need to do to accept individuals who speak different languages. Being multilingual improves cognitive flexibility, creativity, and diverse thinking.

5. CONCLUSION

The globe is now experiencing a wave of economic rationalism. This is a reflection of elite sentiments that are widely held in support of English as a world language. One language that has been incorporated into industrialized economies at the detriment of native tongues is English. Despite their native tongues, developing

countries are following the lead of developed economies and promoting English. The diversity of languages is harmed by such language regulations. According to linguistic seers, unless action is taken to slow down the rate of language loss, up to 90% of the world's languages might vanish in the twenty-first century. Raising awareness of the unique and valuable treasure of human linguistic variation among the majority and minority speech groups is the work at hand. It is necessary to change language policies that marginalize minority languages in favour of ones that preserve and enhance them. An individual's capacity for communication increases as they pick up a second language. His or her first or second language is unaffected in any way by this increased proficiency. When bilingualism is additive, it is advantageous. Subtractive bilingualism jeopardizes linguistic diversity.

On the surface, languages are different from one another in terms of phonology, grammar, and vocabulary. However, there are two types of universals of language that

linguists refer to when they talk about them: statistical or absolute. Universals are whatever is proposed as a required component of the meta-language that we need for characterizing and evaluating languages. They are seen as "absolute." This includes simple concepts like linearization (one sentence coming before another) and complex, contentious concepts like recursive phrase structure. Therefore, "It depends on the meta-language you use!" is the appropriate response to a query on absolute universals. It is difficult to find evidence within linguistics alone to support or refute a certain meta-language since the facts systematically underdetermine meta-languages. As a result, proof is often looked for in terms of how well a certain meta-language satisfies standards for psychological and biological suitability. However, determining this fit is challenging and contentious.

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ROLE OF GENDER STUDIES IN SHAPING INCLUSIVE SOCITIES

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Abstract

The academic discipline of gender studies plays an essential part in the process of creating inclusive communities by combating inequality, encouraging diversity, and working to effect social transformation. Gender studies seeks to identify and fight structural inequalities that are the result of gender-based prejudices. This is accomplished by conducting an in-depth analysis of social structures and norms. It emphasises the lived realities of marginalised genders, including non-binary, transgender, and gender-nonconforming persons, and embraces the concept of intersectionality, which acknowledges the complex nature of identities and their many facets. This inclusive approach helps to cultivate cultures that recognise the value of variety and celebrate the richness of individual experiences. In addition, gender studies work as a catalyst for social change by promoting discourse, posing a challenge to established standards, and arguing for inclusive policies and practises. Education, the cultivation of knowledge and empathy, and the making of well-informed decisions on matters relating to gender are all affected by its influence. Gender studies helps to contribute to the creation of safe and inclusive places by deconstructing preconceptions and prejudices. These spaces allow people of all genders to feel that they are respected and appreciated. In the end, gender studies acts as a cornerstone in the fight to advocate for fair societies, with the goal of building communities based on the ideals of equality, respect, and inclusion for all members of the community.

Keywords: Intersectionality, Social Change, Diversity Advocacy, Inequality Addressing.

1. Introduction

The assorted assumptions that individuals, associations, and networks have of people in light of their sex, as well as the various qualities and thoughts that every development has about orientation, comprise the establishment whereupon orientation jobs are constructed. Orientation jobs are the aftereffect of the associations that occur among individuals and the environmental factors in which they live. These connections furnish people with signs on the sort of ways of behaving that are believed to be reasonable for every orientation. The perspectives that a general public has about the differentiations between the genders act as the reason for figuring out what comprises fitting orientation jobs.

To completely embrace the idea of "orientation jobs," one must initially get to know the expression "gender't." "Gender" is a social term that is frequently mistaken for the expression "sex:' The thoughts of sex and orientation are particular from each other. The fundamental sexual highlights of an individual are utilized to lay out an individual's organic sex character, which is a natural thought. Then again, orientation alludes to the implications, values, and characteristics that individuals append to particular genders. These implications and

values could change from one culture to another. Ann Oakley (1972) was quite possibly the earliest individual in the field of social science to isolate the thoughts of orientation and sex into two unmistakable classifications. As indicated by Oakley, the natural split of sex into male and female is resembled by the social division and esteeming of manliness and gentility. Orientation likewise reflects the natural division of sex into male and female. To put it another way, the idea of orientation is something socially built by individuals, through their associations with each other and the settings in which they live; regardless, unequivocally subject to the natural qualifications exist among guys and females. The possibility of orientation is supposed to be a social development since it is made by individuals inside the setting of social communications. The way that individuals, associations, and networks relegate explicit qualities, situations with, values to people exclusively due to their sex is proof of the social development of orientation. Nonetheless, these attributions vacillate among social orders and societies, and, surprisingly, after some time inside a similar society. This shows that orientation is a socially built idea.

The jobs that people are supposed to play in the public eye in light of the way that they are various genders are alluded to as orientation jobs. Numerous people group in the West have long held the conventional conviction that ladies are more equipped for minding than guys. Thus, as per the traditional comprehension of the ladylike orientation job, ladies are supposed to convey themselves in a way that is maternal. It is feasible for a lady to satisfy the traditional orientation job of a lady via really focusing on her family and working all day inside the house as opposed to looking for work beyond the home. This would fall under the classification of "sustaining." Then again, as indicated by customary originations of orientation jobs, men are supposed to take on initiative obligations. Thusly, as indicated by the traditional comprehension of the manly orientation job, guys ought to assume the occupation of family heads, which incorporates being liable for the family's monetary prosperity and pursuing critical decisions for the family overall. Substitute perspectives on regular thoughts regarding orientation jobs have earned progressively more acknowledgment in the twenty-first hundred years, in spite of the way that these perspectives keep on being predominant in numerous parts of cultural life.

A wide assortment of perspectives on orientation jobs might be tracked down all through a few scholastic fields. As per the environmental perspective on orientation jobs, orientation jobs are created because of the cooperations that happen between individuals, gatherings, and the biological systems wherein they live. In other words, individual people truly do have an impact in the development of orientation jobs; yet, the social and actual environmental factors wherein individuals capability likewise assume a part in this cycle. As per the organic perspective of orientation jobs, ladies have a characteristic liking towards the ladylike orientation job, while guys have a characteristic proclivity towards the manly orientation job. The organic perspective, then again, doesn't contend that one capability is in a general sense more important than another work. The humanistic view on orientation jobs demonstrates that manly and ladylike jobs are learnt, and that they are not really attached to the natural highlights that are related with men and females individually. Sociologists research the numerous implications and values that society credits to the changed orientation jobs that people play in the public arena. Regarding the humanistic methodology, the women's activist perspective on orientation jobs might recommend that, considering that

orientation jobs are learnt, they are likewise fit for being untaught, and that new and particular jobs might be created.

1.1. Research objectives

- Analyze how gender-responsive policies impact socioeconomic development.
- Assess how media representations shape societal views on gender roles.
- Evaluate how intersectional strategies combat gender inequality.
- Examine institutional practices promoting inclusive environments.

2. GENDER AND ECONOMIC GROWTH

There is a developing collection of examination that proposes that orientation equity, as well as being a requirement for maintaining moral principles, likewise has huge repercussions for the extension of the economy. For example, there is a relationship between's orientation uniformity and a country's Gross domestic product per capita that is in an ideal course. Inequality between the genders as far as financial contribution decreases the pool of accessible ability in the work market. This thus could bring about a less compelling dispersion of assets, which thusly prompts more slow Gross domestic product improvement. The empowerment of

women and the promotion of gender equality are both important factors for economic growth. Better development outcomes are achieved with higher levels of economic efficiency and productivity that contribute to economic expansion. In addition, raising the economic and social standing of mothers may have a positive impact on the overall growth and development of their children, both in absolute and relative terms.

While it's becoming more obvious that gender equality would be beneficial, the negative effects of persistent inequality are also becoming more apparent. As per gauges given by Cuberes and Teignier (2016), the drawn out pay misfortune that outcomes from the underutilized financial capability of ladies runs somewhere in the range of 10% in Europe and Focal Asia to 38 percent in the Center East and North Africa. As per the Association for Monetary Collaboration and Improvement (OECD), a superior instructive fulfillment, especially attributable to more significant levels of training among females, contributed for around half of the financial improvement in nations that were essential for the OECD during the most recent 50 years. This was eminently evident in countries that had more significant levels of schooling in general. Moreover, a more prominent workforce support rate among

ladies in Nordic countries represents 10-20 percent of the yearly typical ascent in Gross domestic product per capita throughout the span of the first 40-50 years.

The decrease of orientation differences might affect different angles that are helpful for more prominent and more reasonable monetary advancement also, like the solidness of the macroeconomic and monetary frameworks and the diversity of the financial scene. For example, the decrease in the working-age populace and creation in maturing nations may be diminished by approaches empowering ladies to remain in, reemerge, and connect all the more effectively in the labor force. This would encourage women to participate more actively in the workforce. Estimates imply that if women in Japan participated in the labour force at the same rate as they do in the other nations that make up the G7 (with the exception of Italy), Japan's GDP per capita would be roughly 4 percent higher permanently than it would be if no policy changes were made. Another illustration demonstrates that gender inequality has a large and negative influence on export diversification in low-income and developing nations. This is due to the fact that gender inequality may restrict the amount of human capital, which in turn leads to an inefficient distribution of

resources. In conclusion, a number of studies imply that a larger participation of women in leadership roles within the banking industry may be related with improved financial stability. This association may be due, among other things, to the increased diversity that exists within executive positions.

2.1. Understanding the Reasons Behind Gender Gaps

There are steady orientation disparities in an expansive assortment of spaces, including yet not restricted to wellbeing, schooling, business, and work markets, as well as portrayal in administration jobs, political navigation, and the improvement of strategy.

There are a few unique pointers that might be utilized to measure the orientation hole. One of them is the Worldwide Orientation Hole File that was created by the World Financial Gathering (WEF). This file centers around four essential regions: (I) financial commitment and opportunity; (ii) instructive accomplishment; (iii) wellbeing and endurance; and (iv) political strengthening. As per the list that was created for the 2020 report, ladies have now arrived at equality with men on a worldwide scale to the degree of 68%. At the end of the day, the orientation hole on an overall scale is currently at 32%. The

orientation hole is at its tightest with regards to wellbeing and endurance, as well as instructive accomplishment; yet, there is critical difference across areas and countries. As a general rule, in any case, the orientation hole is the least in these classes. Orientation variations in wellbeing keep on existing across countries in East Asia and Pacific and MENA (albeit in East Asia this will in general mirror a greater hole in China), though orientation disparities in training have almost been killed across practically all regions with the exception of Sub-Saharan Africa. Despite this, there are still significant gender differences in terms of economic opportunity and political empowerment all across the globe.

3. CRITICAL ANALYSIS OF GENDER NORMS AND STEREOTYPES

As demonstrated by the consideration of orientation balance as an objective by its own doing under the Unified Countries' Maintainable Improvement Objectives, orientation is a social component that is for the most part seen as significantly affecting a singular's wellbeing. Considering this, energy is arising around the need to take part in orientation groundbreaking projects and tasks intended to defy negative power and orientation imbalances. This is with regards to the rising comprehension

that 'restrictive orientation standards impede wellbeing and cutoff life choices for everybody'.

The objective of orientation groundbreaking projects and mediations is to lead a top to bottom examination of orientation related standards and assumptions and to raise the quantity of mentalities and activities that are orientation evenhanded. Oftentimes, these projects and intercessions put an accentuation on manliness. Gupta recognizes them as one of five procedures that are a piece of a continuum that points cultural change by means of drives to address orientation (specifically orientation based power lopsided characteristics), savagery counteraction, and sexual and regenerative wellbeing privileges. They are one of the methodologies that are important for the continuum. In the request displayed over, the strategies are as per the following: advancing destructive orientation (and sexuality) generalizations; being impartial; being orientation delicate; being orientation changing; and being orientation engaging. Arising information about the adequacy of orientation extraordinary medicines alludes to the meaning of projects that challenge the orientation twofold and related standards instead of simply zeroing in on specific ways of

behaving or mentalities. This is rather than the conventional methodology of orientation extraordinary intercessions, which will generally zero in solely on individual ways of behaving or mentalities. This perception is to some extent got from a rising consciousness of the need to defy old fashioned and hurtful gendered generalizations and shows to energize social and social change in association with this issue. In particular, this information is gotten from the way that there is a developing acknowledgment of the need to resolve the issue. Notwithstanding this accentuation on orientation groundbreaking mediations, there has been a developing interest for the cooperation of men and young men in endeavors to accomplish orientation fairness in the limit as partners, yet in addition as members, colleagues, and problem solvers.

While breaking down the issue of orientation inequality, it is crucial to think about the fundamental causes that make it feasible for sex-based errors in admittance to assets, power, and potential chances to be kept up with and to keep on being rehashed over the long run. The essential inspiring elements might be named by the same token "primary and foundational" or "social standards and gendered generalizations." Both of these categories are applicable to a great extent. Concerning

the structural and systemic drivers, a substantial amount of study and labour has been carried out, and this effort is still ongoing. According to this point of view, the efforts that have been made to redress inequities have concentrated on areas in which society institutions exercise influence over the rights and access of women. One (among many) examples is the paid workforce and the efforts that have been made to remedy uneven gender representation via policies and practises around recruiting and retention through strategies such as flexible working arrangements and promotion.

- **Deconstruction of Stereotypes:** The field of gender studies conducts critical analysis of cultural norms and stereotypes, with the goal of rethinking conventional notions of gender roles and expectations. They illustrate how preconceptions restrict chances and perpetuate inequality by challenging the constructions themselves, which brings up the issue.
- **Promoting Fluidity and Diversity:** Gender studies encourage a more flexible and varied view of gender via the dissemination of research findings

and educational information. Beyond the confines of the old binary paradigm, this openness recognises and respects the whole range of identities.

4. ADVOCACY AND POLICY DEVELOPMENT FOR GENDER EQUALITY

Gender studies-driven advocacy and policy creation provide a multipronged strategy for eradicating structural gender disparities and promoting inclusive communities. Fundamentally, gender studies examine social processes in great detail, using thorough investigation and in-depth analysis to reveal the intricate and multifaceted nature of gender differences. This includes gathering copious amounts of data in order to pinpoint and emphasise disparities in a range of areas, including political representation, employment, healthcare, and education.

Equipped with factual data, gender research serves as a catalyst for many advocacy endeavours. These programmes include broad awareness efforts that aim to dispel ingrained cultural prejudices and preconceptions. By means of participatory workshops, conversations, and grassroots programmes, they enable communities and cultivate a shared knowledge and resolve to confront prejudice based on gender.

Utilising a variety of media outlets also becomes essential. Gender studies fight against damaging representations that reinforce gender prejudices by promoting truthful and inclusive depiction in media narratives. In addition, they use strategic communication to spread knowledge, highlight achievements, and encourage cultural changes that advance gender equality.

Gender studies have an effect on how policies are developed. Drawing on their research results and analysis, they provide policymakers with detailed policy recommendations. Legislative changes that protect the rights of all genders are encouraged by these suggestions, which address important issues including equal pay, anti-discrimination laws, reproductive rights, and ending gender-based violence.

Furthermore, gender studies advocate for the adoption of inclusive practises and policies across a range of industries, which has an impact on institutional changes. Working together and establishing connections with international organisations, NGOs, local groups, and government entities are all part of this. Gender studies promotes group initiatives to advance gender equality via alliances and partnerships.

This approach requires ongoing monitoring and assessment. Gender studies include continuous effect evaluations and data trend monitoring to track advancements and pinpoint areas that need further support. This methodical approach guarantees that advocacy campaigns and policies are responsive, successful, and in line with the objective of building a more equitable society in which all genders have equal access to opportunities and rights.

- **Policy Influence:** Studies of gender are used to guide the creation of policies that try to achieve equality between the sexes in a variety of spheres, including politics, education, work, and healthcare. They advocate for improvements that will address prejudices that are embedded in systems and promote inclusion.
- **Empowerment through Advocacy:** Gender studies enable people and communities to fight for their rights and contribute to a more equitable society by amplifying the views and experiences of underrepresented groups that have been historically marginalised.

❖ Education and Research

The field of study known as gender studies is an academic field that investigates the complexity of gender identity, roles, and

the social structures that surround them. They uncover patterns of prejudice, biases, and inequities that are pervasive throughout civilizations by conducting in-depth study into the topic. This study provides the foundation for understanding the complexities of gender dynamics, which is necessary for the subsequent development of policies and interventions designed to promote inclusion.

❖ Policy Advocacy and Development

The influence that gender studies have had on the creation of new policies is one of their most important contributions. Gender studies, which are informed by the results of research, give insights and suggestions to policymakers in order to assist them in the creation of laws and policies that promote gender equality. These policies address a wide range of issues, including reproductive rights, anti-discrimination legislation, equal pay, and access to education and healthcare. They promote institutional shifts that encourage inclusiveness and the elimination of obstacles that prevent equitable access to opportunities.

❖ Empowerment and Representation

The field of gender studies amplifies the perspectives and experiences of underrepresented genders in order to advocate for the recognition of their rights and participation in the decision-making process. They hope that by fostering inclusion in leadership positions and governance structures, they would be able to establish situations in which varied points of view are appreciated, which will in turn enable people to actively contribute to the growth of society.

❖ **Cultural and Social Impact**

The fundamental purpose of the field of gender studies is to question preconceived notions as well as established social standards. They pave the path for more inclusive social standards that transcend old gender boundaries by critically evaluating the expectations and preconceptions of society. This all-inclusive approach helps to cultivate a culture of tolerance and understanding for the many different gender identities that exist, while also combating harmful practises and supporting equality.

❖ **Creating Safe Spaces and Awareness**

A important component of gender studies is the promotion of inclusive environments that are free from all forms of

discrimination and harassment. They foster understanding and empathy among people and communities by starting conversations, awareness campaigns, and educational programmes that aim to challenge stereotypes, develop consciousness about gender-related problems, and create knowledge about gender-related issues.

❖ **Intersectionality and Diversity**

Orientation review have embraced the idea of intersectionality, which perceives the manners by which orientation collaborates with different characters, like race, identity, class, sexual direction, and capacity. This method enables a full awareness of a wide variety of identities and experiences, which contributes to the development of policies and activities that are more inclusive.

❖ **Economic Impact and Growth**

Gender studies contribute to the development of multiple points of view, which is beneficial to inclusive communities. They contribute to economic development and stability, which in turn helps to build a more cohesive and affluent society. This is accomplished by ensuring that people of all genders have equal access to resources and opportunities.

In conclusion, gender studies act as a catalyst for the development of society by questioning established norms, promoting

new policies, promoting inclusion, empowering individuals, rewriting cultural narratives, and creating settings in which people of all genders are respected, valued, and included.

5. CONCLUSION AND RECOMMENDATIONS

Gender studies play a crucial role in understanding and addressing gender disparities, which are linked to economic growth and socioeconomic development. Studies show a positive association between gender parity and per capita GDP, with gender equality enhancing productivity and positively impacting development outcomes. However, persistent gender inequality can lead to long-term income losses due to underutilization of women's economic potential. Addressing these disparities positively impacts economic growth and stability, as seen in studies linking women's education, labor force participation, and

leadership roles to GDP growth and financial stability. Critical analysis of gender norms and stereotypes is essential in challenging societal constructs that perpetuate inequalities. Gender studies play a fundamental role in deconstructing stereotypes and advocating for more diverse understandings of gender, promoting inclusivity and respect for diverse identities. Advocacy and policy development driven by gender studies are crucial components in dismantling systemic gender inequalities. Through evidence-based recommendations and partnerships, gender studies influence policy reforms that safeguard equal rights and opportunities, fostering a more equitable society. In conclusion, collective efforts of gender studies in advocating for inclusive policies, challenging stereotypes, empowering marginalized voices, and promoting gender equality have far-reaching impacts.

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INFLUENCE OF ANCIENT GREEK PHILOSOPHY ON CONTEMPORARY THOUGHT

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Abstract

The paper examines the significant impact of classical Greek philosophy on modern ideas in a variety of fields, including politics, science, education, ethics, and science. The study explores the long-lasting influence of major philosophers, namely Socrates, Plato, and Aristotle, on political ideologies, education, religion, and critical thinking. The presentation emphasizes the continued significance of ancient Greek philosophy in forming the cornerstones of Western culture and intellect via a thorough examination of particular philosophical ideas and their application in contemporary circumstances.

Keywords: Ancient Greek philosophy, Socrates, Plato, Aristotle, critical thinking, Socratic method, education, ethics, political theory, metaphysics, modern thought, influence, religion.

1. INTRODUCTION

It is arguable that the philosophy of the ancient Greeks has had the most influence on contemporary thinking, especially on Western civilization. It first appeared in the

sixth century BC, and much of the Roman Empire's exploration of it took place in Ancient Greece. It included a wide range of topics, including as biology, astronomy, mathematics, rhetoric, philosophy, and

ethics. Socrates, Plato, and Aristotle are the three most influential ancient thinkers on modern thought.

The fields of politics, science, and the arts all benefited greatly from their efforts. They pioneered the method of making inferences about the nature of the cosmos based on logical examination of the natural world. Greek philosophers diverged from the prevailing legendary paradigm by integrating ideas from other disciplines, such as philosophy, science, art, and politics. The pre-Socratic, Socratic, and Hellenistic schools of Ancient Greek philosophy have all had an impact on Western and Eastern philosophies today due to their emphasis on logic, reason, and empirical study.

The contributions of the ancestors have had a significant influence on humanity's current state of progress. Regarding Ancient Greece, a multitude of findings and hypotheses provide compelling evidence for the enduring influence of the forerunners in philosophy. The Ancient Greeks are responsible for many of the fundamental disciplines that the present generations take for granted, such as physics, political science, economics, mathematics, and epistemology.

The ideas and techniques of knowledge analysis that the ancient philosophers

explored and used are now applied in academic domains and provide a strong foundation for the advancement of ideas. This essay will highlight the contributions made by numerous Ancient Greek philosophers to modernity, such as Socrates, Plato, and Aristotle.

2. SOCRATES' IMPACT ON MODERN PHILOSOPHY

Socrates, a famous figure in Ancient Greek philosophy, is often credited with laying the theoretical groundwork for the present framework of thoughtfully seeing the world and describing the processes taking place in it. It is believed that he was one of the first Greek intellectuals whose writings are being studied and taught today. There are no known written writings by this philosopher that have come down to us in the modern day, but Plato was able to communicate his ideas and thoughts in the accounts that he made (Rutherford 1). In spite of the limited resources at his disposal, the concepts that he introduced into the realm of philosophy continue to be significant even to this day.

Socrates said that in order to fully comprehend anything, it was necessary to challenge it from a variety of perspectives. An attitude like this, which involves challenging all of the arguments and attempting to acquire solutions, established

the groundwork for modern critical thinking (Rutherford 3-4).

This concept is further upon in the Socratic Method, which finds widespread use in current academic circles across a variety of scientific subfields. This approach is outlined in the framework of Socratic questioning, and it is comprised of a total of six fundamental categories of inquiries. Clarification, assumption, viewpoint, reason/evidence, consequence, and meta-questions are all examples of the sorts of questions that fall under this category (Rutherford 3-5). In the process of looking for an answer to one of the questions on this list, a person can stumble onto the essential answers to authenticate the information they possess.

These questions are essential to the development of one's critical thinking skills when seen from a contemporary viewpoint. According to Rutherford's presentation, modern philosophers work to provide an interpretation of the fundamentals of the Socratic Method so that it may be applied to modern life (6). By calling into question the logic, the evidence, and the proofs of everything, one may arrive at conclusions that are founded only on pure knowledge after getting the answers. This kind of thinking serves as the basis for modern legal theory, ethical

theory, educational philosophy, and political theory. It marked the birth of skepticism as a school of thought within the discipline of epistemology. Because of this, it is impossible to overstate the influence that Socrates has had on contemporary philosophy. Not only have his ideas endured the test of time, but they have also been reimagined as fresh concepts that are pertinent to an individual living in the modern day.

3. PLATO'S IMPACT ON MODERN PHILOSOPHICAL DISCOURSE

Another Ancient Greek thinker who had an impact on both philosophy and science was Plato. A substantial amount of this philosopher's writings has been preserved for posterity till the present day and continues to have an impact on how people think about scientific topics. Plato is credited for introducing the bulk of the concepts that later served as a reliable framework for the development of ethics, science, and politics. According to Gilje and Skirbekk, his most well-known book, which bears the title "The Republic," is focused on describing a utopian state that, in Plato's perspective, couldn't be democratic. However, modern Western culture has moved beyond the thinker's specific thoughts articulated in this tractate,

a significant number of Plato's concepts find their way in modern life.

Plato's presentation of a theory of concepts and knowing that later became known as epistemology was an important step in the development of the field. According to his theory, individuals are unable to acquire actual knowledge about a single notion because they see the world via a convoluted network of interconnected ideas and the meanings that they ascribe to them (Gilje and Skirbekk 53). Therefore, the only way that any concepts could be comprehended was using the use of prior knowledge or critical thinking when confronted with discrepancies between how something seems and how it really is (Rutherford, pp. 2-3) The philosopher's theories were grounded on a dualistic worldview and could be seen reflected in a variety of approaches to the many areas of knowledge that Plato examined.

Plato was successful in broadening the scope of ethics, epistemology, and political science to the extent that contemporary mankind recognizes these disciplines today thanks to the theory of ideas and knowledge. The fact that concepts and knowledge have a dualistic character is what gave rise to the conceptual oppositions that are important at the moment. These include "problems of

relativism and absolutism, problems of right and might, problems of egoism and altruism, problems of the individual and society, and problems of reason and feelings" (Gilje & Skirbekk 38).

Returning to "The Republic" as Plato's primary work, the application of the philosopher's theory to the previously stated ethical-political was a counter-argument that called into doubt the concept of a universal political order. The application of such a style of thinking as well as traditional approaches to politics and ethics has a place in the discourse of the present day. Overall, the enormous attention that Plato dedicated to education and the important role that philosophers play as leaders in any community, he said, made it possible for philosophy to develop as an academic subject over time.

4. ANCIENT PHILOSOPHERS' CONTRIBUTIONS TO MODERN THOUGHT

There is no denying the evident and understandable similarities between modern philosophy and ancient Greek philosophy. But with the early Greeks, disciplines like philosophy, science, and religion were integrated into one worldview, which is how one would characterize their perspective of the world today (Knierim 1).

The ancient Greek philosophers continue to have an impact on contemporary thinking, even if this is no longer the case. These philosophers include Thales (c. 624-546 BC), who's idea of straight angles laid the foundation for modern logical science. As to Thales' statement, "a triangle with an inscribed semicircle has a right angle" (Knierim 3).

Despite its apparent simplicity and directness, this insight still has relevance for mathematicians in the twenty-first century, particularly in the field of geometry. In several fields, deductive reasoning is still used to generate precise and well-reasoned prepositions. That all substances may be reduced to a small number of components was, in fact, proposed during Thales' time.

Religion is another major field in which Greek philosophers have had a significant impact on contemporary thinking, particularly with regard to the understanding and significance of the human soul.

Thales is credited with originating the idea of the human soul. According to him, a soul could be found in any type of substance that could move on its own (Guthrie 103). The creators of the idea of atoms, Leucippus and Democritus, believed that the soul is composed of very mobile,

spherical components. Other ancient thinkers believed that liquid or gaseous substances comprised the soul.

Even with their shortcomings, these ancient thinkers' efforts to describe the human soul opened the door for more modern and spiritual answers to be put forward. For example, Plato said that the soul was more essential than the body, disregarding the fact that a person's soul is their most essential part (Barnes 23). The philosopher's view of the soul had a great influence on early Christian theologians and still has an impact on Christians today.

Among the most well-known thinkers in history, Aristotle, left intellectual contributions that have greatly influenced many aspects of contemporary life, including education

Aristotle was the one who first proposed that information obtained by the senses is always incomplete and tainted and that "true knowledge" can only be attained by the contemplative spirit that turns its back on worldly happenings. "All forms of education are explicitly or implicitly directed towards a human ideal," according to the philosopher (UNESCO 2) Aristotle went on to assume that if man's ultimate goal is to realize himself, then education is the only path to full self-realization.

Furthermore, the philosopher believed that while people have clear innate qualities, they can only learn the art of being fully human by education. Analysts claim that the importance of this educational paradigm in contemporary thinking has not diminished (UNESCO 9). Indeed, educational practises and policies have been influenced by his insights throughout history.

"...in the modern world, Pythagoras is the foremost famous of the early Greek philosophers," claims Long (66). Many of the theorem's offspring have been produced to address problems facing the contemporary world, and his contributions to the field of mathematics are still heavily used in our educational institutions today.

Despite not having developed the Pythagorean Theorem, the philosopher is acknowledged for having proved and popularized it, particularly among the Greek community (Knierim 7). Even though Pythagoras' hypothesis gained widespread popularity several millennia ago, he remains one of the greatest thinkers of ancient Greece, and his theorem is often mentioned as the foundation of mathematics in western civilization. All

throughout the globe, schools are now teaching this notion.

Once again, the foundational ideas of philosophy that are taught in our educational institutions today were developed by the ancient Greek philosophers. The aforementioned aspects, which include materialism, idealism, metaphysics, empiricism, rationalism, ethics, and epistemology, are still relevant in contemporary thinking, particularly when considering social and political contexts (Boerepara. 12). Even though it originated with the ancient Greek philosophers, the philosophical issue of what the universe is comprised of still troubles thinkers today.

In a similar spirit, these epistemological questions about the nature of reality and unreality, good and evil, and true and false, among others, were posed by the same ancient Greek philosophers. The course of modern life is still determined by these ideas, particularly in terms of social, political, and religious perspectives. In order to strengthen students' ability to critically analyse complicated problems, the ideas are being taught at universities throughout the world today (Barnes 48).

Leucippus of Miletus and Democritus of Abdera are two ancient philosophers who are credited with helping to develop

modern atomic theory, which is very important to the study of physics (Guthrie 57). These thinkers presented the theory that atoms—tiny, inseparable particles—make up all matter.

In addition, the philosophers believed that atoms were completely solid, devoid of any internal structure, and capable of an infinite variety of forms and sizes in addition to being too tiny to be seen, altered, or destroyed (Infopleasepara. 2). Given that these ideas have been substantially refined and updated and are still widely used in the twenty-first century, it is only reasonable to provide credit to the ancient Greek thinkers.

The ancient Greek philosophers showed us how to integrate into society, ponder on man's role in the universe, and appreciate the beauty of the natural world without turning it into a collection of stuff, according to Gadamer & Palmer (267). According to this assertion, the world would not have been the same if the Greek philosophers had not established the framework for offering solutions and justifications for the many problems and experiences plaguing humanity.

Stated differently, the goals and ambitions of today may be promoted by means of the foundation established by the ancient Greek thinkers. Because important current

conceptions, information, and perspectives have been constructed upon the knowledge and conceptualizations obtained from these great men, the ancient Greek philosophers may therefore be equally attributed with determining the path of modern civilization (Gadamer & Palmer 268).

4.1. Ancient Greek Philosophy Impact on Education

Aristotle's ideas are still relevant today in a number of fields. The conceptual framework for genuine knowledge acquisition was created by the thinker. In that way, he taught us that true understanding can be gained only via introspection that ignores external happenings (Adamson 65). He maintained that humans often get tainted and unclear information via their senses. According to him, all modes of education should strive to help students reach a common objective. Aristotle argues that education is the most effective tool for helping individuals solve fundamental problems and reach their full potential (Heinaman 52).

These concepts are used in the educational system of today, where the goals of instruction include building moral fibre, guiding them to an understanding of who they are, and helping humanity reach its full potential. In addition, the philosopher emphasized that while humans are born

with some capacities, only education can make them fully human (Adamson 72). Numerous nations base their educational practises and policies on Aristotle's notion of education.

The Pythagorean Theorem, which is still commonly used in mathematics today, was made famous by Pythagoras. Numerous historians claim that it is the one who introduced mathematics as a subject to the West (Rooney 43). It is taught in schools all across the globe as a fundamental mathematical idea. Furthermore, other scholars have used this theory to develop additional hypotheses that facilitate the comprehension and solving a wide range of difficulties facing modern society. Higher education may be traced back to 385 BCE, when Aristotle opened the first school.

Many of the fundamental concepts developed by Greek philosophers are still taught in modern classrooms. Some examples of these schools of thought are materialism, rationalism, idealism, metaphysics, empiricism, and ethics (Rooney 46). The political and social theories of today are influenced by these ideas. Greek philosophy served as the basis for the metaphysical dispute over the universe's genesis and God's existence (Heinaman 78).

Nonetheless, modern philosophers and intellectuals continue to argue about it and search for answers. Questions of good and evil, right and wrong, and true and false were central to the Greek philosophers' attempts to make sense of the universe (Adamson 58). Especially in the fields of politics, sociology, and religion, these concepts continue to shape modern perspectives. Many secondary and tertiary educational institutions include them into their curricula to help students better comprehend and address challenging issues.

In their development of the concept of atoms, Democritus of Abdera and Leucippus of Miletus postulated that the soul was made up of indestructible, spherical particles (Rooney 57). They suggested the theory that all matter is made up of inseparable microscopic particles. The majority of current atomic science research and achievements are based on this concept. The two thinkers are regarded as the founding figures of contemporary atomic theory.

According to some philosophers, atoms are minuscule particles that are fully solid and incapable of being seen or destroyed (Rooney 58). They have no interior structure and came in a variety of sizes and forms. In the contemporary world,

scientists and researchers have refined and expanded upon these principles. On the other hand, Greek philosophers produced revolutionary theories and concepts that still have an impact on a number of societal sectors today.

It is said that Socrates established philosophy as a crucial field of study for defining ethics and challenging social norms. His way of thinking was based mostly on the skill of questioning. The ideas and thoughts of people were fundamental to his teachings. His approach to research was asking a series of queries that revealed people's values and views (Rooney 59). The area of education is where Socrates has had the largest impact on contemporary ideas.

Teachers often use the Socratic Method to assist students in coming to their own conclusions without explicitly stating the point being made (Adamson 87). This kind of instruction lets students explore and think for themselves. This approach promotes deeper comprehension and the essential logical thinking, particularly in research.

4.2. Ancient Greek Philosophy Impact on Religion

According to historians, spiritual conceptions that shaped the formation of

Christianity were not directly derived from Greek philosophy. Nonetheless, its impact is clear in the frameworks used in Christian teaching and discussion, as well as in grasping the meaning of the Bible. Paul and John, two early Christians, are only two examples taught their beliefs with specific intellectual techniques. The use of ancient Greek intellectual techniques aids in a deeper understanding of Christian theology.

It is common to see how Greek philosophy influenced contemporary religion. Without the discoveries made by Greek philosophers, it would not be able to comprehend, interpret, and comprehend the significance of the human soul in the modern day (Gibson 43). The idea of the human soul was first put out by Thales of Miletus and then elaborated upon by Plato. He maintained that people's aspirations and their desire to realize them sprang from the appetitive component (Heinaman 86).

These arguments were flawed in a number of ways. Better conceptions were, however, made possible by the efforts of ancient philosophers to comprehend the cosmos and explain its manifestations. Aristotle contended that due to its supremacy over the body, the human soul was the most essential part of a person, according to Gibson (51). Many

contemporary Christian theologians, who hold that a person's soul is their most essential part, were inspired by this argument.

The main influence on the formation of Christianity was the infusion of Platonian and Stoic ideas into its theology and ethics. Modern religion is based on ideas like God's compassion, omnipotence, and omniscience that emerged from the synthesis of Christian doctrine with Platonic and Aristotelian doctrines (Gibson 60). For theists, God is an endless being, and this idea is based on Plato's Theory of Forms.

According to this idea, all that exists in the physical world is just a shadow of a perfect form that was eventually theorized to be God (Gibson 63). The Greek philosophers who ascribed to God limitless attributes like strength, wisdom, kindness, and love are the ones who gave the Hellenic Christians their conception of God, which they then took for their own purposes (Rooney 98). He was unchangeable and changeless because of His infinite essence. The foundation of modern religion is the conviction that God is an infinite, perfect entity who is also omnipotent, omnipresent, and omniscient (Gibson 65). Greek philosophical tenets influenced the creation of the several theologies and

creeds that churches now teach in the contemporary Christian world.

4.3. Ancient Greek Philosophy Influence on Politics

Political philosophy has a long history that begins with Plato. The city-states that comprised the Greek political system used a variety of political structures, which Plato categorized as tyranny, democracy, oligarchy, monarchy, and timocracy (Rooney 101). The views of ancient philosophers have contributed to the creation of democratic governments in contemporary society. The writings of Aristotle (*Politics* and *Nicomachean Ethics*) and Plato (*Republic*) include political views still in use today. Equal rights, political fairness, and other concepts were given extensive consideration by Greek thinkers.

In modern politics, concepts from Plato's three dialogues—the *Republic*, the *Laws*, and *The Statesman*—are utilised to illustrate political ideals. Justice, order, good administration, and equality remain, as they were in ancient Greece, hotly debated themes in both social and political contexts (Rooney 112). According to Plato, a thriving community is characterised by four key elements: knowledge, bravery, justice, and moderation. For a person to lead effectively, Plato said that the soul

must abstain from demeaning vices like desire and avarice (Rooney 75).

Because of people's engagement in corruption, which is based on avarice for riches and power, corruption is pervasive. Leaders are warned against corruption because it weakens society and jeopardizes progress and good leadership. To ensure that everyone receives justice, fairness must be spread. Three fundamental concepts that guide political thinking in today's society are equality, justice, and freedom (Rooney 85).

All civilizations strive to establish societies and administrations that uphold these principles. Modern liberal democracies are based on the principles of equality, freedom, and the rule of law. The philosopher felt that communities might address pervasive problems like corruption, immorality, and factionalism provided they acquired a certain corpus of knowledge. Promotion of justice and fairness, adherence to the rule of law, a well-balanced constitution, and the ability to put that knowledge into practice are all fundamental values among the ideas from Plato that are still relevant in modern political events.

5. CONCLUSION

A comprehensive review of contemporary ideas reveals that the evolution of certain fields as well as people's lives was greatly influenced by ancient Greek philosophy. In order to explain the creation of the cosmos and its many manifestations, ancient philosophers synthesized knowledge from the fields of arts, science, ethics, and logic. The advancement of several contemporary societies may be attributed to the works of ancient Greek philosophers including Thales, Aristotle, Socrates, and Plato. Ideas from ancient philosophy are applied to politics, education, sociology, and religion. Ancient Greek philosophy developed as a shift from mythical beliefs to reason and investigation.

Socrates, Plato, and Aristotle were among the great thinkers who influenced contemporary philosophy. Aristotle's writings are credited with helping to establish contemporary political philosophy as well as universities. Plato espoused the creation of a fair and wise political community governed by bravery, moderation, knowledge, and justice. These ideas are the cornerstones that direct the success of society, governments, and countries.

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CULTIVATING CONTENTMENT: A MINDFUL EXPLORATION OF CONSUMPTION HABITS AMONG HIGHER EDUCATION STUDENTS

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Abstract

This study includes two that were carried out with students in Maharashtra, India's higher education system. A positive link between mindfulness and the frequency of mindfulness meditation was found in the first screener study. Utilizing treatment and control gatherings, the subsequent review developed this by involving a distinction in-contrasts exploratory plan. Pre-and post-treatment studies were finished by the two gatherings to investigate the connection between life fulfillment, mindful consumption, and mindfulness. The motivation behind this examination is to analyze the connection between generally speaking life joy and the development of mindfulness in day to day living, explicitly comparable to consumption designs, inside the dynamic and continually associated climate of Maharashtra. To research the impact of mindful practices on the prosperity of Maharashtra's higher education students, the review consolidates subjective and quantitative systems. The results provide insightful information with practical implications for the classroom.

Keywords: *Cultivating, Contentment, Mindful, Consumption Habits, Higher Education, Students*

1.INTRODUCTION

Students struggle with the confluence of social dynamics, academic demands, and the pervasive impact of contemporary consumerism in the fast-paced world of higher education. The growing speed of life makes it more important than ever to cultivate mindfulness, which has led to research into the potential effects of such practices on college students' lives. The goal of this research, "Cultivating Contentment: A Mindful Exploration of Consumption Habits Among Higher Education Students," is to examine how consumption habits, general life satisfaction, and mindfulness interact. This research, which is grounded in the

understanding that students' everyday consumption choices have a significant impact on their well-being, takes place in the distinctive and diverse environment of higher education institutions. The idea of mindfulness, which is frequently connected to acceptance of oneself without judgement and present-moment awareness, has drawn interest because it may improve mental health and general quality of life. Understanding the relationship between mindfulness and consumption patterns is especially important for academics, as they navigate a world of ever-increasing technology, ubiquitous advertising, and continual information overload. The purpose of this research is to provide light on the possible transforming impacts of mindfulness within the particular context of consumption patterns, providing knowledge that can guide both theoretical discussions and real-world interventions.

As the study progresses, it will do so with an emphasis on Maharashtra, India's higher education system. The study is enhanced by the distinct cultural, sociological, and economic intricacies of this area, which acknowledge that the contextual factors present in this ever-changing environment are likely to have an impact on the impact of mindfulness on consumption habits. By focusing primarily on Maharashtra's higher education students, we hope to produce results that are relevant to the academic community at large as well as give useful applications and suggestions catered to the unique requirements and difficulties that these students confront. This study aims to further the ongoing conversation on mindfulness in higher education by shedding light on the possibility of fostering contentment through thoughtful examination of consumption patterns.

1.1 Background and Context

As higher education students traverse the complex landscape of academic pressures, social expectations, and personal aspirations, consumer culture has become firmly engrained in their way of life. The continual exposure to marketing messages, peer pressure, and societal expectations that support a culture of materialism and consumption demonstrate the prevalence of consumerism in this group. As students make the transition to a higher education, they frequently discover that they are enmeshed in a consumer-driven society where obtaining material belongings is frequently seen as the key to success and fulfilment.

The significant influence that consuming patterns can have on college students' general wellbeing and mental health has come to light more and more in recent years. Students who are under pressure to fulfil their academic commitments, maintain a particular lifestyle, and

conform to society expectations may experience stress, anxiety, and feelings of inadequacy. It is in this environment that examining consumption patterns becomes very crucial. It is not only an intellectual exercise to comprehend how students interact with and react to consumer culture; rather, it is a critical investigation into the elements that impact their psychological and emotional wellbeing.

The relationship that exists between spending patterns and mental health emphasizes the necessity of approaching the problems that consumer society presents with awareness. A promising approach to developing satisfaction is mindfulness, which places a strong emphasis on present-moment awareness and accepting oneself without passing judgement. In order to counteract the detrimental impacts of consumerism, mindfulness can be a transforming force by assisting people in thinking more deeply about their beliefs, their spending decisions, and the reasons behind them. Higher education students can make deliberate decisions that are in line with their genuine needs and goals when they adopt a thoughtful approach to consuming. This leads to a sense of pleasure and fulfilment that goes beyond the transient satisfaction that comes with material goods.

1.2 Rationale for the Study

This study's justification is rooted in a profound worry regarding the possible harm that consumerism could do to college students' overall wellbeing. Students who are exposed to consumer culture, which is marked by constant materialism and the desire for stuff, have been found to have higher levels of stress, anxiety, and lower levels of general wellbeing. Peer pressure combined with the relentless assault of cultural norms frequently forces students to adopt purchasing habits that may not be in line with their true needs and ideals. Inadequacy can be exacerbated by the pressure to live up to these expectations, which can lead to a vicious cycle of unhappiness and mental health issues.

Students in higher education have their buying habits largely shaped by societal norms. The criteria for success and pleasure are established by the dominant norms and values of a particular culture, and they are frequently linked to material accomplishments. In an effort to live up to these expectations, students may indulge in conspicuous spending, buying things more for social affirmation than for actual need. Students' perceptions of their spending choices as a type of social currency are further amplified by peer influences. Deciphering the complicated interplay between peer pressures and society expectations is essential to

unravelling the intricate web of factors that shape the consumption patterns of college students.

2. OBJECTIVES

- To Examine the relationship between frequency of meditation and awareness.
- To Examine the effects on mindful consumption and life happiness.
- To Offer useful advice for classroom management and the welfare of your students.

2. REVIEW OF LITREATURE

The integration of positive psychology interventions and sustainable teaching in schools is the main emphasis of Alam's work from 2022. By using an innovative pedagogy and curriculum, the study hopes to contribute to the accomplishment of sustainable happiness and well-being. The paper effectively combines ideas from positive psychology and sustainable education, offering insightful information about how these two domains may be combined to improve education. The significance of developing a whole educational experience that promotes both sustained happiness and academic success is emphasised in Alam's work.

The proposal in this article by Alam and Mohanty (2023) to create a course on "Happiness Engineering" for Indian schools broadens the idea of a sustainable happiness curriculum. The authors provide a well-organized instructional framework that can be used to incorporate this cutting-edge subject into the curriculum. The work stands out for taking a pragmatic approach to curriculum design, with the goal of giving students the skills they need to prioritise their well-being while managing life's complexity. The study adds to the body of knowledge on curriculum development with a particular emphasis on sustainability and happiness in the context of Indian education.

The benefits of a mindfulness programme for college students are investigated in Altinyelken's (2023) study, which focuses on the program's effects on interpersonal and intrapersonal interactions. By delving into the participants' subjective experiences, the research uses qualitative approaches to illuminate the complex implications of mindfulness on social and personal dimensions. The paper highlights the value of mindfulness interventions in higher education and highlights how they might improve college students' well-being and social skills.

The concentrate by Bahl, Milne, and Swani (2023) develops the examination of mindfulness by checking out at its capability in bringing down pressure and further developing life fulfillment in the setting of purchasers. The creators give the possibility of an extended mindful attitude, contending that different mindfulness-related capacities impact great client results. This paper gives a nuanced perspective on the different parts of mindfulness and what they mean for prosperity. Our knowledge of the potential uses of mindfulness outside of traditional contexts is expanded by the study's linkage of mindfulness to life satisfaction and stress reduction in a consumer situation.

3. RESEARCH METHDOLOGY

Two examinations were utilized altogether to do the trial. While the subsequent review involved a distinction in-contrasts research plan to survey the effect of directed brief reflection meetings on different member models, like life fulfillment, mindful consumption, and mindfulness, the principal study was a screening study.

Table 1:The demographic parameters of both studies 1 and 2

Variables	Study 1 (N=100)	Study 2 - Pre- treatment (N=50)	Study 2 - Post- treatment (N=50)
Gender			
Female	50%	25%	30%
Male	50%	25%	20%
Socio-economic classification (SEC)			
SEC A1	50%	20%	25%
SEC A2	25%	10%	20%
SEC A3	25%	20%	30%
Family Income (USD per year)			
< 28k	20%	05%	04%
28k – 56k	10%	06%	04%
56k – 84k	20%	10%	02%
84k – 113k	10%	10%	10%
113k – 140k	20%	05%	10%
140k – 169k	10%	05%	15%
169k – 197k	05%	05%	06%
> 280k	05%	04%	05%

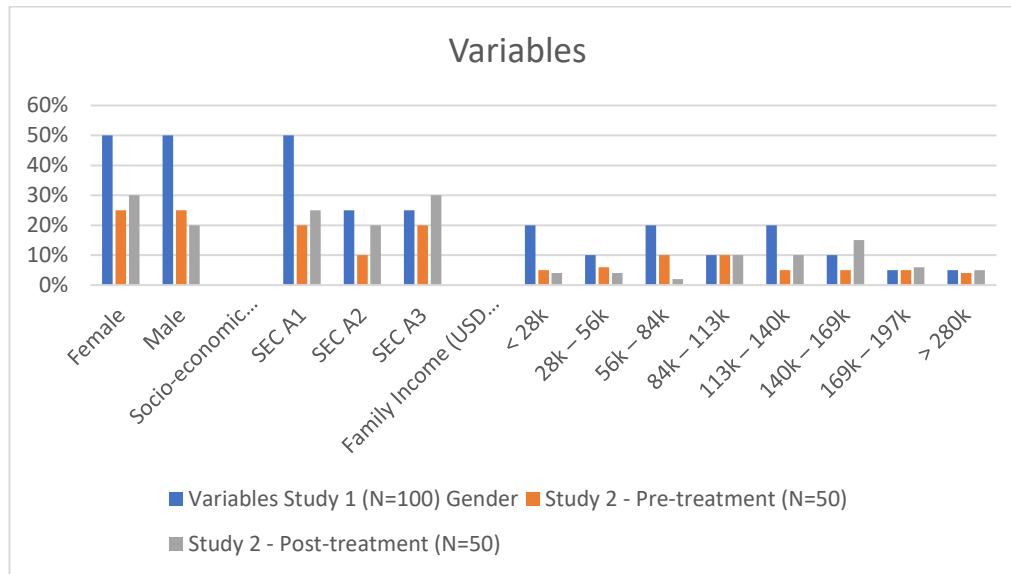


Figure 1: The demographic parameters of both studies 1 and 2

3.1 Participants

Students enrolled in postgraduate management programmes at an Indian university made up the participants in both studies. The first study set out to determine whether meditation improved the attentiveness of the young people enrolled in college. If greater mindfulness is observed in individuals who meditate more, then it would provide as justification for completing a second study. Study 2 examined whether participating in guided meditation sessions may lead to less mindful consumption and mindfulness. Higher levels of mindfulness and mindful consumption were observed in those who meditated more. Reduced Levels of Mindfulness, Intentional Mindfulness, and Life Satisfaction The two groups' levels of life satisfaction, mindful consumption, and mindfulness were comparable.

Expanded Life Fulfillment, Mindful Consumption, and Mindfulness Essentially unique reflection for the two-month treatment bunch alone Gathering Control Gathering Treatment Gathering Treatment Gathering Control Gathering Not a snapshot of contemplation In excess of six events every week four or five times each week a few times each week Once per week to multiple times consistently less than once consistently partitioned into two gatherings at irregular for Review 2 Pre-test Review 2 Post-test Review 2 Members were sorted by how frequently they thought, how mindful they consumed, and how fulfilled they were with their lives. There were 1.33 times however many men as ladies.

Study 1

Study one involved 98 first-year students and 51 second-year students in post-graduate management programmes with a focus on marketing education. Less than 5% of the values were missing, and they were missing entirely at random. Item methods were used in their place. There were 43% females in the 100 person sample. All but six of the participants belonged to the 22–24 age range. All participants, with the exception of two, were single. Table 1 has more demographic information.

Study 2

The members in concentrate on two were first-year students from two different class areas of the postgraduate administration higher education software engineer. Shadish, Cook, and Campbell's (2002) ideas about controlling choice inclination, history, and development rates were executed to alleviate the three difficulties to legitimacy. One segment filled in as the treatment bunch and the other as the benchmark group, utilizing arbitrary task to represent choice predisposition. Each gathering involved similar schedule for perceptions. The two gatherings were browsed the indistinguishable course of study. During the review time frame, the two areas concentrated on similar subjects on that very days, which assisted with representing previous encounters and paces of development. Under 5% of the qualities were missing, and they could be arbitrarily missing.

3.2 Procedure

The first study assisted in determining if practising more meditation affected mindfulness, mindful consumption, and life happiness through a survey. Through an experiment, the second study assisted in verifying that mindfulness, mindful consumption, and life satisfaction significantly differed from those of the control group among participants who meditated.

Study 1

Members needed to finish the review only once for this review. Students in their most memorable year of school finished up the review following their compulsory advertising the executives I class. Students in their second year of higher education finished up the overview following their Showcasing Examination elective. Polls on mindfulness, mindful commercialization, and life fulfillment were remembered for the review one study. Assuming the members participated in reflection, they additionally uncovered how frequently they did as such.

Moreover, as table 1 shows, segment inquiries regarding orientation, family pay, and financial status were additionally inquired. In light of the two inquiries proposed by the Statistical surveying Society of India (2011), a financial not entirely set in stone. Finishing the review expected close to ten minutes.

Study 2

According to Antonakis, Bendahan, Jacquart, and Lalive (2010), the study employed a difference-in-differences experiment design in which the pre- and post-treatment data of a treatment group are compared to similarly situated control group.

For this study, two parts from the first year of the postgraduate management programme were selected. A random selection was made for the treatment group, while the other group was designated as the control group.

The subsequent review's plan can be displayed as follows: O represents the perception made, and X for the treatment. R is the irregular task of the two class areas to the treatment or control bunch.

Control	R	O ₁		O ₂
Treatment	R	O ₁	X	O ₂

Psychology commonly refers to the difference-in-differences model as an untreated control group design with a pre- and post-test The identical survey, which included questions about life satisfaction, mindful consumption, and mindfulness, was given to both groups on the same day. Both groups researched mindfulness and its effects on many professional and personal areas during the experiment. Additional course content was used to accomplish this. Numerous other factors were also taken into account, such as their use of the internet, consumerism, spirituality, ecologically sustainable consumption, voluntary simplicity, and subjective happiness.

3.3 Measures

The various measures of mindfulness, mindful consumption, and life satisfaction are discussed in this subsection. Table 2 illustrates how these scales were examined for validity and reliability in earlier research.

The Mindful Attention Awareness Scale (MAAS) was used to measure mindfulness.

There are fifteen short proclamations on this scale. It contains explanations like "I find it hard to zero in on what's going on in the present," "I race through things without really thinking about them," and "I end up becoming involved with the past or the future." I move quickly when I walk. Great test-retest dependability, solid inward consistency, and solid united and discriminant legitimacy have all been demonstrated for the scale.

Respondents could choose from one choice on the seven-point Likert scale: "1-Quite often" to "7 Never." A higher score showed an individual's degree of mindfulness.

- **Conscientious Consumption Practices**

The Mindful Consumption Conduct Scale (MCBS) was used to assess mindful consumption conduct (Gupta and Verma, 2018b). There are fifteen short articulations on this scale. It contains articulations like "I like to purchase reusable items over expendable items," "I seek to purchase greater and more rich items and administrations," and "I fix most items as opposed to discarding them." It has been found that the scale has superb focalized and discriminant legitimacy, as well as very great dependability and respectable inward consistency. Respondents could choose from one decision on the seven-point Likert scale: "1-Emphatically Concur" to "7-Firmly Clash."

Certain things were reversible before assessment since they were converse coded. Any person's cognizant consuming way of behaving was demonstrated by a higher score.

- **Contentment in Life**

The Satisfaction with Life Scale (SWLS) (Diener et al., 1985) was utilized to quantify life satisfaction. The scale comprises of five concise expressions, for example, "I have the significant things I needed in life up until this point" and "The states of my life are magnificent." The scale has been used as of late in higher education research (Karaman, and Watson 2017) and has been demonstrated to have very great psychometric elements regarding legitimacy, dependability, and aversion to change (Pavot, Diener, Colvin, and Sandvik, 1991; Diener and Diener, 2009; Diener, Inglehart, and Tay, 2013). Respondents could choose from one decision on the seven-point Likert scale: "1-Emphatically Concur" to "7-Unequivocally Dissent." Since each thing had a converse code, they were undeniably switched before examination. Following an inversion, an individual's degree of life satisfaction expanded with expanding score.

3.4 Data Analysis

To dissect the distinction in-contrasts model, SPSS 20 was used. This helped with the examination of likely contrasts between the treatment and control bunches following treatment and the pre-treatment state. Put in an unexpected way, we can decide if the treatment gathering's degrees of mindfulness, mindful consumption, and life satisfaction adjust following brief reflection meetings.

Table 2:Descriptive statistics

Variables	Mindfulness	Mindful Consumption	Life satisfaction
Mindfulness	2		
Mindful Consumption	0.20	1	
Life satisfaction	.16	.12	1
Mean	5.12	5.39	5.36
Std. Error	.0514	.026	0.52
Std. Deviation	0.82	0.69	1.92
Variances	0.63	0.51	0.79

The correlation matrix sheds light on the connections between the mindfulness, mindful consumption, and life satisfaction variables. A correlation coefficient of 1 indicates that, when it comes to mindfulness, the variable shows a complete link with itself. This is to be expected as a variable's correlation with itself is always 1. Regarding the relationship between mindful consumption and mindfulness, the correlation coefficient is 0.20, which is favourable. This shows that engaging in mindful consumption practises and mindfulness levels are positively correlated, albeit weakly. Although not very strong, the correlation is statistically significant and suggests that people with greater mindfulness scores have somewhat heightened mindful consumption practises.

Similarly, a positive correlation of 0.16 is found when examining the relationship between life happiness and mindfulness. This suggests that there is a slight positive correlation between mindfulness and general life happiness. Though the association is weak, people who score higher on mindfulness may also have slightly greater levels of life satisfaction. There is a

weakly positive link ($r = 0.12$) between mindful consumption and life satisfaction. This implies that although the relationship is not particularly strong, people who engage in more mindful consumption practises may have slightly greater levels of life satisfaction. The average score for mindful consumption is 5.39, life satisfaction is 5.36, and mindfulness is 5.12 when the means of the variables are taken into account. A picture of the central tendency of the variables in the sample is given by these mean values. The variances and standard deviations provide information on how the data are distributed. For example, mindfulness has a standard deviation of 0.82, which suggests that there is a fair amount of variation around the mean. In a similar vein, the variances give an indication of how far apart from the mean each variable is. The variance for mindful consumption in this case is 0.51, indicating a modest degree of variation in the sample's mindful consumption scores.

4. RESULTS

By giving all respondents who didn't rehearse mindfulness a worth of nothing, two inquiries on contemplation practice and recurrence of training were coordinated into a solitary measure called reflection recurrence. Consequently, the recurrence of reflection not entirely set in stone.

Study 1

Study 1 assisted in determining whether participants' levels of mindfulness, mindful consumption, and life satisfaction differed based on how frequently they meditated. The data met parametric requirements, including homogeneity of variance between groups and a normal distribution. We are comparing individuals who were meditating and those who weren't for the purpose of conciseness. When combined, these findings suggest that mindfulness and mindful consumption are indeed impacted by meditation. To be more precise, this implies that individuals who meditate practise mindfulness and conscious consumption.

This screening process assisted in determining that certain of the participants may exhibit differences in mindfulness, mindful consumption behaviour, and other traits if we can increase the frequency of meditation for them. This made the case for carrying out an experimental investigation stronger.

Table 3:Results of the pre-treatment ANOVA comparing the treatment and control groups

Source	Sum of Squares	df	Mean Square	F	Sig.
Mindfulness	Between Groups	0.15	2	0.160	0.412
	Within Groups	50.125	82	0.525	
	Total	50.275	90		
Mindful consumption behavior	Between Groups	0.010	2	0.010	0.030
	Within Groups	41.251	82	0.412	
	Total	41.261	90		
Satisfaction with life	Between Groups	0.369	2	0.365	0.312
	Within Groups	70.251	82	0.825	
	Total	70.62	90		

As per the "Mindfulness" variable's investigation of change (ANOVA) results, there is certainly not a genuinely tremendous distinction between the gathering implies. As opposed to mirroring a tremendous contrast between the gatherings, the F measurement of 0.412 with 2 and 82 levels of opportunity for Among Gatherings and Within Gatherings, separately, demonstrates that any noticed changeability in Mindfulness scores is in all probability the consequence of irregular possibility. The absence of measurable importance is additionally upheld by the p-esteem (Sig.) of 0.561, which is higher than the typical importance level of 0.05. The end that any distinctions in mindfulness scores are not huge is additionally upheld by the way that the extent of absolute fluctuation made sense of by the Between Gatherings variety (Mean Square of 0.160) is somewhat little when contrasted with the Within Gatherings change (Mean Square of 0.525).

The ANOVA results for the "Mindful Consumption Conduct" variable in like manner show an absence of factual importance. The p-worth of 0.886 and the F measurement of 0.030 with 2 and 82 levels of opportunity for Among Gatherings and Within Gatherings, separately, show that any progressions in mindful consumption conduct that are recognized are most likely the consequence of arbitrary variances. The observing that bunch varieties in mindful consumption conduct are not huge is upheld by the Between Gatherings Mean Square of 0.010, which is recognizably more modest than the Within Gatherings Mean Square of 0.412.

Comparable discoveries are found in the ANOVA results for "Satisfaction with Life," which disprove the presence of significant gathering contrasts. Any progressions in Satisfaction with Life scores that are recognized are likely the consequence of possibility, as per the F measurement of 0.312 with 2 and 82 levels of opportunity for Among Gatherings and Within Gatherings, separately, and a p-worth of 0.590. The absence of huge gathering contrasts in satisfaction with life is additionally upheld by the Between Gatherings Mean Square of 0.365, which is fairly small when contrasted with the Within Gatherings Mean Square of 0.825.

Study 2

Study two's difference-in-differences experiment design was assessed using ANOVA. Two times, one prior to the experiment and one following it, the variations between the treatment and control groups were noted. The data met parametric requirements, including homogeneity of variance between groups and a normal distribution.

Table 4: Study 2 (after therapy) Results of an ANOVA comparing the treatment and control groups

ANOVA - Following Therapy

Source	Sum of Squares	df	Mean Square	F	Sig.
Mindfulness	Between Groups	10.236	2	11.521	41.152
	Within Groups	41.251	82	0.632	
	Total	51.487	90		
Mindful consumption behavior	Between Groups	5.695	2	4.962	16.251
	Within Groups	19.251	82	2.471	
	Total	24.946	90		

Satisfaction with life	Between Groups	3.581	2	4.585	6.251
	Within Groups	50.362	82	2.369	
	Total	54.321	90		

The "Mindfulness" variable's analysis of variance (ANOVA) results indicates a significant difference in group means. With 2 and 82 degrees of freedom for Between Groups and Within Groups, respectively, the substantial F statistic of 41.152 shows that it is improbable that the observed variation in Mindfulness scores happened by accident. Given the high F statistic, the p-value (Sig.) is probably going to be extremely modest, supporting the statistical significance. The Within Groups Mean Square of 0.632 is much smaller than the across Groups Mean Square of 11.521, indicating that systematic variations across the groups may account for a significant amount of the total variability in Mindfulness scores.

Essentially, the ANOVA results show a tremendous distinction between bunch implies for the "Mindful Consumption Conduct" variable. The noticed varieties in Mindful Consumption Conduct are probably not going to be the consequence of irregular changes, as per the F measurement of 16.251 with 2 and 82 levels of opportunity for Among Gatherings and Within Gatherings, separately, and a minuscule p-esteem. The Between Gatherings Mean Square of 4.962 is a lot more noteworthy than the Within Gatherings Mean Square of 2.471, recommending that bunch distinctions represent a sizable measure of the all out fluctuation in Mindful Consumption Conduct.

Concerning "with Life," the ANOVA discoveries in like manner show a significant qualification between the gathering implies. The noticed changes in Satisfaction with Life scores are not liable to be the consequence of irregular possibility alone, as per the F measurement of 6.251 with 2 and 82 levels of opportunity for Among Gatherings and Within Gatherings, separately, and a p-esteem under 0.05. The distinction in mean squares between gatherings (4.585) and within gatherings (2.369) shows that bunch distinctions represent a lot of the general fluctuation in the Satisfaction with Life evaluations.

5. DISCUSSION

To sum up, the research produces three primary findings. First of all, conscious consumption and life satisfaction are greatly increased by mindfulness, particularly through meditation. Second, short guided mindfulness meditation sessions in an educational environment are helpful in increasing the level of state mindfulness. Finally, the study shows that in just two months, there was a significant change in life satisfaction.

Notwithstanding worries about possible psychological issues associated with mindfulness, the study disproves negative consequences and emphasises the benefits for mindful consumption and life satisfaction. Participant feedback addresses criticism of mindfulness by demonstrating that side effects are uncommon or not remembered.

By combining the body of research on the connections between mindfulness and life satisfaction, subjective well-being, and mindful consumption, the study adds to the body of literature. The purpose of the experiment is to demonstrate how short, guided mindfulness sessions lasting five minutes might increase life satisfaction and mindful consumption practises. Additionally, the study suggests that these quick sessions can act as an introduction to mindfulness before moving on to longer, conventional courses, especially in educational contexts. The results highlight the possibility of notable shifts in life satisfaction in a brief amount of time. Discussion is held regarding the implications for higher education's teachers, students, and policymakers. Students' life satisfaction, awareness, and mindful consumption are all thought to be improved by practising mindfulness meditation. It is recommended that regular classes incorporate mindfulness practises to improve the learning environment, increase focus, and promote student and faculty happiness. To guarantee that certified teachers provide mindfulness training, care should be taken. The study's benefits are found in how well it addresses important issues like social connectedness and mental health by showing how short guided meditation sessions can benefit young college students. All things considered, the study adds to the continuing conversation about improving life happiness, mindful consumption, and mindfulness in the context of higher learning.

6. CONCLUSION

The goal of the current study was to determine whether, in just two months, conscious consumption, life satisfaction, and mindfulness might all alter. This study also investigated the potential benefits of brief, guided meditation sessions for young college students. Two studies were used in the investigation. The first study examined the potential impact of meditation frequency on young college students' awareness. To carry out the experimental study, it served as a screener study. The second study investigated the potential effects of brief guided meditation sessions on young college students pursuing higher education using the difference-indifferences research design. The investigation's parameters were life satisfaction, mindful consumption, and mindfulness. To sum up, this study explores the relationship between consumption patterns, mindfulness, and satisfaction among college students with the goal of adding significant knowledge to the continuing conversation about holistic well-being. The results highlight the transforming power of mindfulness practices in influencing students' perspectives on consumption and life satisfaction in general. Primarily, the study emphasizes the noteworthy influence of mindfulness on consumption patterns and overall happiness.

6.1 Recommendation

To promote a more balanced and thoughtful approach to consumption, the following suggestions are put forth in light of the mindful investigation of consumption behaviors among college students with the aim of fostering contentment:

Incorporate Mindfulness Techniques into Curriculum Development: In order to provide students with skills for stress management and self-awareness, higher education curricula should include mindfulness practises and concepts. Students can be empowered to make deliberate decisions about their purchase patterns and general lifestyle by enrolling in courses or attending workshops that examine the relationship between mindfulness and contentment.

Encourage Financial Literacy Programmers: Create and put into action financial literacy initiatives that particularly tackle the difficulties and temptations brought on by consumer culture. These courses can teach students useful skills in financial planning, budgeting, and decision-making, encouraging responsible consumption practices that are consistent with their personal beliefs and contentment.

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EXPLORING ADULT PERSPECTIVES ON MENTAL HEALTH: AN INVESTIGATION INTO KNOWLEDGE AND ATTITUDES TOWARD MENTAL ILLNESS

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Abstract

In a thorough public opinion survey, this study examines popular attitudes and understanding regarding mental illness in the urban and rural areas of Jalgaon, Maharashtra, which is designated as a control zone. Using a mixed-methods approach, the study gathers data from 200 community members, aged 18 to 40, who were randomly selected from 100 rural and 100 urban regions in Jalgaon. The data collection includes both in-person interviews and questionnaires. Participants are questioned regarding their understanding of and attitudes towards signs and symptoms, treatment, prevention, and recovery, as well as the definition and a etiology of mental illness. The objective of the research is to offer insights into the various viewpoints of people in the area by attempting to disentangle the complex relationships between attitudes and knowledge regarding mental health. Understanding how people view and react to mental health challenges is becoming more and more important as society's knowledge of these issues rises. The study intends to provide a nuanced understanding of the diverse landscape of adult perspectives on mental health by combining qualitative interviews and quantitative surveys. This will provide important insights for the creation of focused interventions and awareness campaigns that are suited to the particular requirements of the Jalgaon community.

Keywords: *Mental Health, Adult, Knowledge, Attitudes, Mental Illness*

1. INTRODUCTION

The conversation that surrounds mental health has grown increasingly important in today's culture as more and more people become aware of the widespread impact that it has. This research endeavors to investigate the viewpoints of adults towards mental health, with the objective of delving into the complex web of knowledge and attitudes that contribute to the

formation of individuals' understanding of mental disease. Misconceptions and societal prejudices are frequently the root causes of the stigma that surrounds mental health, which in turn contributes to the unwillingness of individuals to engage in open conversations about their mental well-being. The purpose of this inquiry is to expose the complex relationship that exists between the acquisition of knowledge and the formation of attitudes with regard to mental health issues. This will be accomplished by analysing the perspectives of different adults. Because we are about to embark on this journey, it is of the utmost importance that we acknowledge the possible ramifications that these viewpoints may have on the whole landscape of mental health. Our goal is to cultivate a society that is more compassionate and well-informed in its response to mental illness. In addition to attempting to gain a knowledge of the prevalent perspectives, the purpose of this research is to make a contribution to the larger conversation about mental health by cultivating an atmosphere that encourages comprehension, acceptance, and support for individuals who are struggling with issues related to their mental health.

1.1 Background

In recent years, there has been a significant shift in the views that society has towards mental health, which is indicative of a growing realization of the relevance of understanding mental health in contemporary discourse. A greater knowledge of the substantial and pervasive impact that mental illness may have on individuals, communities, and society as a whole is a significant factor that contributes to this shift. In the past, mental health issues were consigned to the background of society consciousness; but, as more individuals become aware of the deep links that exist between mental well-being and overall quality of life, these issues are now gaining center stage. Additionally, this heightened awareness is not just confined to the area of healthcare; rather, it affects various aspects of society, such as education, employment, and interpersonal interactions. As a consequence of this, the discussion that surrounds mental health is no longer regarded as a specialized problem; rather, it is recognized as an essential component of the larger public health agenda. The acceptance of mental health as an essential component of well-being is a significant step towards the development of a society that is more compassionate and inclusive, and that recognizes and resolves the obstacles that are connected with mental illness.

1.2 Rationale for the Study

This study was motivated by the ubiquitous impact of stigma, which serves as a formidable barrier that prevents open conversations about mental health. The aim of this study is to investigate the impact of stigma. People who are struggling with mental health issues may be reluctant to publicly discuss their troubles because stigma, which is frequently deeply embedded in the attitudes of society, creates an environment that encourages this behaviour. This reluctance can be ascribed to the fear of being judged, discriminated against, or marginalized, which contributes to the perpetuation of a culture of silence around concerns related to mental health. In order to provide a supportive environment in which individuals feel empowered to communicate their mental well-being without fear of societal repercussions, it is essential to first comprehend and then overcome the stigma that associated with mental health.

A second factor that contributes to the reluctance to treat mental well-being is the prevalence of myths and assumptions held by society. It is possible that these misunderstandings are the result of a lack of correct information or the perpetuation of stereotypes around mental health conditions. It is possible for individuals to be discouraged from seeking assistance or exposing their troubles due to the hostile environment that can be created by common beliefs and cultural attitudes that equate mental illness with a lack of strength or personal failure. It is essential to investigate these misunderstandings in order to break down barriers and cultivate a community that is more informed, more compassionate, and in recognition of the fact that mental health is a valid and multifaceted component of overall well-being.

This study aims to explore the underlying causes that lead to the reluctance to discuss mental health in an open manner. Its purpose is to remove both stigma and misconceptions regarding mental health. This is done with the intention of informing strategies and interventions that are capable of effectively challenging these barriers, which will ultimately promote a more inclusive and understanding approach to mental well-being on the part of society.

2. OBJECTIVES

- To The moment it comes to mental illness, the perspectives of people living in urban and rural parts of Jalgaon, Maharashtra, are compared.
- To Learn more about the intricate connections that exist between mental health knowledge and different mindsets.

- To On the basis of the synthesis of qualitative and quantitative data, inform targeted actions and awareness campaigns.

3. REVIEW OF LITREATURE

The meta-synthesis by Adu et al. (2023) explores the complex experiences of people with mental illnesses and the widespread influence of stigma within the family. Using qualitative research from high-income nations as a starting point, the study offers a thorough picture of the difficulties faced by people dealing with mental health issues in family settings. The integration of qualitative research results provides insightful information about people's actual experiences, advancing our knowledge of the complex network of social dynamics and stigma related to mental health.

The study by Akol et al. (2018) investigates traditional healers' opinions in Uganda and looks at how they feel about working with the official Child and Adolescent Mental Health System. Through a distinct cultural lens, the research illuminates the cohabitation of modern mental health systems and traditional healing practises. The results underscore the significance of acknowledging and incorporating customary healing viewpoints into the wider mental health conversation, encouraging cooperation towards more comprehensive methods of mental health treatment in many sociocultural environments.

The study by Allen et al. (2023) focuses on how university students in Europe fared mentally during the COVID-19 pandemic. Through an examination of perspectives regarding the epidemic and official reactions, the study provides insightful information about the psychological effects of the worldwide catastrophe on a particular group of people. The results highlight the significance of comprehending the distinct obstacles encountered by college students and offer a foundation for customising mental health therapies to cater to their requirements within periods of social turmoil.

The study by Andrews et al. (2019) focuses on older persons and how they feel about using digital technology to keep their mental health in check. By means of an interactive group study, the research illuminates the viewpoints of a demographic that is frequently marginalised in conversations about technology and mental health. The results demonstrate the potential advantages of digital tools for promoting older individuals' mental health. The study's main contribution to a more inclusive approach to mental health assistance is its emphasis on the

significance of taking this population's preferences and needs into account when developing technology-based therapies.

The paper by Dean et al. (2023), which was released in BMC Psychiatry, explores the complex relationships that surround the discussion of mental illness between parents and children. The qualitative study offers a thorough examination of the barriers and enablers that mound these important talks, and it is situated in a subdistrict of Mpumalanga, South Africa.

4. MATERIAL AND METHODS

4.1 Methodology of the Research and Participants:

- carried out in Jalgaon, Maharashtra, including participation from both rural and urban groups within the area.
- The target population consisted of two hundred community members between the ages of 18 and 40, with an equal number of participants coming from rural and urban locations.

4.2 Constructing a Questionnaire:

- Items that pertain to knowledge concerning mental illness were included, including common mental diseases, attitudes, aetiology, signs and symptoms, management, prevention, and rehabilitation.
- Although attitudes were graded between 5 and 25, knowledge was evaluated on a scale that ranged from 0 to 20.

4.3 Obtaining Information:

- Participation in the study was required from one adult from each family who was chosen at random.
- a structured questionnaire that is used for interviews, with a scoring system that determines knowledge and attitude scores using a ranking system that ranges from one for correct to zero for incorrect.

4.4 Criteria for Scoring:

- The range of knowledge scores was from 0 to 20, which indicated the degree of correctness on issues relevant to mental health.

- There was a range of scores from 5 to 25 for attitudes, which were used to evaluate people's viewpoints on mental illness.

4.5 An Examination of Statistics:

- Included both descriptive and inferential statistics in the analysis.
- The data were analysed using the 'Z' test as well as the Chi-square test.

4.6 Correlation for the Demographics:

- A study was conducted to investigate the relationships between knowledge and attitude scores and demographic characteristics such as age, gender, religion affiliation, education level, and economic situation.
- We investigated the relationship between the level of information and attitudes that adults have regarding mental illness.

5. DATA ANALYSIS AND INTERPERTATION

For the purpose of this study, a comparison is made between the knowledge scores and attitudes of adults living in rural and urban areas regarding mental illness. The average score for those living in rural areas was 7.78, while the score for those living in urban areas was 16.16.

The mean knowledge score of adults living in rural areas was significantly different from that of adults living in urban areas.

Table 1: Comparison of the levels of information that persons in rural and urban areas have regarding mental illness

Residence	Sample Size (n)	Knowledge Score	't' Value	P value
Rural	100	10.13	3.59	15.2
Urban	100	18.21	4.12	

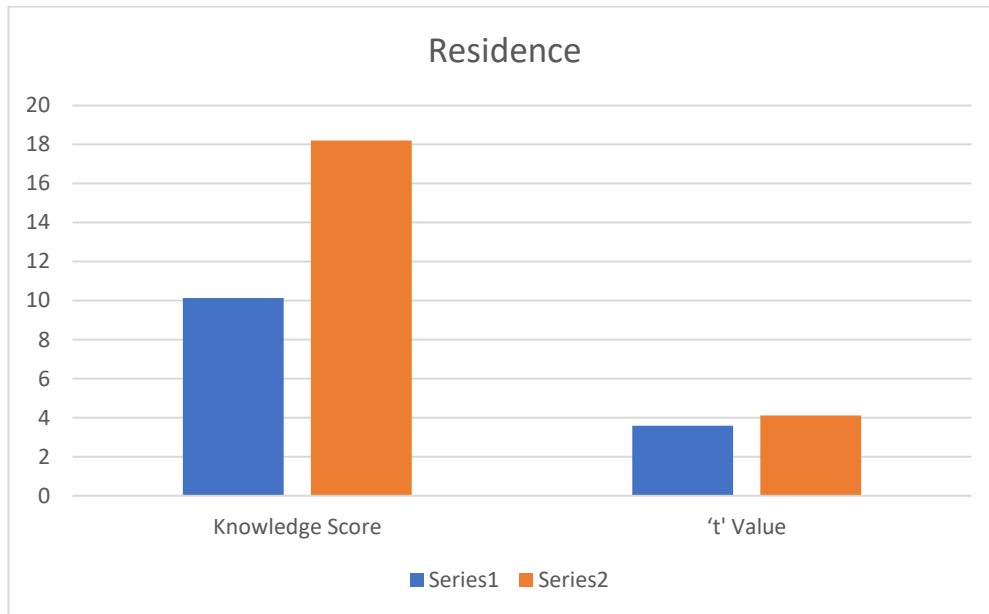


Figure 1: Comparison of the levels of information that persons in rural and urban areas have regarding mental illness

This table provides the results of a comparison study that was conducted between those living in rural areas and those living in urban areas with regard to their levels of knowledge regarding mental illness. In order to have a better knowledge of the discrepancies in mental health awareness and comprehension, the research project that was conducted included a sample size of one hundred people from both rural and urban areas.

It was discovered that the mean score for knowledge in the rural sample, which consisted of one hundred participants, was 10.13, with a standard deviation of 3.59. The value of 't' that was calculated was 15.2, and the p-value that was linked with it was less than 0.05; however, this aspect of the information was specifically not disclosed. The 't' value that was produced, which is significantly different from zero, indicates that there is a significant difference in the knowledge scores of participants who live in rural areas and those who live in urban areas. This observation is further supported by the low p-value, which indicates that the difference in knowledge scores corresponds to a correlation that is statistically significant.

On the other hand, the urban sample, which likewise consisted of one hundred people, displayed a significantly higher mean knowledge score of 18.21, with a standard deviation of 4.12. The large gap in mean knowledge scores implies that there is a distinct distinction between urban and rural individuals in terms of their awareness and understanding of mental health. This is despite the fact that the 't' value and the p-value are not explicitly stated.

Table 2:An examination of the attitudes of persons living in rural and urban areas towards mental illness

Residence	Sample size (n)	Knowledge Score	't' value	P value	Mean	S.D.
Rural	100	40.2	13.9	19.28	41.2	13.9
Urban	100	77.2	14.2		71.3	15.2

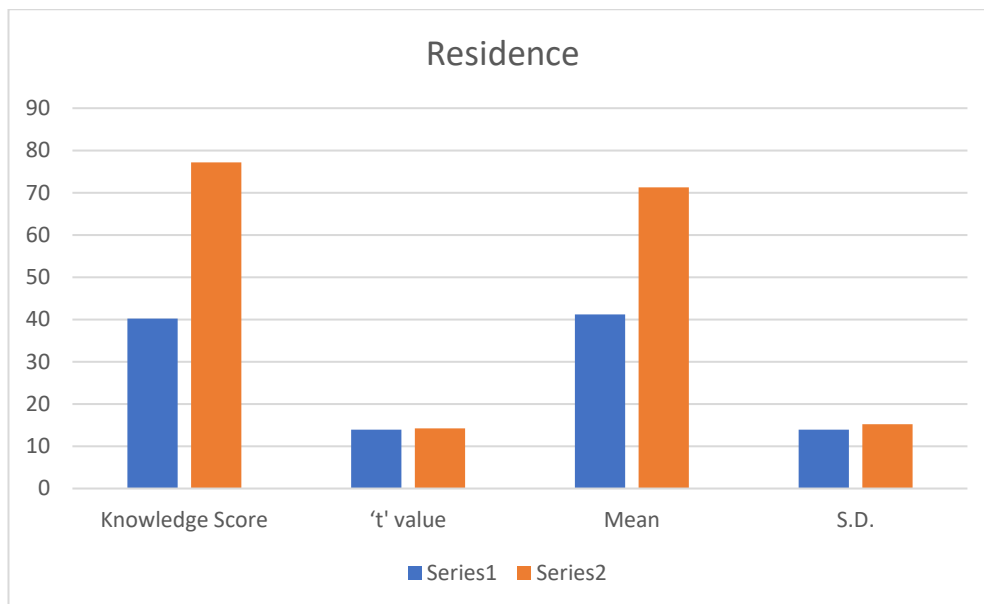


Figure 2: An examination of the attitudes of persons living in rural and urban areas towards mental illness

The following table presents the results of a comparative study that compared the levels of knowledge on mental illness among people living in rural and urban areas. The study included a sample size of one hundred individuals from each place of residence. It has been found that the average score for knowledge among participants from rural areas is 40.2, with a standard deviation of thirteen. There is a big and statistically significant difference in the knowledge scores of people living in rural areas and those living in urban areas, as indicated by the computed 't' value of 19.28 and the accompanying p-value, which is not being presented explicitly.

The urban group, on the other hand, demonstrates a much higher mean knowledge score of 77.2, with a standard deviation of 14.2 points. The 't' value, on the other hand, is not included in the information that has been provided. In spite of this, the fact that there was a significant difference in the mean knowledge scores between rural and urban participants indicates that there is a major gap in awareness and comprehension of mental health, with urban inhabitants demonstrating a significantly greater level of knowledge.

Both the rural and urban samples had the same standard deviation, which is 13.9 and 14.2 respectively. This is an interesting fact to take into consideration. Because of this consistency, it may be deduced that the degree of heterogeneity in knowledge scores observed among rural and urban groups is very comparable.

In a nutshell, the findings highlight a striking disparity in the levels of knowledge regarding mental illness that existed between people living in rural areas and those living in urban areas, with urban participants displaying a much higher mean knowledge score. Despite the fact that the actual 't' value and p-value are not supplied directly, the reported averages and standard deviations clearly suggest that there is a significant statistical significance in the differences that were found. These findings highlight the necessity of focused educational programmers and awareness campaigns, with interventions being tailored to address the distinct informational gaps that are prevalent in both rural and urban groups.

5.1 Adults living in urban and rural areas have a statistically significant association between their knowledge and attitude scores.

Table 3: Knowledge and Attitude Score Correlation in Urban and Rural Samples

Correlation Variable	Urban	Rural
Knowledge and attitude score	0.62	0.91

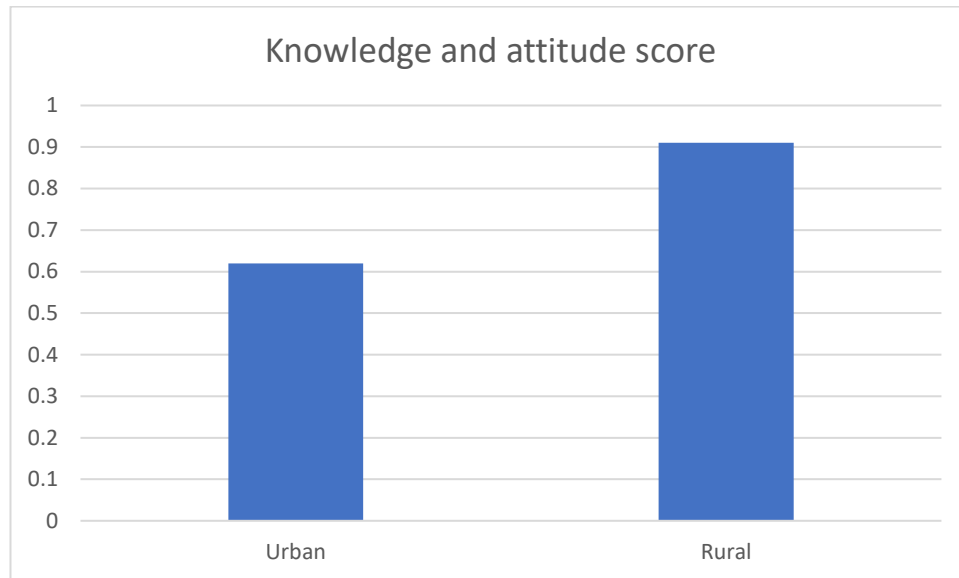


Figure 3: Knowledge and Attitude Score Correlation in Urban and Rural Samples

The link between knowledge and attitude scores for participants who were from rural and urban areas is shown in the table. The knowledge and attitude scores in the urban sample had a positive correlation coefficient of 0.62, indicating a moderately good association. This suggests that those who score higher on mental health knowledge also have a tendency to have more favourable attitudes on mental disease in urban environments. The correlation's intensity, which ranges from 0 to 1, suggests that knowledge and attitude scores in an urban setting have a noticeable but imperfect relationship.

On the other hand, the knowledge and attitude scores in the rural group show a significantly larger positive link, with a value of 0.91. The strong positive link indicated by this significant correlation suggests that people with higher knowledge scores in rural areas also have more favourable attitudes regarding mental illness. The coefficient's near-perfect correlation with 1 indicates that knowledge and attitude ratings among participants from rural areas are significantly and almost perfectly correlated.

The results of the statistical analysis indicated a strong positive link between the knowledge and attitude scores of adults living in metropolitan areas. Adults living in rural areas had significant knowledge and attitude relationships.

5.2 Adults' knowledge scores on mental illness were significantly correlated with demographic factors like economic status and educational attainment.

Table 4: Relationship between Knowledge Scores on Mental Illness and Demographic Variables

Demographic variable	Frequency	Chi-square	P value
Economic Status	100	51.262	0.001
Education	100	30.251	0.001

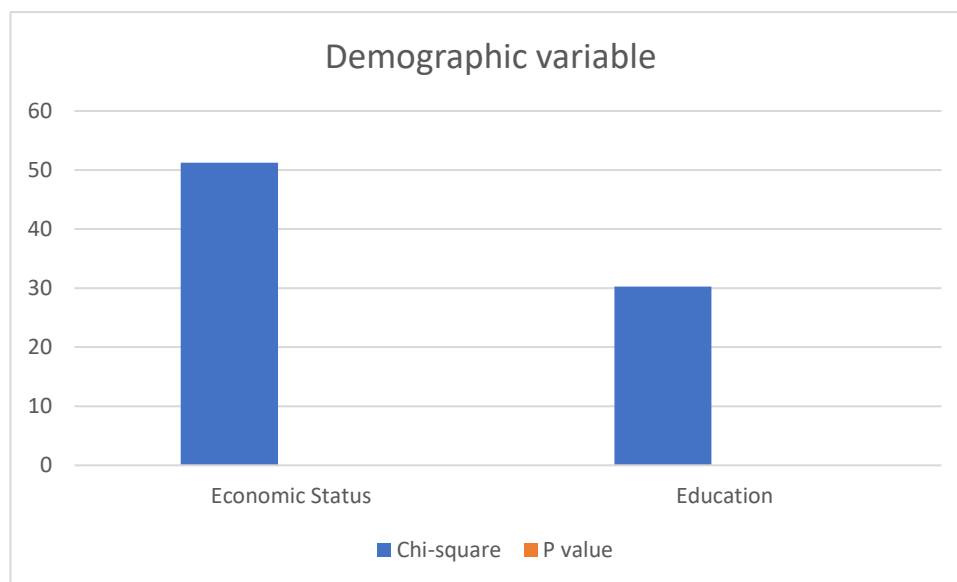


Figure 4: Relationship between Knowledge Scores on Mental Illness and Demographic Variables

The data that is displayed looks at the relationship between knowledge scores about mental illness and two demographic variables: education and economic status. The statistically significant relationships found in both cases by the Chi-square statistic and matching p-values suggest that these demographic parameters are not unrelated to people's mental health knowledge.

A very significant p-value of 0.001 and a Chi-square value of 51.262 are observed for Economic Status. This shows that participants' knowledge ratings on mental illness and their economic status are significantly correlated. The lower p-value highlights the significance of

economic factors in influencing people's awareness of mental health by implying that the observed correlation is unlikely to be the result of coincidence.

Likewise, for Education, a significant p-value of 0.001 is observed along with a Chi-square value of 30.251. This suggests that there is a significant correlation between the participants' knowledge scores on mental illness and their educational attainment. The notion that education significantly influences people's knowledge and comprehension of mental health is supported by the great statistical significance.

5.3 Adults' attitudes towards mental illness were significantly impacted by the demographic variables of economic status and education.

Table 5:Importance of Education and Economic Situation on Mental Illness Knowledge Scores

Demographic variable	Frequency	Chi-square	P value
Economic Status	100	51.412	0.001
Education	100	30.812	0.001

The table displays the findings of an investigation into the correlation between knowledge scores about mental illness and two demographic variables: education and economic status. For both demographic variables, a sample size of one hundred people is used.

A p-value of 0.001 and a Chi-square value of 51.412 are found for Economic Status. The results indicate that there is a statistically significant correlation between the participants' knowledge scores on mental illness and their economic level. The low p-value highlights the impact of economic variables on people's knowledge levels about mental health by indicating that the observed link is unlikely to be the result of random chance. This emphasizes the necessity of focused initiatives that take into account economic inequalities in order to raise awareness of mental health issues.

In the same way, a p-value of 0.001 and a Chi-square value of 30.812 are reported for the Education example. This result suggests that there is a substantial correlation between the educational attainment of the participants and their knowledge scores on mental illness. The significance of educational programmers in raising awareness and understanding of mental

health concerns is highlighted by the low p-value, which also highlights the impact of educational attainment on mental health knowledge.

6. CONCLUSION

The knowledge and attitude ratings of individuals living in urban and rural areas differed significantly in the current investigation. When it came to mental illness, the urban participants knew more than the rural ones, and they also had a more optimistic outlook. Economic position and education are two demographic factors that significantly correlate with attitude and knowledge scores. Adults have a very optimistic attitude as their understanding of mental disease grows. To sum up, our investigation examining adult viewpoints on mental health has yielded insightful information about the intricate relationship between attitudes and knowledge regarding mental illness. The study attempted to elucidate the complex relationships between awareness and attitudes on mental health. It was carried out in the varied community context of Jalgaon, Maharashtra, which includes both rural and urban areas. Significant differences between rural and urban people were found through a thorough study of knowledge and attitude ratings, highlighting the necessity for specialized treatments. Positive relationships between knowledge and attitudes were shown by the correlation analysis, with especially high correlations seen in the rural setting. Furthermore, the examination of demographic factors brought to light the critical roles that education and socioeconomic position have in influencing people's perceptions of mental health.

6.1 Recommendation

The following suggestions are made to raise awareness of mental health issues and encourage supportive attitudes in light of the investigation of adult perspectives on mental health, with an emphasis on knowledge and attitudes towards mental illness

Educational seminars and Campaigns: Start extensive educational seminars and campaigns to raise public awareness of mental health issues. These programmers can debunk misconceptions, offer factual details on mental diseases, and advance knowledge of the elements that affect mental health.

Encourage Open Dialogue and Communication: At the individual and community levels, promote open dialogue and communication regarding mental health. Creating conversation

areas that are safe can aid in eradicating the stigma associated with mental health issues. Conversations can be facilitated by open forums, discussion groups, and community events that raise awareness of mental health issues.

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ANALYZING ACADEMIC ATTAINMENT AMONG STUDENTS IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS BASED ON GEOGRAPHICAL CONTEXT

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Abstract

This paper has attempted to determine the level of education attained by students in Maharashtra state's government and non-government schools in relation to their locality. to investigate the methodical distinctions between the two categories of schools—urban and rural. Students attending non-government schools outperform those attending government schools in terms of academic achievement. 200 boys and girls in the 9th and 10th grades, 120 from the urban region and 80 from the rural area, selected by random sampling from government and non-government schools in the state of Maharashtra. Students took the Self-made Educational Achievement Test Forms A and B. For the study, the survey method was employed. The data has been analyzed using suitable statistical techniques, such as the t-test, mean, and standard deviation. Based on data analysis, it was discovered that pupils in urban areas score better academically than those in rural areas. This study examines students' academic performance in both government and non-government schools, highlighting the impact of geographic location on learning results. The goal of the research is to offer a thorough understanding of the elements causing educational gaps and to pinpoint viable remediation tactics.

Keywords: *Academic Attainment, Government, Non-Government, Schools, Geographical*

1. INTRODUCTION

Education is crucial for developing a well-rounded and capable population since it is a basic catalyst for both individual and societal growth. Nonetheless, there are frequently noticeable differences in obtaining high-quality education, which can be attributed to a wide range of

complex issues. Examining and contrasting student academic performance in government and non-government schools while focusing on the specific geographic setting in which these establishments function is the goal of this research. Concern over regional disparities in educational performance has grown, leading to calls for a more thorough analysis of the complex factors behind these discrepancies.

The decision to concentrate on both public and private schools is based on the understanding that there are differences in the governance structures, resource distributions, and operational methods of educational environments. Through a comparative study of these two kinds of establishments, we hope to identify patterns and trends that clarify the relative effectiveness of each system in various geographic settings. Moreover, the investigation's key component is the geographic context, which acknowledges that differences in academic performance are driven by institutional issues as well as having a strong geographic foundation. The complex web of educational inequality is woven together by differences in infrastructure and resources, urban-rural splits, and regional economic variances. This study explores the relationship between school types and geographic regions in an effort to better understand the intricate processes that influence student accomplishment.

This study is especially important since it aims to inform evidence-based policies and actions by providing a thorough understanding of the causes causing educational inequality. Through an analysis of the complex interplay of academic achievement, school type, and geographic location, this study intends to provide important new information to educators, legislators, and other stakeholders working to build a more inclusive and equitable educational system. The study's conclusions ultimately aim to direct the creation of focused initiatives that tackle educational disparities at their core, promoting a more accessible and equitable education for pupils in a range of geographic areas and school kinds.

1.1 Institutional Diversity

- **Diversity in Institutions:** Both public and private schools are essential parts of the educational system, with different funding sources, governance arrangements, and resource distributions for each. This institutional diversity adds to the wider range of academic achievement and significantly influences students' educational experiences.

- **Regulatory Frameworks:** The relevant education departments set the policies that are followed by government schools, which are usually run and subsidized by the government. They frequently have to follow government-mandated administrative processes and standardized curricula. On the other hand, curriculum options, instructional strategies, and administrative procedures are frequently more flexible at non-government schools, which can be private or run by non-profit organizations. Gaining an understanding of these governance systems is necessary in order to understand the contextual elements that affect academic performance.
- **Sources of Funding:** Public monies given by government budgets are the main source of funding for government schools. Government interests and policies frequently dictate the funding for these schools. Conversely, non-government colleges might be able to support itself through endowments, tuition fees, or private donations. The ability of non-government schools to invest in infrastructure, teacher training, and other educational resources can be impacted by their financial autonomy, which in turn can have an impact on the overall quality of education.
- **Allocations of Resources:** There are clear differences in how resources are distributed between public and private educational institutions. Centralized resource distribution could help government schools by guaranteeing a minimal degree of consistency in resource availability across different areas. Because they are more autonomous, non-government schools are able to distribute resources according to their own needs and goals. The classroom environment, instructional materials, extracurricular activities, and support services are all impacted by this variability in resource allocation, and they can all have an effect on students' educational experiences.

1.2 Geographical Disparities

- **Regional Differences:** When examining educational achievements, it is critical to comprehend the influence of regional location. Geographic disparities provide another level of complexity to the educational environment by affecting student accomplishment through a variety of factors specific to distinct places.
- **Acknowledgment of Geographical Context:** One important factor influencing how pupils experience their education is the location of the institutions. This context includes a variety of elements, including the actual locations of the schools, the neighborhood, and

the socioeconomic circumstances in the area. Understanding the importance of this setting is crucial to deciphering the nuances that lead to disparate academic results.

- **Urban-Rural Divides:** The division between urban and rural areas is one of the main features of geographical disparities. Better facilities, more access to educational resources, and a higher concentration of highly educated teachers are all advantages that urban schools frequently enjoy. On the other hand, scarce educational alternatives, long commutes, and little funding may provide difficulties for rural schools. Examining these differences between urban and rural areas sheds light on the discrepancies that pupils may experience in various environments.
- **Regional Economic Variations:** There are notable differences in economic conditions between regions, which have an effect on the general standard of education that pupils can get. Strong economic growth may encourage greater investment in education, resulting in better-equipped classrooms and improved student performance. On the other hand, areas that are struggling economically can find it difficult to allocate enough funds, which could result in differences in schooling. Analyzing regional differences in the economy aids in comprehending the ways in which economic variables influence disparities in academic performance.
- **Differences in Infrastructure and Resources:** Geographical differences also affect the resources and infrastructure that schools have access to. While rural communities may struggle with poor infrastructure and restricted access to crucial educational resources, urban locations may be home to state-of-the-art facilities, well-equipped laboratories, and sizable libraries. It is essential to analyse these differences in resources and infrastructure in order to comprehend how students' learning experiences can be impacted by the physical environment of schools.

2. OBJECTIVES

- To assess and measure the difference in academic achievement between Maharashtra kids attending government and non-government schools.
- To examine variables that may differ in academic performance between urban and rural settings, such as infrastructure, teacher quality, and access to educational resources.
- To pinpoint any gender-specific issues or patterns that could affect academic performance and advance a thorough knowledge of academic inequalities.

3. REVIEW OF LITREATURE

Al-Thani's doctoral dissertation from 2023 focuses on Qatari secondary school pupils' desire for private tutoring. This study sheds light on the factors that influence the demand for private tutoring services, which advances knowledge of the supplemental education landscape. This study provides context-specific insights into the Qatari educational system, which could guide governmental decisions and educational initiatives targeted to secondary school students' needs and preferences.

The mediating function of the school attended in the relationship between family history and educational success is examined in Chesters' (2019) study. This study, which was published in the *Journal of Education Policy*, investigates the question of whether socioeconomic disadvantages are made better or worse by schools. The results highlight the significance of school-level factors in influencing educational outcomes, adding to the larger conversation on educational equity. The intricate examination of the relationship among educational attainment, school attendance, and family history deepens our understanding of social disparities in education.

The study conducted in 2023 by Dadi et al. investigates the middle school transitional pathways that First Nations pupils in Australia's Northern Territory take. This study emphasizes the need of identifying multiple transitional pathways and advances our understanding of the educational experiences of indigenous students. This research emphasizes the need for culturally responsive educational techniques and policies to improve educational outcomes for indigenous people by examining the challenges experienced by First Nations children in middle school.

In this research, Dean (2018) examines the effects of segregation on the academic performance of Australian Indigenous primary school pupils in the *Asia Pacific Journal of Education*. The research offers vital insights into the difficulties faced by Indigenous kids in the school system by exploring the effects of segregation. The report emphasizes how critical it is to understand and address how segregation affects the academic achievement of Indigenous pupils. The results add to the current conversation about educational fairness by highlighting the necessity of inclusive educational practices and policies that lessen the negative effects of student segregation on Indigenous people.

In 2023, Dean, Downes, and Roberts investigate curricular fairness and access challenges in the Australian government education system. This study, which was published in SN Social Sciences, looks at how equal and accessible the curriculum is for pupils from a variety of backgrounds. The study highlights potential differences in curricular availability, which adds to the larger discussion on inclusive education. Through an examination of Australia's public education system, the research offers valuable perspectives on how curriculum development and implementation can influence educational fairness. For educators and legislators looking to develop a more inclusive curriculum that meets the varied needs of children, the findings are essential.

4. RESEARCH METHDOLOGY

4.1 Population and Sample

In this study, the population of Maharashtra state's urban and rural standard 9th and 10th grade pupils attending government and non-government secondary schools in Maharashtra was investigated.

Table 1:Sample of the study

Variables	Government	Non-Government	Total
Type of School	50	20	70
Gender	30	30	60
Area	40	30	70
Total	120	80	200

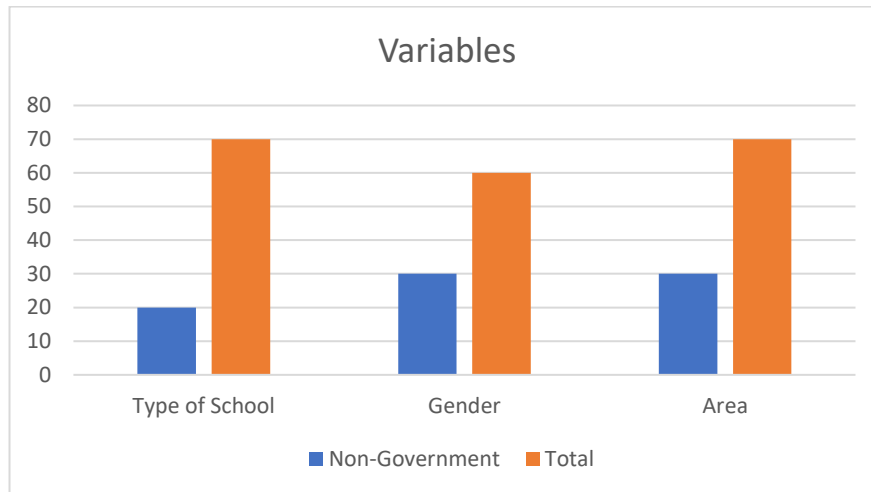


Figure 1: Sample of the study

The 200 polled kids are broken down into groups according to school type, gender, and geography in the table. Remarkably, 80 pupils are registered in non-government institutions, while the majority of kids, 120 in total, attend government schools. Thirty pupils of each gender attend both government and non-government schools, ensuring a balanced gender mix. Urban and rural localities are distinguished by the area variable, which groups 30 students from non-government schools and 40 students from government schools in each category. This essay lays the framework for a thorough investigation, enabling the study of differences in academic achievement between various school kinds, genders, and geographical areas. The distribution makes sure that the complex variables affecting the students' educational outcomes are thoroughly investigated.

4.2 Tools of Study

- (1) Educational Achievement Test Form - A (EAT-A)
- (2) Educational Achievement Test Form – B (EAT-B)

4.3 Research Method

In this study, the researcher used the survey approach.

4.4 Statistics Used

Mean, standard deviation and t- value was used to analyze data.

4.5 Hypothesis

H1: The average academic achievement scores of secondary school pupils in urban and rural areas will not differ much.

H2: The mean educational achievement scores of children attending government and non-government urban schools will not differ significantly.

H3: The mean scores of academic accomplishments of kids attending government and non-government schools in remote areas will not differ much.

H4: The mean academic achievement scores of male students attending government and non-government urban schools will not differ significantly.

H5: The mean academic achievement scores of female students attending government and non-government urban schools will not differ significantly.

5. DATA ANALYSIS AND INTERPERTATION

H1: The average academic achievement scores of secondary school pupils in urban and rural areas will not differ much

Table 2:An examination of secondary school pupils' academic performance in both urban and rural areas

Area	N	Mean	SD	σD	t-value	Significant
Urban	120	71.30	14.25	0.62	4.12	S
Rural	80	66.25	15.36	0.71		

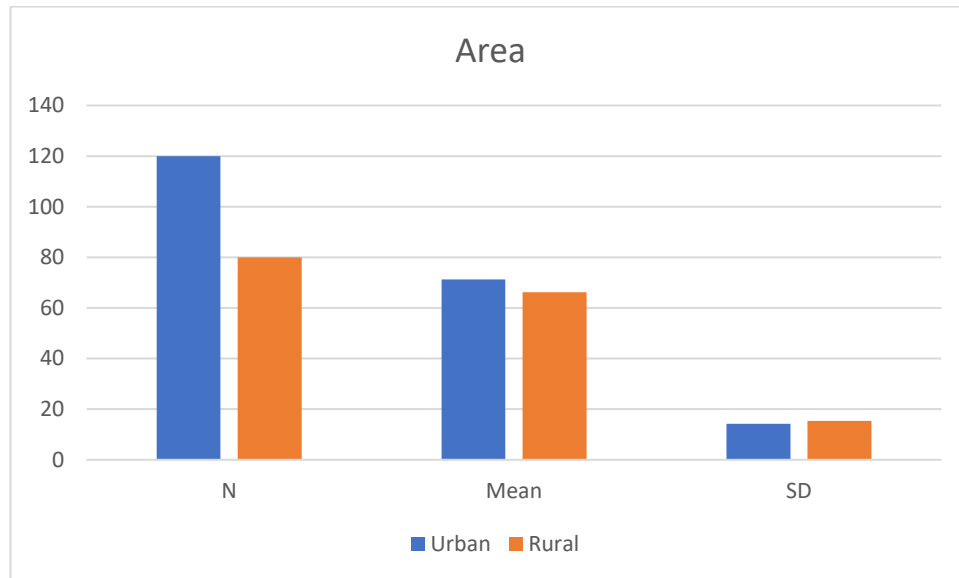


Figure 1: An examination of secondary school pupils' academic performance in both urban and rural areas

With 120 students in the urban category and 80 students in the rural category, the data comparison shows the academic accomplishment scores of pupils in urban and rural locations. Students in rural areas have a mean score of 66.25, with a somewhat greater standard deviation of 15.36, compared to students in urban areas who have a mean score of 71.30 with a standard deviation of 14.25. There is a substantial difference in the mean scores of the two groups, as indicated by the estimated t-value of 4.12. The fact that the 'S' appears in the 'Significant' column indicates that there is a statistically significant difference. This result suggests that, generally speaking, urban students do better academically than their rural counterparts. The standard deviations give an indication of how variable each group is; for example, a smaller range of scores in metropolitan areas may indicate more consistent academic achievement than a broader range in rural areas. The present statistical research provides significant insights into the influence of geographic location on academic achievements. It emphasizes the necessity of implementing focused interventions to mitigate the educational gaps that exist between students from urban and rural areas.

H2: The mean educational achievement scores of children attending government and non-government urban schools will not differ significantly.

Table 3: An examination of the academic performance of Gove students

Area	School Type	N	Mean	SD	ΣD	t-value	Significant
Urban	Government	50	70.18	15.41	0.71	3.12	S
Urban	Non-government	70	69.18	15.23			

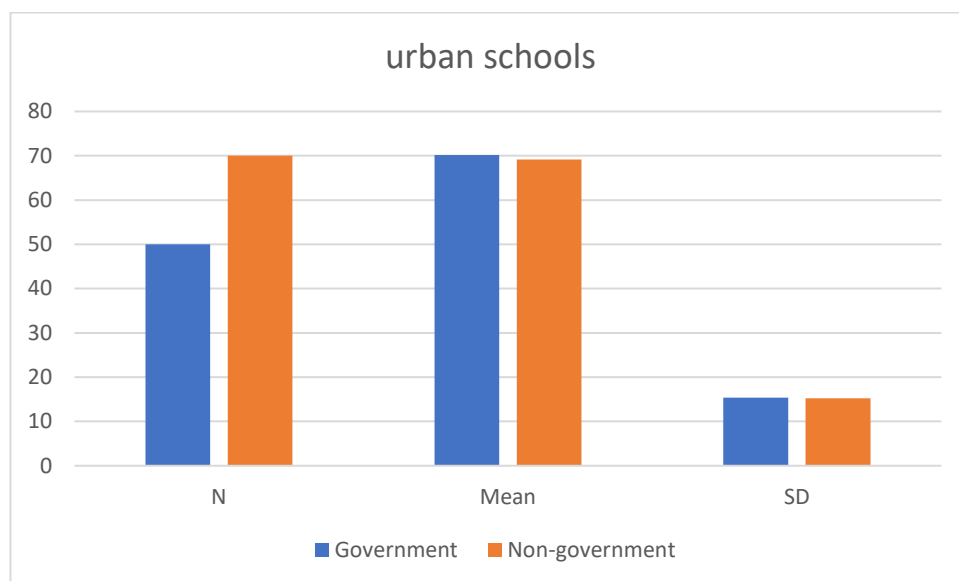


Figure 3: An examination of the academic performance of Gove students

The data that is supplied examines the academic achievement scores of urban pupils, with a focus on government and non-government schools. With 50 pupils, the government school category had a mean score of 70.18 and a standard deviation of 15.41. On the other hand, the group of non-government schools, which comprises 70 students, has a significantly lower mean score of 69.18, along with a standard deviation of 15.23. The computed t-value of 3.12 indicates a statistically significant difference in mean scores between government and non-government schools in metropolitan regions, with the cumulative difference (ΣD) coming in at 0.71. The statistical significance of this difference is further supported by the 'S' under the 'Significant' column. This result suggests that, in an urban setting, kids attending government schools perform better than their peers attending non-government schools on average. Within each type of school, the standard deviations show variations in academic achievement; government schools show a marginally greater range of results. This analysis clarifies the

complex academic dynamics that exist in urban environments and highlights the significance of taking school type into account when addressing educational inequality.

H3: The mean scores of academic accomplishments of kids attending government and non-government schools in remote areas will not differ much.

Table 4: An examination of the academic performance of pupils in rural government and non-government schools

Area	School Type	N	Mean	SD	ΣD	t-value	Significant
Rural	Government	30	70.82	15.42	0.83	3.63	S
Rural	Non-government	50	72.10	16.21			

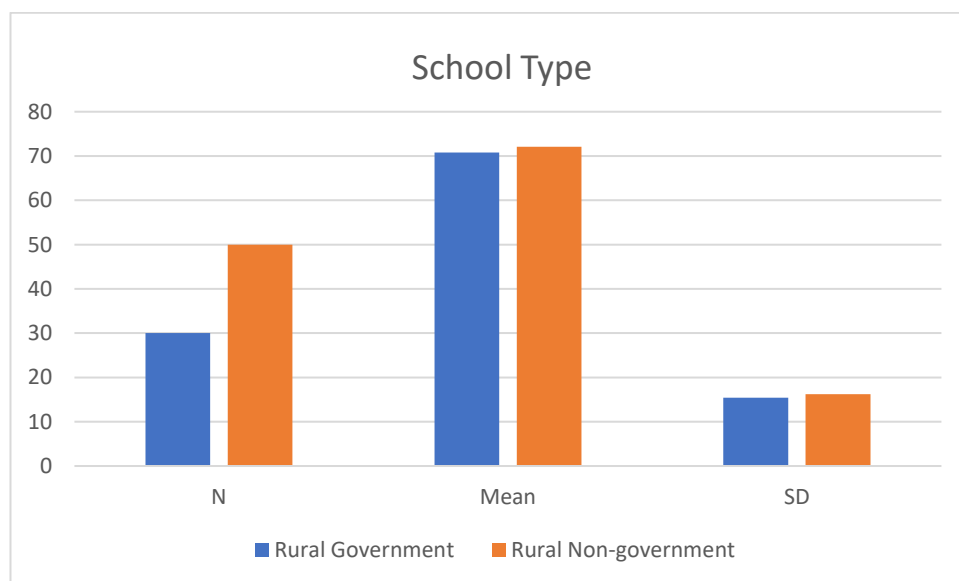


Figure 4: An examination of the academic performance of pupils in rural government and non-government schools

The information provided focuses on rural kids' academic attainment levels, differentiating between government and non-government schools. With 30 pupils, the government school category had a mean score of 70.82 and a standard deviation of 15.42. On the other hand, the 50 pupils in the non-government school category have a higher mean score of 72.10 with a standard deviation of 16.21. In rural areas, there is a statistically significant difference in mean

scores between government and non-government schools, as indicated by the computed t-value of 3.63 and the cumulative difference (ΣD) of 0.83. This distinction's statistical importance is highlighted by the presence of 'S' under the 'Significant' column. As a result, the data indicates that, generally speaking, children at rural non-government schools perform better than their peers in government schools. Within each type of school, the standard deviations show differences in academic achievement; non-government institutions show a slightly greater range of results. This analysis sheds light on the particular academic dynamics of rural communities, highlighting the importance of taking school type into account when addressing educational gaps and customizing solutions to the particulars of rural education.

H4: The mean academic achievement scores of male students attending government and non-government urban schools will not differ significantly.

Table 5: An examination of the academic performance of male students in metropolitan government and non-government schools

Area	School Type	Gender	N	Mean	SD	σD	t-value	Significant
Urban	Government	Boys	50	71.36	13.25	0.82	0.99	S
Urban	Non-government	Boys	30	68.39	15.36			

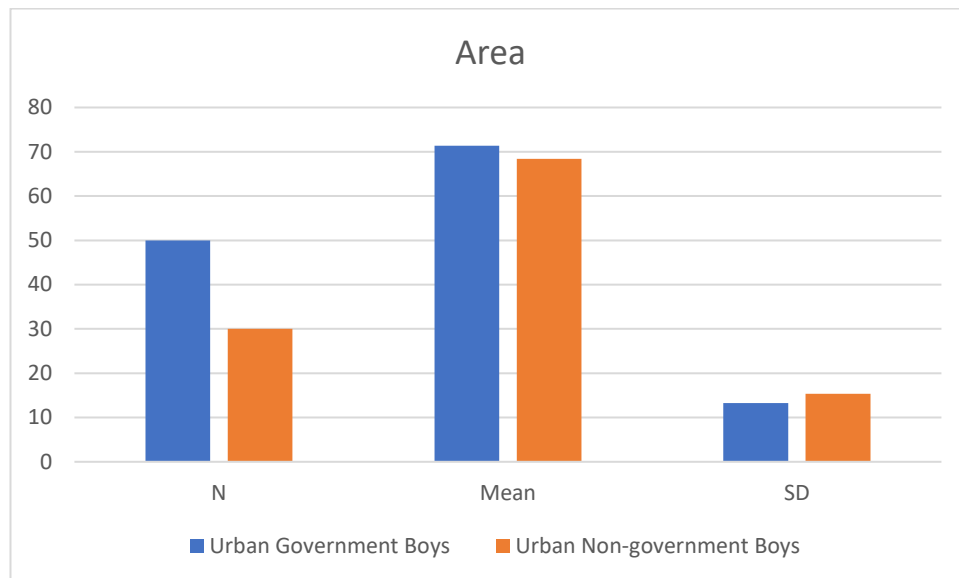


Figure 5: An examination of the academic performance of male students in metropolitan government and non-government schools

This study examines male students' academic achievement scores in metropolitan regions, focusing on the distinctions between government and non-government institutions. For the 50 males in the government school category, the mean score is 71.36 with a standard deviation of 13.25. The non-government school group, which includes 30 boys, on the other hand, has a mean score that is marginally lower—68.39—with a standard deviation of 15.36. The mean scores of boys attending government and non-government schools in metropolitan regions differ statistically significantly, as indicated by the computed cumulative difference (σD) of 0.82 and the t-value of 0.99. The statistical significance of this difference is attested to by the 'S' in the 'Significant' column. This suggests that male pupils who attend government schools in metropolitan environments perform better on average than their counterparts who attend non-government institutions. Within each type of school, the standard deviations suggest different degrees of academic performance dispersion; government schools show a marginally narrower range of results. This analysis highlights the need of taking gender and school type into account when developing focused interventions to reduce educational inequities and offers subtle insights into the academic dynamics unique to metropolitan areas.

H5: The mean academic achievement scores of female students attending government and non-government urban schools will not differ significantly.

Table 6: An examination of the academic performance of female students in urban government and non-government schools

Area	School Type	Gender	N	Mean	SD	σD	t-value	Significant
Urban	Government	Girls	40	41.22	14.62	2.12	4.15	S
Urban	Non-government	Girls	40	50.15	15.23			

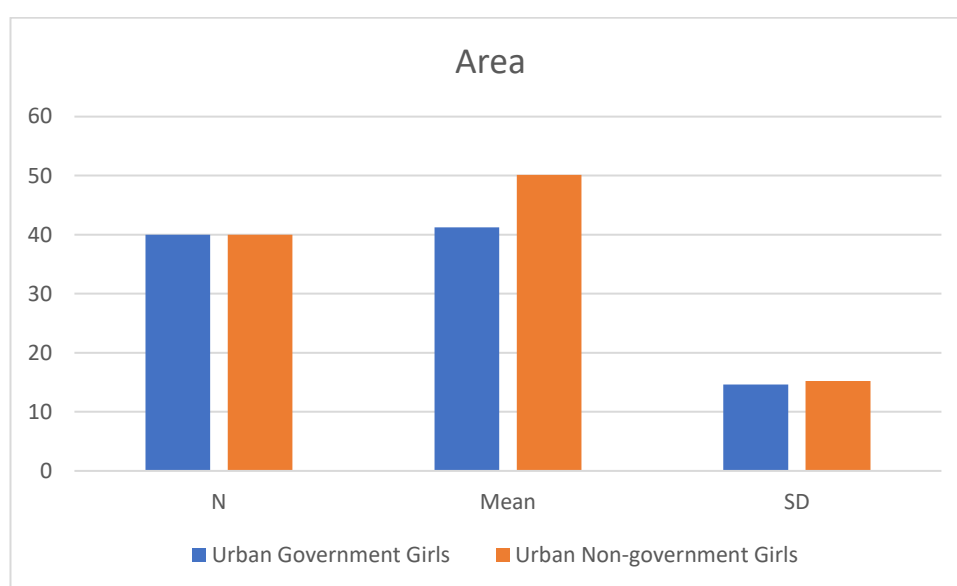


Figure 6: An examination of the academic performance of female students in urban government and non-government schools

The offered data pertains to female students' academic accomplishment scores in metropolitan regions, with a specific focus on distinguishing between government and non-government schools. For the 40 girls in the government school category, the mean score is 41.22 with a standard deviation of 14.62. On the other hand, the 40 females in the non-government school category have a much higher mean score of 50.15 with a standard deviation of 15.23. There is a statistically significant difference in mean scores between girls in government and non-government schools in metropolitan regions, as indicated by the t-value of 4.15 and the computed cumulative difference (σD) of 2.12. The statistical significance of this difference is attested to by the 'S' in the 'Significant' column. This shows that, generally speaking, female students who attend non-government schools perform better than those who attend

government schools in metropolitan areas. Within each type of school, the standard deviations suggest different degrees of academic performance dispersion; government schools show a marginally greater range of results. This analysis highlights the importance of both school type and gender in understanding and addressing educational inequities among female students. It provides subtle insights into the academic dynamics unique to metropolitan regions.

6. CONCLUSION

Non-government schools are unquestionably superior than government schools because they offer better facilities, a higher teacher to student ratio, a clean and hygienic atmosphere, and more opportunities for extracurricular and personality development. Even though government schools might not be able to provide all of these amenities, sending their kids to government schools is still preferable to not sending them to school at all for those who cannot afford private education. To sum up, this research has offered a thorough examination of academic achievement among children attending government and non-government schools, with a particular emphasis on the impact of geographic location. Through the analysis of students' academic performance in urban and rural settings, significant understanding of the complex factors influencing educational outcomes has been attained. The results highlight the notable differences that exist, with urban kids typically outperforming their rural counterparts. In addition, a thorough analysis of different school kinds in urban and rural environments showed clear trends, highlighting the fact that pupils attending non-government schools typically perform better academically than those attending government schools. Further complexities were brought to light by the gender-specific analysis conducted in metropolitan areas, which showed differences in academic achievement between females attending government and non-government schools. These findings lay the groundwork for focused interventions and policy by adding important data to the continuing discussion on educational disparities.

6.1 Recommendation

After examining academic achievement between students in government and non-government schools in relation to their geographic environment, a number of recommendations are made to improve educational results and alleviate disparities:

Targeted Interventions for Rural Schools: Given that academic performance is poorer in rural areas, policymakers and educators should create and execute interventions that are specifically designed to address the difficulties that kids in rural school's experience.

Equitable Resource Allocation: To guarantee that both government and non-government schools, especially those in urban and rural areas, have access to comparable educational facilities, teaching materials, and extracurricular activities, government authorities and educational institutions should place a high priority on equitable resource allocation.

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Leveraging Technology For The Cultivation Of 21st Century Skills And Competencies

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Abstract

This abstract explores the thoughtful application of technology to promote the development of 21st-century competencies and abilities in the field of life sciences education, with a focus on the special circumstances of Maharashtra, India. Given the challenges of navigating the complexity of the modern world, there is an increased need for workers who possess critical thinking, teamwork, and adaptability skills. The report emphasizes how important it is for Maharashtra students to have immersive and engaging learning experiences thanks to state-of-the-art technology. A dynamic and interesting learning environment is created by the incorporation of technology, which ranges from collaborative online platforms to virtual laboratories. The implementation of new pedagogical practices is important in order to create 21st-century abilities in teaching and learning, which is positioned as a critical strategic imperative. Based on social constructivism, the study uses an explanatory sequential mixed method design with 15 teachers from five suburban schools in South Africa to specifically examine how technology integration affects students' acquisition of these skills in life sciences education within the special Maharashtra context. Survey questionnaires and semi-structured interviews are two of the quantitative and qualitative data collection techniques used in the study. The results provide educators and policymakers in Maharashtra important insights into how technology integration promotes 21st-century skills and competences in life sciences teaching and learning.

Keywords: *Technology, Cultivation, 21st Century, Life Sciences, Education*

1. INTRODUCTION

Individuals are ever-evolving and changing. Because of this, science and technology are developing at an incredible rate. We can witness this, particularly in the twenty-first century, when technology is only getting started. Nowadays, a lot of things are happening quickly that we could never have imagined. As a result of technological advancements, people may encounter both hopeful circumstances (such as digital ease, information accessibility, problem-solving applications, and medical advancements) and unsettling circumstances (such as internet addiction, cybercrime, and virtual fraud) In light of this circumstance, technology management must be methodical and integration into people's daily activities must be planned and scheduled Throughout their entire existence, states have invested the greatest in individuals. Education systems were used to make this investment Every country may have a different educational system. But "qualified staff and well-educated individuals" is a common desire. At this stage, advancements in technology are important.

Technology use is now considered a need rather than a luxury. There are countless examples of technology in our daily lives, including computers, smartphones, automobiles, apps, smart houses, and numerous other items we are unable to list. 59% (4.54 billion) of the world's population uses the internet, 49% (3.80 billion) uses social media, and 67% (5.19 billion) uses mobile devices, according to the "We Are Social - Digital 2020 April Global Stats hot" report This demonstrates the importance of technology in daily life. The educational system is one more area where technology is used. The educational system is adaptable to any changes that occur in society. Since the goal of education is to get students ready for society and the real world Numerous direct and indirect benefits of technology are seen in the educational system. Only a few of them include virtual laboratories, online learning, simulation environments, access to scientific data, rapid access to technical advancements, and many other scenarios The integration of science and technical advancements into the educational process gives rise to a number of novel notions and abilities.

1.1 The Changing Educational Paradigm

The new educational paradigm represents a shift away from traditional methods of instruction and towards a more technology-driven, dynamic, and interactive approach that better meets the needs of the twenty-first century. Active learning techniques are replacing traditional methods, which are frequently defined by rote memorization and passive learning, by having

students participate in group problem-solving and critical thinking exercises. This change includes the use of technology in the classroom, providing resources like interactive whiteboards and internet tools that improve the educational process. In addition, the current paradigm of education places a strong emphasis on student-centered settings in which teachers facilitate autonomy and a sense of accountability for learning. Through online platforms, global connection enables collaborative projects that link students worldwide and get them ready for an increasingly interconnected future. In contrast to traditional exam-centric evaluations, assessment methodologies are growing to evaluate real-world abilities and practical application. Essentially, the goal of this shifting paradigm is to ensure that students are prepared for the difficulties of the modern world by emphasizing the development of critical thinking, adaptability, and teamwork in addition to subject-specific knowledge.

1.2 The Importance of 21st Century Skills

The significance of 21st-century competencies, which include critical thinking, communication, cooperation, creativity, and adaptability, is found in their revolutionary influence on people's capacities to manoeuvre through the intricacies of the contemporary environment. The cornerstone is critical thinking, which empowers people to evaluate data, resolve issues, and reach well-informed conclusions. Conveying ideas, articulating concepts coherently, and promoting comprehension in a variety of circumstances all depend on having effective communication abilities. Working together encourages a group approach to problem-solving, which reflects how interconnected today's globalised world is. Innovative thinking and the development of fresh approaches to problems require creativity. The ability to adapt is arguably the most important quality in the face of swift change since it enables people to flourish in dynamic settings and welcome lifelong learning. Importantly, these abilities go beyond the confines of subject-specific information, offering a comprehensive basis for success in a range of spheres of life, such as learning, employment, and personal growth. In a time where knowledge is plentiful and changing quickly, developing these abilities guarantees that people are not only aware but also quick-witted, resourceful, and prepared to handle the complex demands of the twenty-first century.

1.3 Technology as an Enabler

In the field of education, technology is a potent enabler that can bring about revolutionary changes in the methods of instruction and learning.

Improved Instructional Strategies:By using technology, teachers can break away from the traditional lecture format and use a variety of interactive teaching methods. Dynamic presentations and simulations made possible by interactive whiteboards, educational software, and multimedia resources make difficult subjects more approachable and interesting.

Information Availability:Beyond the pages of conventional textbooks, students and teachers can access a multitude of materials thanks to the internet's immense repository of knowledge. This promotes autonomous study and inquiry in addition to enlarging the breadth of learning.

Customized Education:Learning materials are customized by adaptive learning technologies to meet each student's unique needs. With this individualised approach, students advance at their own speed and receive focused assistance as required. Tailored learning experiences are provided by educational apps and platforms, accommodating a variety of learning preferences.

Virtual Simulations and Laboratories:Through virtual labs and simulations, technology expands the laboratory experience into the digital domain. This promotes hands-on learning without physical limitations by enabling students to conduct experiments in a controlled, virtual setting and easing the logistical burden associated with actual labs.

2. OBJECTIVES

- To Assess the ways in which technology, such as virtual laboratories and online platforms, affects teamwork, critical thinking, and flexibility in Maharashtra's life sciences curriculum.
- To Examine how Maharashtra's bio sciences students benefit from interactive learning experiences thanks to cutting-edge technology.
- To Examine how integrating technology into Maharashtra's life sciences curriculum can improve the development of 21st-century skills through innovative instructional approaches informed by social constructivism.

3. REVIEW OF LITERATURE

In the first piece, an innovative method of teaching called Metaverse Intensive Learning Experience (MiLEx) is explored. The possibilities of immersive technologies and their effects on career preparedness and the growth of collective intelligence are examined by AbuKhousea et al. (2023). In addition to emphasising the value of adjusting to new technology, the article

offers a progressive perspective on how the educational system might better prepare students for the challenges of the twenty-first century.

The second piece focuses on 21st-century learning methodologies that are adaptive, especially when it comes to Indonesian higher education. Adiawaty and colleagues (2023) underscore the significance of digital literacy in augmenting educational achievements. The study clarifies how education is changing and why it is important for institutions and teachers to adopt new technology. For educators looking to include digital literacy into their curricula and teaching strategies, the findings offer insightful information.

In the context of education, the third article investigates the relationship between artificial intelligence (AI) and human behavioural development. According to Benvenuti et al. (2023), artificial intelligence (AI) can help people learn new skills and competencies. The article offers a nuanced perspective on the changing interaction between technology and human development by discussing the possible advantages and difficulties of incorporating AI into schooling.

The comprehensive literature review by Bizami et al. (2023) explores the relationship between technology and pedagogical ideas in immersive blended learning. The paper offers a thorough summary of the literature while showcasing creative approaches that use technology to improve educational outcomes. Because of its methodical methodology, which guarantees a comprehensive analysis of the current state of affairs, this review is an invaluable tool for educators and academics who are interested in immersive blended learning.

The work of Chu et al. (2017) focuses on the critical junction where global education roadmaps and twenty-first-century capabilities meet. The article examines the useful features of acquiring the abilities necessary for success in the modern world using the perspective of inquiry-based learning. The authors offer educators a road map for putting into practise tactics that effectively promote students' critical thinking, communication, teamwork, and creativity. This article functions as a roadmap in and of itself, providing educators with useful guidance on navigating the terrain of 21st-century skill development.

4. RESEARCH METHDOLOGY

4.1 Research Design

As mentioned above, an explanatory sequential mixed method design was used in the Maharashtra investigation. By permitting the study of both qualitative and quantitative data, this research methodology provides a thorough approach that makes it easier to comprehend the research subject at hand. It became apparent that no one form of data could adequately reflect the intricacy of this phenomenon when examining how people engage with digital tools in the classroom. For this reason, it was crucial that the study's quantitative and qualitative data be integrated. While the quantitative data—obtained through survey questionnaires—allowed for a more comprehensive assessment and statistical analysis, the qualitative data—obtained through methods like interviews—offered deep insights into the complex lives of individuals. The implementation of a dual-method approach not only ensured more comprehensive research but also furnished strong and complementary views, augmenting the overall profundity and validity of the study's conclusions, particularly with regard to Maharashtra's educational terrain.

4.2 Sampling

The research was carried out in Maharashtra, India, using an explanatory sequential mixed method design. The study's main goal was to investigate how technology integration affects the growth of 21st-century competencies in the teaching of life sciences. Fifteen life sciences instructors from five suburban Maharashtra schools were included in the sample. They were chosen on the basis of their ability to create opportunities that were both meaningful and technology-based. These schools, which are particularly well-resourced, were chosen to reflect a range of regional situations. Teachers were included because of their vast professional background in teaching and learning life sciences. The study aimed to provide a nuanced understanding of the complex dynamics of technology-enhanced education in the particular context of Maharashtra by using a mixed-method approach that combined qualitative and quantitative data, taking into account both the perspectives of educators and the distinctive learning experiences of students in this region.

4.3 Data Collection and Analysis

A survey questionnaire was given to the participants in order to gather quantitative data while the method used to gather qualitative data was semi-structured interviews. With SPSS, quantitative data was analyzed.version 26. Particularly, qualitative data was gathered to elaborate on patterns that surfaced from numerical information. Both inductive and deductive

topic analysis were used to transcribe and analyses the interview data.analysis the six stages of theme analysis were adhered to by the researchers, namely: familiarization with the data, creation of codes, identification and consolidation of themes, and definition and analysis of the themes, as well as the creation of reports

5. DATA ANALYSIS AND INTERPRETATION

The technology tools that instructors use to teach and learn about life sciences are listed in Table 1 below. The teachers mostly used desktop, laptop, and smartphone computers and other technological gadgets. The kind of technology resources offered at the chosen schools can be blamed for this usage behavior.

Table 1: Teachers' use of technology in the teaching and learning of life sciences

Device	Frequency
Desktop Computer	50
Laptop	40
Tablet	30
Smartphone	80

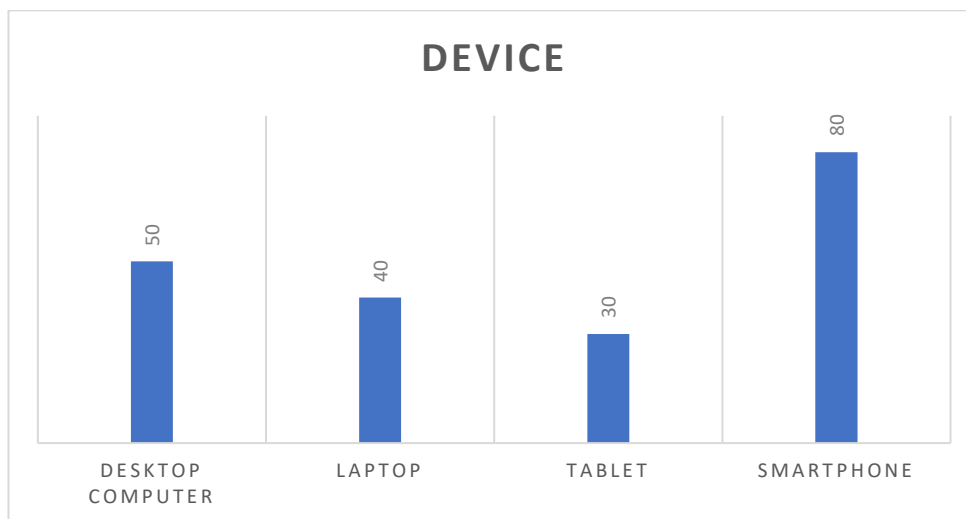


Figure 1: Teachers' use of technology in the teaching and learning of life sciences

A population's distribution of electronic gadgets is shown in depth by the frequency distribution that is given. The following four device categories were taken into consideration:

smartphones, tablets, laptops, and desktop computers. Their relative frequencies were 50, 40, 30, and 80.

With a frequency of 80, smartphones are the most common gadget in this collection. This result is consistent with smartphones being widely used and accessible in modern culture. Their appeal is probably due in part to their portability and multifunctionality, which make them an indispensable tool for communication, information access, and other uses.

More conventional computing equipment include desktop computers, which have a frequency of 50, and laptops, which have a frequency of 40. Due to their ease, smartphones have taken over the market, but desktop and laptop computers are still important, particularly in situations where more powerful processing power or specialised software is needed. The comparatively close frequencies of laptops and desktop computers indicate that the population under investigation uses these devices in a balanced manner.

Counting in at thirty, tablets represent a separate class that sits between laptops and extremely portable cellphones. The intermediate frequency would suggest that tablets are selected for tasks that don't always require the full capability of desktop or laptop computers but would benefit from a larger screen size and more immersive engagement than smartphones.

For the purpose of encouraging the development of 21st century skills and competences, the teachers employed a variety of applications in the teaching and learning of life sciences. The professors' list of applications is shown in Table 2 below. In the teaching and learning of life sciences, the teachers mostly used Zoom, Kahoot, and WhatsApp.

Table 2: Teachers' use of technology in the teaching and learning of life sciences

Application	Frequency
WhatsApp	50
Zoom	30
Kahoot	25
Facebook	25
Socrative	30
Class Dojo	20
Near Pod	20

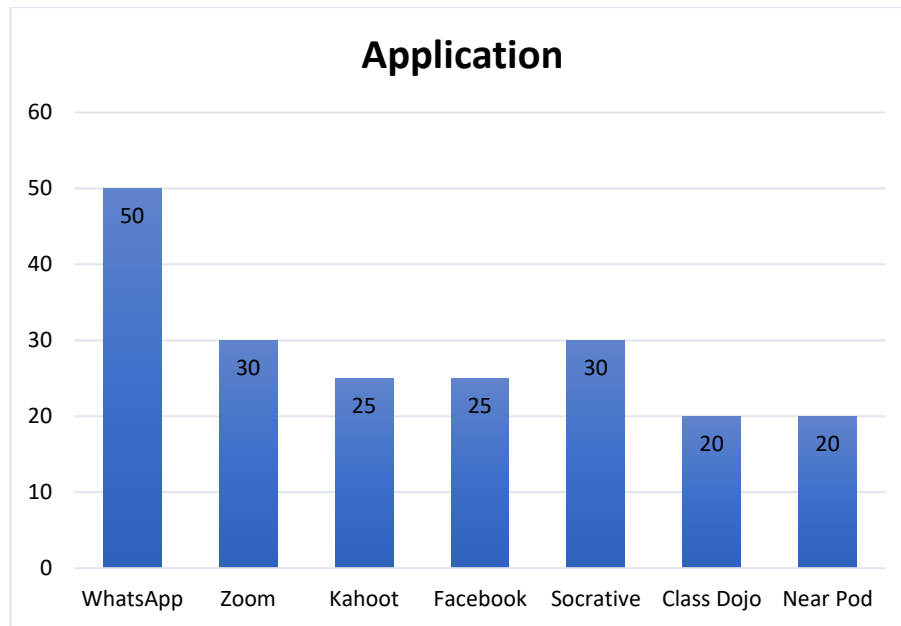


Figure 2: Teachers' use of technology in the teaching and learning of life sciences

The frequency distribution that is offered illustrates the diversity in the use of technology for diverse purposes by revealing the predominance of different applications among a specific population. The apps under consideration include Near Pod, Facebook, Socrative, Zoom, WhatsApp, Class Dojo, and Facebook, with equivalent frequencies of 20, 30, 25, 25, 30, and 20. With a frequency of 50, WhatsApp stands out as the most popular application in this collection. This data emphasises how popular WhatsApp is as a main tool for social media, communication, and instant messaging. Its adaptable features—such as voice calls, text messaging, and multimedia sharing—probably help explain why so many people in the survey found it appealing. Zoom is a popular tool for online meetings and virtual collaboration, as seen by its frequency of 30, which makes it stand out as an important application. Zoom is widely used for synchronous communication and video conferencing, which makes it especially notable when considering remote business and online education.

With a frequency of 25, Kahoot illustrates how gamified learning strategies are being incorporated into educational environments. Due to its comparatively high frequency, Kahoot appears to be a popular choice for enjoyable and competitive interactive quizzes that improve student learning. Kahoot and Facebook, another well-known social media network, have a frequency of 25 in common. Given its many features and functionalities, this implies that Facebook is used for more than just personal social interactions—it may also be used for

professional or educational purposes. Socrative and Class Dojo, with their respective frequencies of 30 and 20, indicate that technology should be incorporated into learning environments. A significant portion of people clearly utilise Socrative, an app for in-the-moment questions, tests, and evaluations. Comparably, Class Dojo, which is well-known for helping parents, instructors, and students communicate, serves as an example of how technology may be used to improve classroom administration and communication. Near Pod's frequency of 20 indicates that it has been used as a teaching tool. Near Pod, which is frequently utilised for multimedia presentations, interactive teaching, and student involvement, exemplifies how technology may be integrated to improve traditional learning methods.

The perceived 21st century skills and abilities that have been produced in life sciences teaching and learning through technology integration are listed in Table 3 below. Critical thinking, communication, computational thinking, and teamwork were reported to be the main 21st century abilities and competences that were fostered in Life Sciences teaching and learning through technology integration.

Table 3: Perceived 21st century competences and skills that were created by technology integration in life sciences education

21st Skill/Competency	Frequency
Critical Thinking	30
Communication	50
Collaboration	50
Problem Solving	40
Computational Thinking	30

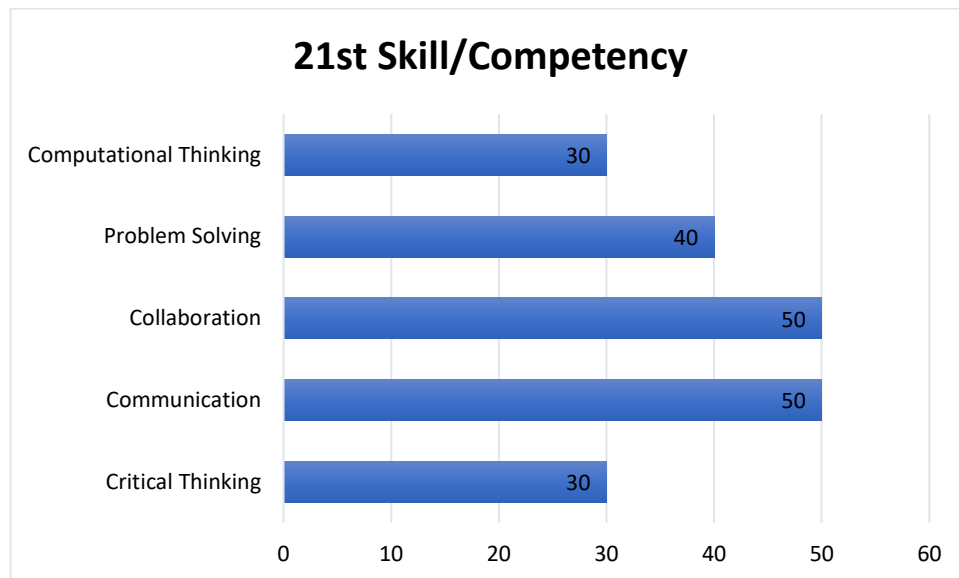


Figure 3: Perceived 21st century competences and skills that were created by technology integration in life sciences education

The frequency distribution offered illustrates how common certain 21st-century competencies and talents are in a certain community. With corresponding frequencies of 30, 50, 50, 40, and 30, respectively, the talents taken into consideration are computational thinking, problem solving, communication, collaboration, and critical thinking. With a frequency of 50, communication is the 21st-century ability that is mentioned the most in this sample. This highlights how crucial good communication is to the questioned population, which is in line with the current emphasis on the clear and articulate expressing of ideas in a variety of contexts, including social interactions, academic settings, and professional settings. With a frequency of 50, communication is closely followed by collaboration. This suggests a profound understanding of the importance of cooperative efforts and teamwork. The frequency indicates that encouraging a collaborative mindset is seen as essential by the population polled, indicating an understanding of how intertwined modern work and problem-solving circumstances are.

At thirty, critical thinking is still significant even though it occurs less frequently than teamwork and communication. This implies that although critical thinking is acknowledged as an essential competency, it may not be as widely stressed or clearly expressed as teamwork and communication in the context of the survey. With a frequency of 40, problem solving indicates a significant understanding of the significance of this ability. The ubiquity of this skill underscores the understanding that people must be able to evaluate, plan, and create

workable solutions in order to meet the demands of the contemporary world when faced with difficult problems. Though it might not be as widely emphasised as other talents, computing Thinking, with a frequency of 30, is referenced less frequently, suggesting a recognition of the importance of computing skills in the twenty-first century. This might be a result of the targeted demographic for the poll and its emphasis on the nexus between technology and problem-solving. When incorporating technology into Life Sciences instruction, educators employed many pedagogical approaches to encourage the growth of 21st century proficiencies and abilities. Classroom conversations, small group discussions, cooperative learning, and collaborative learning are some of the educational practices that were heavily utilized.

Table 4: pedagogical approaches used by educators to incorporate technology into life sciences instruction

Pedagogical Strategy	Frequency
Small Group Discussions	30
Collaborative Learning	50
Cooperative Learning	20
Inquiry-Based Learning	25
Classroom Discussions	50
Gamification	25

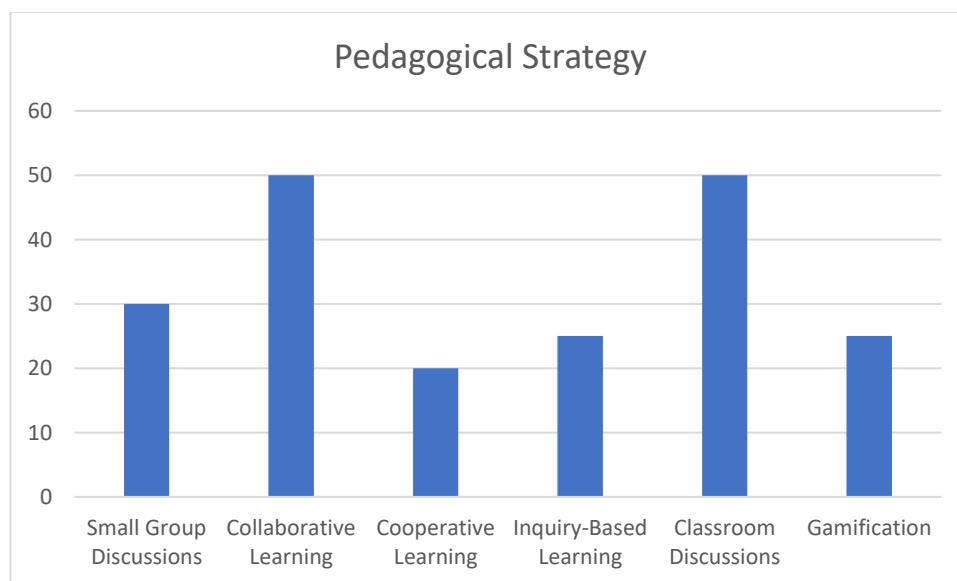


Figure 4: pedagogical approaches used by educators to incorporate technology into life sciences instruction

The frequency distribution that is displayed sheds light on the predominance of particular pedagogical approaches in a particular learning environment. The approaches that are taken into consideration are Classroom Discussions, Inquiry-Based Learning, Small Group Discussions, Collaborative Learning, Cooperative Learning, and Gamification, with corresponding frequencies of 30, 50, 20, 25, 50, and 25, respectively. With a frequency of 50, classroom discussions and collaborative learning are the two pedagogical approaches that are most commonly used. This high frequency indicates that the studied population places a high value on interactive and participatory learning strategies. Collaborative learning encourages teamwork and the formation of shared knowledge by having students work together on activities or projects. Classroom discussions also encourage free discussion, which helps students express their ideas, interact with different viewpoints, and hone their critical thinking abilities. Thirty-nine small group discussions show a remarkable use of a more personal and concentrated learning environment. This approach facilitates more in-depth comprehension of ideas, promotes engaged student engagement, and gives students a forum to share their thoughts in a smaller group setting. With a frequency of 25, inquiry-based learning shows that the importance of student-driven research and discovery has been acknowledged. By encouraging students to formulate questions, carry out research, and build their understanding, this method promotes autonomous thought and the development of problem-solving abilities. With a frequency of 25, gamification proposes the use of game elements to improve motivation and engagement during the learning process. This teaching method makes learning more engaging and dynamic by incorporating elements of competition and rewards. With a frequency of 20, cooperative learning is cited less frequently, suggesting that structured group-based activities where students collaborate to achieve a common goal are not as important. This could, however, be a reflection of certain teaching philosophies or contextual elements affecting the decisions made during education.

6. DISCUSSION

In order to support the development of 21st century skills and competencies, the Fourth Industrial Revolution offers a wealth of options for technology integration in science teaching and learning. The main conclusions of this study showed that integrating technology into

instruction and learning encourages students to participate actively in class activities. Additionally, because technology integration gave students more chances to review the material, they had already covered in order to solidify their own conceptual knowledge, it was thought to support learner autonomy. These results are in line with a study that demonstrated how digital classrooms and technology integration support teaching and learning while also raising student achievement in general. By giving students access to the right tools and applications, technology may revolutionize education and get them ready for the global market contend, however, that technology has the potential to impede and disturb learning.

According to the teachers, technological integration is essential to the development of 21st century competences and skills in the teaching and learning of the life sciences. Using integrated digital technology, students can improve their abilities and competencies, claim Camilleri and Camilleri The educators underlined that it is vitally important to carefully choose and implement technology resources. The teachers made the point that the implementation of well thought out instructional tasks and activities should characterize the cohesive use of technological resources. This suggests that improved technological pedagogical subject knowledge is necessary for the meaningful use of technological resources in scientific classrooms.

The teachers used a variety of pedagogical techniques to include technology into their lessons on life sciences. Classroom discussions, cooperative learning, small group discussions, and collaborative learning are some of the educational practices that were heavily utilized. Other teaching approaches are discovered as a result of using integrated technologies incorporating technology into life sciences education, educators employed a range of gadgets, including desktop, laptop, and smartphone computers. reports that the use of digital classroom environments is becoming more common and that both teachers and students find them to be convenient. Digital classrooms foster communication and teamwork, facilitate easy note-taking, expose students to technology, and help them build their capacity to solve real-world problems.

7. CONCLUSION

This study showed how technology integration is essential to the development of 21st century competencies and skills in the teaching and learning of life sciences. There are a ton of potential for innovative pedagogy as the Fourth Industrial Revolution approaches. These

possibilities should be used to promote meaningful teaching and learning so that necessary skills are instilled and society can undergo dramatic change. The integration of technology into science education can help achieve the goal of developing the necessary skills in a logical manner, which is a prerequisite for fundamental socio-economic transformation. To sum up, research on using technology to develop 21st-century skills and competences in life sciences education highlights how incorporating digital technologies into teaching methods can have a profound impact. The paradigm is changing from static, antiquated teaching techniques to dynamic, technologically enhanced ways in response to the needs of the modern world, where success depends on critical thinking, communication, teamwork, creativity, and adaptation.

7.1 Recommendation

Suggestions for Using Technology to Develop 21st-Century Skills in Life Sciences Education:

Make an Investment in Your Professional Growth: Make extensive and continuous professional development programmed a top priority for teachers in order to improve their technology literacy and ability to use digital tools efficiently. This will enable them to design stimulating lessons that help pupils develop 21st-century abilities.

Encourage Platforms for Collaboration: Promote the usage of cooperative web-based systems that enable worldwide communication and cooperation. Students can engage together on life sciences projects using platforms like virtual classrooms, discussion boards, and project-sharing spaces, which can promote cooperation and communication skills across geographic borders.

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EXPLORING TEACHERS' PERSPECTIVES ON INCLUSION: INSIGHTS FROM A PILOT INCLUSIVE EDUCATION INITIATIVE AND IMPLICATIONS FOR ENHANCING INSTRUCTIONAL LEADERSHIP

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Abstract

This study represents a thorough investigation of the complex terrain of putting inclusive education practices into practice in secondary schools located throughout Maharashtra, India. Using a variety of qualitative analytic techniques, including in-depth interviews, surveys, and careful classroom observations, the study takes a multidisciplinary approach to investigating the perspectives of general education teachers actively involved in an inclusive education program. Through an exploration of educators' experiences, the study aims to identify the various obstacles and noteworthy achievements faced throughout the smooth implementation of inclusive practices. One of the main goals is to identify the many variables that influence teachers' perspectives on inclusion in the particular setting of Maharashtra. This will allow for the development of more nuanced understanding of the initiative's significant influence on teaching practices. Additionally, the study broadens its scope to include an examination of the critical functions performed by teacher preparation and experience as major factors influencing attitudes towards inclusive education. This comprehensive investigation not only adds vital evidence to the continuing discussion about the efficacy and implementation of inclusive education in the unique educational environment of the Maharashtra area, but it also deepens our understanding of inclusive practices.

Keywords: *Exploring teacher, inclusion, education, instructional, leadership, smooth*

1. INTRODUCTION

As the educational landscape continues to undergo constant change, the necessity of fostering learning settings that are welcoming to all students has emerged as a fundamental principle of educational reform. An in-depth investigation of the viewpoints of educators towards inclusion is the focus of this study, which is conducted within the framework of an innovative pilot programmed for inclusive education. Our research investigates the experiences and perspectives of general education secondary school teachers who participated in this innovative programmed in the Northwest Region of Cameroon. This is done in an effort to gain a more comprehensive grasp of the topic. The purpose of our inquiry is to uncover the difficulties and achievements that educators have while attempting to implement inclusive practices. This will be accomplished by utilising a framework that is rich in methodology and includes interviews, surveys, and classroom observations. This endeavor is particularly well-positioned to shed light on the complex dynamics surrounding the attitudes of educators towards inclusion, thereby unravelling the nuances that are present within the educational fabric. An additional objective of the study is to identify implications for improving instructional leadership within the context of inclusive education. This objective will be accomplished by navigating through the narratives supplied by these educators. We hope that by deconstructing these points of view, we will be able to make a significant contribution to the ongoing conversation that is taking place around inclusive practices. This will allow us to cultivate an approach to instructional leadership that is both more informed and powerful in our pursuit of an inclusive educational landscape.

1.1 Background of Inclusive Education Initiatives

There is a global commitment to establishing equitable and accessible learning environments for all students, regardless of their various skills and origins, and the history of inclusive education efforts reflects this dedication. Over the course of the last few decades, there has been a paradigm change in educational philosophy, which has transitioned away from traditional practices that are segregate and towards alternatives that are more inclusive. Inclusive education efforts are aimed to embrace diversity, acknowledging that every student, including those with impairments, benefits from participating in conventional classrooms alongside their peers. This includes students who have disabilities. These initiatives are in line with international frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs), which

emphasize the significance of providing an education that is both inclusive and of high quality for all individuals. The concept that inclusive education not only advances social justice but also improves the quality of the educational experience as a whole by appreciating and catering to the specific areas of expertise and need of each and every student is the impetus behind the movement towards inclusive education. The implementation of pilot programmes and projects is being carried out by nations all over the world in order to investigate the challenges and realities of inclusive education within their respective contexts. The goal of these endeavors is to establish a foundation for implementing systemic changes in educational policies and practices, with the eventual goal of creating an educational environment that is fairer and more inclusive.

1.2 Focus on Teachers' Perspectives

When it comes to inclusive education initiatives, it is essential to place a strong emphasis on the viewpoints of educators in order to have a comprehensive understanding of the implementation and impact of these programmes on the ground. The following are some of the reasons why it is essential to investigate the perspectives of educators:

- **Implementation in the Classroom:** It is the responsibility of teachers to translate inclusive education policies into techniques that can be implemented in their classrooms. The viewpoints that they share provide a first-hand picture of the manner in which these policies are being implemented, shining light on the obstacles and successes that are encountered on a daily basis.
- **Attitudes Towards Inclusion** The attitudes of educators are a critical factor in determining the level of success that inclusive education achieved. When their attitudes, values, and perceptions are investigated, valuable information about the elements that influence their acceptance or opposition to inclusive practices can be obtained.
- In order to determine the training and professional development requirements of teachers, it is helpful to gain an understanding of their points of view. Teachers can need particular abilities, resources, or assistance in order to successfully apply inclusive practices, and this information can be used to inform interventions that are more specifically focused.
- **Impact on Instructional Strategies** The opinions of educators shed light on the ways in which inclusive education programmes have an impact on the instructional strategies they employ. As part of this, you will get an understanding of differentiated instruction,

classroom management, and the modification of instructional strategies to accommodate a wide range of education requirements.

- Student results: The experiences and observations of teachers provide vital data on the influence that inclusive education has on the results of students. This encompasses the academic accomplishments, social interactions, and overall well-being of kids who have disabilities as well as students who do not have impairments.’

2. OBJECTIVES

- To Investigate the experiences that teachers of general education have had with inclusive education in the state of Maharashtra.
- To Examine the challenges that were encountered and the achievements that were achieved in the process of establishing inclusive practices in secondary schools.
- To Investigate the elements that influence the perceptions of teachers in Maharashtra towards inclusion.

3. REVIEW OF LITERATURE

Azorín and Ainscow's (2020) study digs into the essential topic of inclusive education, focusing on the role of leadership in driving schools towards greater inclusivity. The authors argue for the necessity of leadership strategies that build a culture of inclusiveness, emphasizing collaboration and responsiveness to various student needs. Their findings reinforce the relevance of a complete and persistent strategy to inclusion, stressing the role of leadership in defining a school's journey towards being more inclusive. This study gives a foundational understanding of the key principles and methods involved in establishing inclusive classrooms.

Cann, Riedel-Prabhakar, and Powell (2021) contribute to the literature by exploring the association between positive school leadership and teacher welfare. Their concept stresses the impact of leadership practices on the overall welfare of teachers, with an emphasis on building a good and supportive school climate. The study outlines critical elements of constructive leadership, such as establishing a sense of community, providing professional development opportunities, and recognizing and rewarding teachers' efforts. This research improves our understanding of the connection between leadership and teacher wellbeing, revealing insights into how positive leadership practices might contribute to a healthier and more productive teaching profession.

DeMatthews, Serafini, and Watson (2021) study the challenges and perspectives of school leaders in the context of inclusive education. The study offers light on the challenges of leading inclusive schools, analyzing the methods and obstacles faced by administrators in driving effective change. The findings underscore the need for targeted professional development for school leaders to strengthen their capacity for leading inclusive schools effectively. This study presents a critical perspective on the problems inherent in encouraging inclusivity, offering insights into the varied nature of leadership practices essential for sustainable transformation.

Dyrstad and colleagues (2018) focus on the integration of physical activity into academic sessions, a unique technique with potential benefits for students' health and academic performance. The study analyses the acceptance of physically active academic lessons among teachers, finding hurdles and facilitators for implementation. Findings reveal a generally positive attitude towards adding physical activity into the classroom setting, with considerable benefits perceived for students' involvement and focus. The need for further teacher training, worries about upsetting the classroom, and time limits are some of the obstacles that have been noted. This study offers insightful information about attitudes and practical issues related to implementing physically demanding academic lessons.

The emphasis is shifted to leadership in the context of inclusive special education in Irish secondary schools by Fitzgerald and Radford (2022). The study documents the experiences of principals and SENCOs (Special Educational Needs Coordinators) through a qualitative investigation. The results emphasize the difficulties and achievements in inclusive education leadership, stressing the value of teamwork, professional growth, and a whole-school strategy to promote inclusivity. The study highlights the need for continued support and training for effective leadership in inclusive special education and throws light on the challenging role that leaders play in managing the different requirements of children with special educational needs (SEN).

4. RESEARCH METHODOLOGY

Rather than using an exploratory research design, this study used a quantitative descriptive survey research design. A total of 200 state-licensed full-time broad education teachers from the Northwest District of Cameroon took part in the SEEPD pilot inclusive education program. These teachers were drawn from seven bilingual secondary schools. Using a survey tool

named "Opinions Relative to the Integration of Students with Disabilities" (ORI), information about broad education teachers' views towards inclusion was gathered. The results were then organized, descriptive statistics were created, and multivariate analysis of variances (ANOVA) was done using the Statistical Package for Social Sciences Software (SPSS).

4.1 Participants

A survey was sent out to 400 educators who were accessible as well as exceptionally anxious to partake in the research project. 200 of the 100 teachers who took part in the study and finished up the questionnaires brought them back.

100 scannable surveys were included in the study, which represents a 87% bring rate back. This was because of the way that there were countless omissions on two of the 200 brought surveys back

4.2 Procedures

For the purpose of making the process of data gathering easier, a similar methodical technique was utilized in the context of Maharashtra. In order to obtain authorization to distribute surveys to participants in secondary schools located throughout the region, formal requests were sent to the necessary educational authorities, including the Department of Education in the state of Maharashtra. Official communication channels, such as letters submitted to the appropriate educational authorities and principals of schools, were utilized in order to obtain the necessary approvals. Surveys were delivered during staff meetings, which were held after the researchers had obtained consent. Researchers or their representatives were present during these meetings to address any questions or concerns and provide clarity. In the state of Maharashtra, as well as in the Northwest Region of Cameroon, the process of collecting data required the active participation of educational representatives and principals of schools. The principals were responsible for ensuring that the retrieval procedure was carried out in a seamless and organized manner by facilitating the collecting of completed questionnaires from participating teachers during staff meetings. Following the collection of these questionnaires, they were then sent to the researchers through the channels that were specified for that purpose. As a result of the joint efforts of the representatives of the researchers, the principals of the schools, and the educational authorities, the complete process of data gathering in Maharashtra took around one month. After the period of data collecting was finished, the representative of the researchers in Maharashtra, who was similar to their counterpart in

Cameroon, took upon themselves the responsibility of distributing the questionnaires that had been filled out correctly. Taking a methodical and cooperative approach, which included participation from educational authorities as well as school administrators, the objective was to guarantee that the data gathering procedure would be carried out in a manner that was both accurate and ethical within the specific educational environment of Maharashtra.

4.3 Instrument

To successfully gather information, the Opinions Relative to the Integration of Students with Disabilities (ORI) questionnaire was used. The instrument under examination is an improved and refreshed version of the Opinions Relative to Mainstreaming Scale, which was made. The opinions of teachers towards the integration of students with impairments into general education courses were investigated using a previous version of the questionnaire. There are six elective responses to every one of the 25 items in the ORI, which range from (- 3) to (+3). I both extraordinarily concur with you and eagerly disagree with you. The Northwest Locale of Cameroon's overall education instructors' opinions towards including students with disabilities overall education classrooms were assessed using ORI. The questionnaire is separated into two sections for each section. There were 25 items in the first segment, and seven segment questions in the second section asked about the respondent's age, orientation, education level, years of teaching experience, insight in inclusive classrooms, and training in teaching youngsters with special needs. In the first section of the questionnaire, participants are asked to rate their understanding or disagreement with the items using a six-point Likert-type scale. The respondents were asked to choose one of the following choices: The options are: 1 (strongly disagree), 2 (disagree), 3 (unsure however inclined to disagree), 4 (unsure yet will generally concur), 5 (concur), and 6 (strongly concur).

4.4 Research Questions

- In terms of their views of (a) the advantages/outcomes of integration, (b) their ability to oversee integrated classroom the executives, (c) their ability to instruct students with disabilities, and (d) their overall mentality towards the possibility of education, what is teachers' opinion about inclusive classrooms?
- Do factors like (a) orientation, (b) age and educational attainment, (c) teaching experience, (d) experience in inclusive classrooms, and (e) special education training influence teachers' attitudes towards inclusive classrooms?

5. DATA ANALYSIS AND INTERPRETATION

5.1 Research Question 1

Table 1:descriptive statistics for the study's variables (n = 200).

Variable	Min-Max	Mean	SD	Median	Mode	Skewness
Benefits of inclusion	3.12-4.23	5.12	1.36	3.65	5.12	-0.019
Integrated classroom management	2.85-6.12	4.26	0.25	4.11	4.21	-0.035
Perceived ability to teach	2.36-6.19	3.19	1.25	3.62	3.52	0.151
Perceived concept of inclusion	2.12-6.21	4.15	1.66	4.12	4.26	0.041

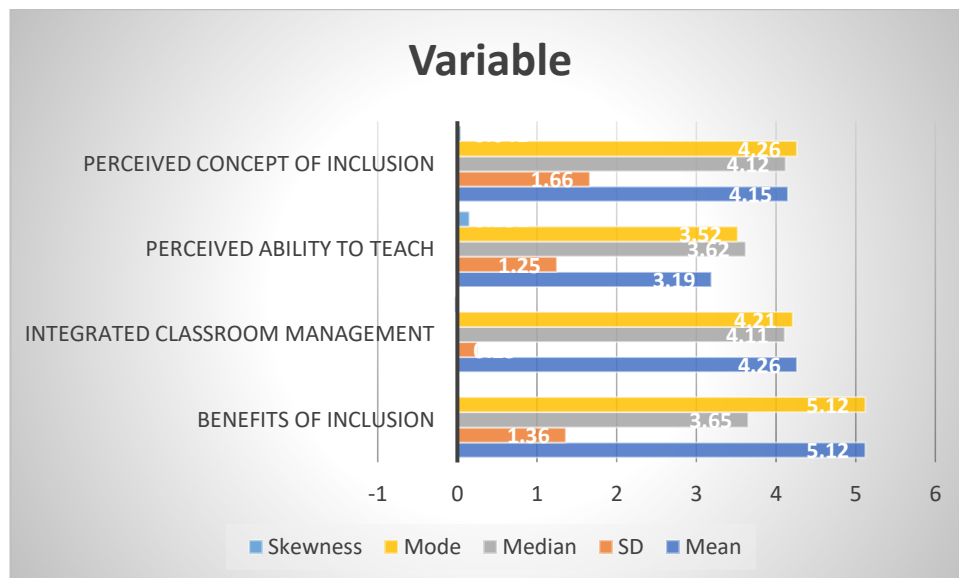


Figure 1: descriptive statistics for the study's variables (n = 200).

The statistical summary that is supplied offers important insights into how educators view different facets of inclusive education. A moderate degree of agreement among participants is shown by the "Benefits of inclusion" variable, which shows a generally positive mean (5.12)

and a relatively small standard deviation (1.36). A generally symmetrical distribution of responses is suggested by the skewness score, which is near to zero (-0.019). A balanced distribution around the central tendency is shown by the mode aligning with the mean. On the other hand, the variable "Integrated classroom management" has a mean score of 4.26 together with a narrow standard deviation of 0.25, indicating a higher degree of consistency among the participants. The mode aligning with the mean suggests a peak in responses at this centre position, and the skewness near to zero (-0.035) further suggests a symmetric distribution. The mean of teachers' "perceived ability to teach" is 3.19, with a higher standard deviation (1.25), suggesting higher response variability. A tail extending towards higher values is suggested by the positively skewed distribution (skewness = 0.151), suggesting a rather hopeful outlook. Last but not least, the variable "Perceived concept of inclusion" has a mean of 4.15 and a standard deviation of 1.66 that is comparatively high, indicating a significant range of responses. A roughly symmetric distribution is shown by the skewness value (0.041), and a concentration of responses around the centre value is suggested by the mode aligning with the mean. All things considered, these statistical metrics offer a comprehensive knowledge of instructors' perspectives, exposing differences in attitudes and levels of agreement regarding various aspects of inclusive education.

Table 2: Management of integrated classrooms (ICM) (N=200).

	Statement	M	SD	% Positive Attitude
1	1Students with disabilities can best be served in the general education classroom	5.12	1.12	41.2
4	It is preferable for special education teachers to instruct pupils with disabilities rather than general education teachers. (R)	3.15	1.21	51.2
6	Teachers in general education possess the required skills to work with pupils who have disabilities. (R)	4.12	1.31	39.6
9	In a regular classroom, a student with a handicap is likely to display behavioural issues. (R)	4.26	1.16	50.1
12	Students without disabilities will be negatively impacted by the way students with impairments behave. (R)	5.12	2.21	56.2
15	In the regular classroom, students with disabilities are prone to cause confusion.	4.63	2.36	60.1
16	In most cases, teachers do not need to be any more patient with a kid who has a disability in the classroom than they are with a student who does not.	4.18	2.15	62.8

18	Students can interact in mixed groups through integration, which promotes tolerance and acceptance of individual diversity. (R)	5.12	2.31	71.2
22	Students without impairments may benefit from the integration of students with disabilities.	3.56	1.55	52.3
25	For students with disabilities, isolation in a dedicated classroom is good to their social and emotional growth.	5.12	1.69	71.2

The information offered includes opinions on the usefulness of various teaching strategies as well as attitudes about the inclusion of students with disabilities in general education classes. For each statement, the mean (M), standard deviation (SD), and percentage of positive attitude ratings provide information about the viewpoints of the participants. Strong agreement with the idea that the behaviour of students with disabilities may have negative effects on their peers without disabilities is indicated by the statement "Students without disabilities will be negatively impacted by the way students with impairments behave (R)" (mean score of 5.12). A significant portion of people (56.2%) have an optimistic attitude, which supports this sentiment. Conversely, the statement "General education teachers have the necessary abilities to assist students with disabilities (R)" had a mean score of 4.12 and a similarly lower positive demeanor rate (39.6%). This indicates that some participants might not have completely accepted that overall education teachers possess the skills expected to work really with kids who have impairments. The information's general pattern shows that opinions for including students with disabilities overall education classes are split among great and ominous. There is affirmation of expected advantages, as confirmed by statements for integration and the benefits of isolation in a special classroom on the social and close to home improvement of students with disabilities, despite the fact that some participants voice concerns about conduct and its impact on peers.

Furthermore, the variation in standard deviation between assertions points to varying degrees of participant agreement or disagreement. With a mean of 4.18 and a standard deviation of 2.15, for example, the statement "In most cases, teachers do not need to be any more patient with a kid who has a disability in the classroom than they are with a student who does not" shows a wider range of opinions and less consensus. To sum up, the information shows a varied range of opinions about including students with impairments, including reservations, worries, and an awareness of the possible advantages. The varying answers show how complicated the

perspectives of the surveyed population are, and they also indicate the need for more research and comprehension of these attitudes in relation to inclusive education.

Table 3:Self-perceived capacity to instruct pupils with disabilities (ATT) (N 200).

Attitude statements	M	SD	% positive attitude
It is ideal to serve disabled students in regular education classes. (R)	4.12	3.25	50.25
It is preferable for special education teachers to instruct pupils with disabilities rather than general education teachers. (R)	4.36	3.62	61.25
Teachers in general education has the skills required to interact with pupils who have disabilities..	4.52	3.15	70.12

4.2 Research Question 2

Table 4:Advantages and Results of Integration (BOI) (N =200).

Statement	Attitude	M	SD	% Positive Attitude
3In a general education classroom as opposed to a special education classroom, students might advance academically more quickly.	Positive	4.98	1.04	83.00
7Teachers in regular classrooms are adequately trained to instruct children with disabilities.	Positive	4.46	1.38	74.33
11For the student with a disability, more independence in the regular classroom leads to too much uncertainty. (R) Teachers in general education classes won't have their time taken up by students with disabilities. (R)	Negative	4.21	1.30	70.16
14A disabled student won't experience social isolation in the regular classroom	Negative	4.48	1.29	74.66
17Students without disabilities will not be encouraged to tolerate differences because of the presence of students with impairments. (R)	Positive	4.45	1.23	71.16
20A student with a disability will not become more socially independent through integration.	Negative	4.10	1.40	68.33
21Whenever feasible, it should be made possible for students with disabilities to participate fully in the regular classroom. (R)	Positive	4.68	1.25	78.00

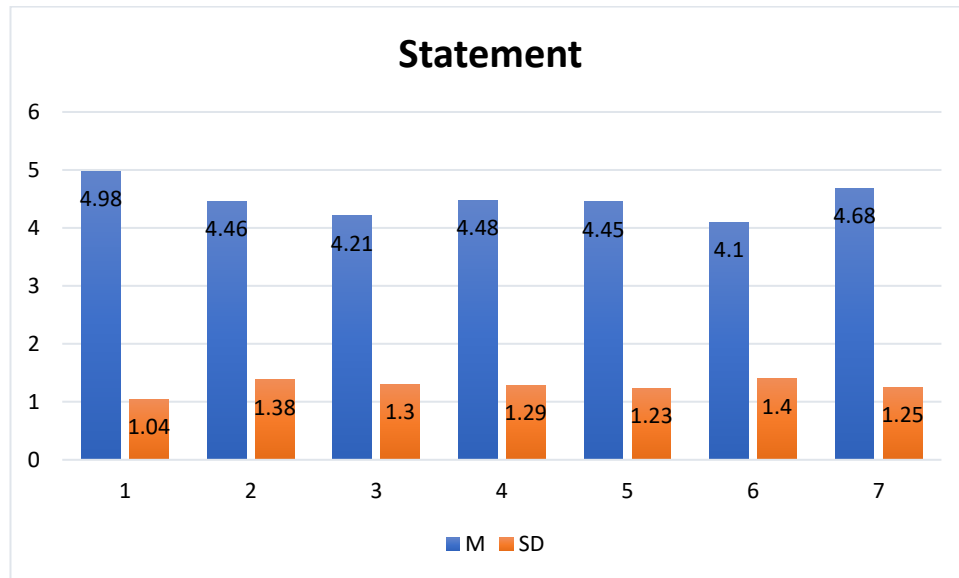


Figure 2: Advantages and Results of Integration (BOI) (N 200)

The information provided provides a nuanced viewpoint on a number of inclusive education-related topics by summarising attitudes towards the inclusion of students with disabilities in general education classes. For every statement, the mean (M), standard deviation (SD), and percentage of positive attitude ratings offer important information about the participants' beliefs. Regarding the statement "Students might advance academically more quickly in a general education classroom as opposed to a special education classroom," participants show a very positive outlook, with an astounding 83.00% indicating a positive attitude and a high mean score of 4.98. This indicates that participants strongly agreed that general education settings could help kids with impairments improve academically more quickly. With a mean score of 4.46 and 74.33% indicating a favourable attitude, the statement "Teachers in regular classrooms are adequately trained to instruct children with disabilities" also displays a good feeling. This suggests a widespread perception that general education instructors are adequately prepared to instruct students with impairments.

On the other hand, other claims present a bad picture. For example, a mean score of 4.21 and a 70.16% positive attitude are found for the statement "More independence in the regular classroom leads to too much uncertainty for the student with a disability." This indicates that some participants may have been concerned about the possible difficulties and unknowns that come with giving disabled kids more independence in a regular education context. Additionally examined is the subject of acceptability and social interaction. There is recognition that the presence of students with disabilities may not always encourage tolerance

of differences among students without disabilities, as implied by the statement "Students without disabilities will not be encouraged to tolerate differences because of the presence of students with impairments." The statement "A disabled student won't experience social isolation in the regular classroom" receives a mean score of 4.48, indicating a relatively positive outlook with 74.66% expressing a positive attitude. Despite this, the average score is 4.45, and 71.16% of respondents say they have an optimistic outlook, indicating a more realistic understanding of social dynamics. One phrase that sums up the data's positive attitude towards inclusive education is, "Whenever feasible, it should be made possible for students with disabilities to participate fully in the regular classroom." With a mean score of 4.68 and 78.00% reporting a favorable attitude, this statement is well-liked and suggests that there is a general consensus regarding the significance of maximizing the inclusion of students with disabilities in general education settings.

Table 5: Views on the inclusive education (COI) concept (N = 200).

Statement	Perception	M	SD	% Positive Attitude
5 Teachers in regular classrooms will need to undergo rigorous retraining in order to include pupils with disabilities.	Negative	4.12	2.52	61.25
8 The majority of disabled pupils will try their best to finish their homework. (R)	Negative	3.25	2.63	41.21
13 When a student with a handicap is present in a general education classroom, maintaining order is not more difficult than when they are not.	Positive	4.12	2.44	59.23
23 The student with a disability's emotional development will probably suffer as a result of integration. (R)	Negative	3.63	2.36	53.21

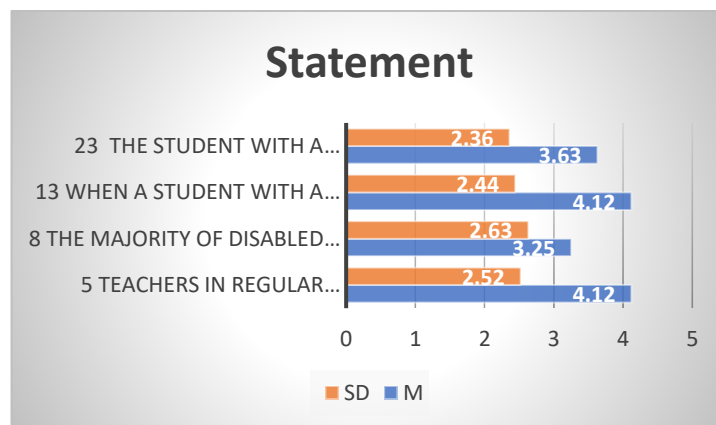


Figure 5: Views on the inclusive education (COI) concept (N = 200).

The data presented elucidates differing perspectives on the inclusion of disabled children in regular education classes, providing a window into the attitudes and worries of the respondents. The subtle differences between these viewpoints are highlighted by the mean (M), standard deviation (SD), and percentage of positive attitude scores linked to each statement.

With a mean score of 4.12 and a significant standard deviation of 2.52, the statement "Teachers in regular classrooms will need to undergo rigorous retraining in order to include pupils with disabilities" elicits a largely negative view. This suggests that attitudes among participants varied quite a little. With a 61.25% good attitude percentage overall, there appears to be a general consensus that teachers may need extensive retraining in order to successfully integrate children with disabilities into general education classrooms. This statement, "The majority of disabled pupils will try their best to finish their homework (R)," receives a mean score of 3.25 and a considerable standard deviation of 2.63, indicating a comparable negative perception. The participant group's diversity of viewpoints is highlighted by the wide range of responses, which led to a 41.21% positive attitude percentage. This variation shows varying perspectives about the dedication and work that students with disabilities put into finishing their projects. On the other hand, the claim that "maintaining order is not more difficult when a student with a handicap is present in a general education classroom than when they are not" is seen favorably. There is agreement among participants on this idea, as seen by the 4.12 mean score and 2.44 standard deviation. The overall positive attitude percentage, which stands at 59.23% despite the wide range of replies, suggests that most people believe that having a student with a disability does not always make it more difficult to keep the classroom orderly.

With a mean score of 3.63 and a standard deviation of 2.36, the last statement, "The student with a disability's emotional development will probably suffer as a result of integration (R)," elicits a negative view. The wide range of answers highlights differing opinions regarding the possible emotional fallout from integrating students with impairments, leading to a 53.21% positive attitude percentage.

6. CONCLUSION

This study shows that educators in Cameroon are still learning about separate special education schools for kids with impairments. More research may be needed to determine whether or whether students' preferences are influenced by their severity of handicap (mild,

moderate, or severe). The way SEEPD teachers view inclusion—or special education as opposed to integrated general education—indicates a broad disapproval of inclusive classrooms. In conclusion, the pilot inclusive education initiative's investigation of teachers' perspectives on inclusion has yielded insightful information about the opportunities and difficulties involved in creating inclusive learning environments. The results highlight how diverse teachers' perspectives are, including their positive and negative perceptions as well as their complex opinions about many facets of inclusive education. Concerns regarding possible detrimental impacts on emotional development and the realization that regular classroom teachers require extensive retraining are indicators of issues that need serious thought and focused assistance. On the other hand, favorable opinions about upholding order and the efforts made by students with impairments to finish their projects draw attention to possible advantages in inclusive environments. These realizations have significant ramifications for improving instructional leadership.

6.1 Recommendation

Several suggestions for improving inclusive education practices and instructional leadership in Cameroon can be made in light of the study's findings. Above all, specific professional development programmers are needed to give teachers—especially those working in the Special Education and Early Primary Education Departments (SEEPD)—the tools they need to effectively teach inclusive classes. Training in inclusive classroom management, customized instruction, and methods for accommodating students with various levels of disability are a few examples of what this could entail.

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Indian Educational System: Issues, Challenges and Suggestions for Improvement

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Abstract

An individual ought to be truly, mentally, inwardly, and profoundly ready for life's concerns through training. This will empower them to settle on striking choices, see the world according to a more extensive viewpoint, and face life's deterrents with certainty. The principal objective of schooling is to outfit individuals with the abilities they need to live intentional, significant lives. The difference in instructive quality, which often reflects thriving, is one of the central concerns confronting the arrangement of schooling in the advanced world. Schooling apparently is fundamental for somebody to prevail in the public eye. This research paper's essential objective is to fathom the issues with the Indian school system. Central issues that have been underscored incorporate the significance and need of instruction, issues with the framework, impediments with the framework, and suggestions for framework upgrades.

Keywords: *Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Public Private Partnership (PPP), National Research Laboratories (NRLs).*

1. INTRODUCTION

A huge number of graduates, numerous with postgraduate educations in designing and data technology, are delivered yearly by India's school system. From one perspective, the country's monetary achievement is built up by the HR headways made, while on the other, the schooling system is confronting difficulties. Albeit a great many people accept that India's socioeconomics give it a benefit over the economies of different countries. India's educational system has a few hardships on the grounds that 35% of the country's populace is younger than fifteen. While genuine schooling spending was just around four percent of Gross domestic

product, progressive state run administrations had vowed to raise it to six percent. There is a lack of staff and laborers at colleges, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and top business colleges.

One significant apparatus for improvement that has been noted is instruction. As far as how much assets distributed and the quantity of members — educators, understudies, and managers the Indian school system has developed into an enormous development. In India, schooling at each level extended soon after freedom. In India, there are four kinds of instructive foundations in light of the degrees of control and management: government establishments, which are subsidized and overseen by the public authority; government or award getting organizations, which are supported by the public authority and oversaw by private organizations; privately perceived organizations that don't get government awards; and completely private organizations that are neither financed nor recognized by the public authority.

1.1.Need of Education

For the improvement of HR, schooling is a development that is viewed as fundamental. Instruction advances many sorts of improvement, including scholarly, social, individual, and mental. Science, technology, designing, management, and medication are totally remembered for advanced education. Larger part of the information, data, values, and abilities that individuals get are granted through these professions. Moreover, it is fundamental for helping the nation's development and creation. The development of the country, society, and local area is a dire concern. Since HR can add to these advancements when they are outfitted with the important information, mindfulness, and abilities, training is the main means by which these things can be created.

Notwithstanding management, designing, medication, technology, and science, there are various different fields in schooling that additionally upgrade individuals' fitness, capacities, and proficiency to assist them with accomplishing their ideal objectives and targets. These fields incorporate math, English, Hindi, human expression, political theory, history, topography, inn management, business organization, etc. Individuals pick their courses in school basically founded on their inclinations, in this way to gain proficiency with a subject well and apply it to the work environment, one ought to be enterprising, imaginative, creative, and smart. What makes the biggest difference is the manner by which every individual sees

and approaches his field. It is the obligation of the understudies to follow the right course through responsibility and perseverance; educators and teachers can point them in the appropriate bearing.

The public authority is committed to giving rudimentary training since it advances national development and creation. Admittance to advanced education likewise requires explicit assets and sponsorships. The running of instructive organizations is presently supported by the business area, but overseeing advanced education foundations comes at an extensive cost. Standards, values, morals, interactive abilities, scholarly information, and societies are only a couple of the region that an individual ought to be taught about to work on their personal satisfaction. They ought to likewise figure out how to apply decisive reasoning skills. To help his family's expectations for everyday comforts and his own, clearly an individual who seeks after advanced education and endeavors to turn into a specialist, engineer, legal counselor, educator, chief, executive, and so on must likewise make commitments to the local area's prosperity. As deep rooted cycles, training and learning should be integrated into individuals' day to day routines, and one ought to continually endeavor to gain some new useful knowledge.

1.2.Issues in the Indian Education System

The following is a list of the new problems with the Indian educational system:

Showing Property is in a Low State - most of the instructive foundations and preparing focuses inside the nation are not in an especially evolved state with regards to the nature of educating. There is a deficiency of educators, the educational plan and informative strategies are not advanced, the instructing learning techniques are not efficient, there is an absence of proper correspondence between the instructors and the understudies, there is an absence of present day and creative procedures, and there are monetary issues. These are the essential factors that lead to the denied instructing strategies. Because of these issues, the instructing that happens in instructive foundations isn't of an improved quality, and it is important to make strides to make it helpful.

Because of monetary imperatives, a critical number of understudies are individuals from underrepresented gatherings, underestimated networks, and financially hindered fragments of society. They exhibit major areas of strength for an in their schooling, really buckle down, and have the objective of becoming professionals in fields like medication, regulation, designing,

business organization, educating, and other related fields after they graduate. Then again, the unfortunate pay of their families and the limits that they face monetarily act as hindrances in the method of their instructive interests. As per Difficulties in Indian Advanced education (n.d.), understudies regularly move to metropolitan locales to enlist in higher instructive organizations. As well as paying educational cost, understudies are answerable for paying for their living consumptions, as well as paying for food, books, and electronic assets.

Generally Utilized Techniques for Guidance- In instructive foundations, traditional strategies for guidance are used, and educators don't utilize technology or general media helps with the homeroom, prominently in nursery schools. Technology and the Web are necessities for the school system, especially in country regions. This is particularly obvious in the US. Learning will be made simpler for individuals living in rustic regions because of the ventures that have been made in the specialized foundation. The testing and assessment processes should be made more imaginative by recognizing the job of technology, carrying out clever educating learning approaches, and tracking down answers for handle issues in a powerful way.

Privatization- The privatization of advanced education is a somewhat recent fad that is by and large effectively sought after. It is fundamental for keeping up with genius, versatility, and greatness in the field. This is the sort of thing that is expected by the financial way of advancement and globalization. Noticing synchronous activity of both state and private organizations in India is conceivable. It is assessed that about portion of India's advanced education is given by private organizations, most of which are independent and accompanied an exorbitant cost tag. Then again, the condition isn't ordinarily viewed as being exceptionally unpretentious. Private suppliers, in the objective of boosting profits, have a long list of motivations to limit costs by thinking twice about the nature of training that is open in their establishments. This is finished to augment profits.

Deficient Offices and Framework - There are examples in which instructive foundations and preparing focuses in India don't have satisfactory offices and foundation. The arrangement of training requires the accessibility of fitting furnishings, technology, apparatus, cooling and warming gear that depends on the atmospheric conditions, clean bathrooms, and different conveniences. With regards to the arrangement of training, these are viewed as indispensable in light of the fact that the actual climate states of instructive organizations should be agreeable. Most of the time, it is found that the offices and the framework in schools situated

in provincial regions are in a condition of underdevelopment. It is important to make a move to make arrangements for offices and the improvement of foundation on the grounds that, because of these elements, there would be a lessening in the quantity of students signing up for the school.

Reward Inventiveness, Unique Reasoning, Research, and Development - At all phases of schooling, it is significant that imagination, sensible and objective reasoning, research, and use of innovative thoughts and approaches ought to be advanced. These things will assist with delivering the most common way of learning more charming. There is a sure level of understudies who show no revenue in learning or going to illustrations, which adds to an ascent in the pace of nonappearance. Along these lines, the educators and educators who are liable for the educating learning techniques are supposed to have an imaginative brain to guarantee that the illustration plans they make are connecting with for the students. Given the significance of research strategies in advanced education, it is fundamental for understudies to obtain information on these techniques.

1.3. Research objectives

- To Analyze Structural and Infrastructural Challenges
- To Evaluate Curriculum and Pedagogical Issues
- To Assess Access and Equity Concerns

2. LITERATURE REVIEW

Smith and Johnson (2018) led a review that researched "The Effect of State sanctioned Testing on Understudy Realizing," which uncovered various outcomes. Normalized assessments are intended to assess understudies' scholarly capacities; yet, their impact reaches out a long ways past the extent of straightforward assessment. A 'educate to-the-test' methodology, which might frustrate decisive reasoning and all-encompassing growth opportunities, was demonstrated to be the consequence of the accentuation put on test scores, which will in general limited the educational program.

Williams and Brown (2019) talked about the issue of the "Computerized Gap in Training." The broad audit that they directed uncovered imbalances in admittance to technology, recommending that notwithstanding the advancements in technology, financial and geological issues keep on hindering fair opportunities for students. Imbalances in instructive

accomplishment are aggravated by the separation, which thusly makes the hardships that underestimated populaces face considerably more challenging to make due.

"Procedures for Supporting Understudies with Inabilities" was the subject that Anderson and Thompson (2020) examined, and their discoveries featured the need of comprehensive practices. It has been resolved that the utilization of different showing systems and the development of an environment that is strong are two of the main elements in satisfying the shifted needs of understudies and building a comprehensive learning society.

Martinez and Davis (2017) gave light on "The Job of Educators in Cultivating a Positive School Environment." their article was distributed in 2017. The discoveries of their review featured the critical effect that instructors have on the method involved with shaping the general learning climate. Not exclusively can a solid school environment, which is portrayed by strong associations and a feeling of having a place, contribute significantly to the socio-close to home advancement of understudies; however it likewise works on scholarly accomplishment.

Johnson and Smith (2021) named "Technology Joining in the Study hall: Difficulties and Open doors." As they made sense of, the consolidation of technology presents troubles, in spite of the way that it has a gigantic potential for instructive purposes. Access, preparing, and academic arrangement are instances of issues that habitually hinder ideal usage, which is the reason far reaching arrangements are expected for the consistent coordination of these innovations into educating rehearses.

Chang and Lee (2019) Through their comprehensive evaluation of the material, they exposed the horde manners by which parental commitment impacts the results of scholastic undertakings. Because of the review, it was stressed that different types of parental commitment, like correspondence with teachers, support in school exercises, and regulating schoolwork, enormously add to the instructive accomplishment of a youngster. It is critical to take note of that the nature and level of parental contribution varies across various financial foundations, which demonstrates that individualized methodologies are expected to support investment from all people.

Brown and Wilson (2018) that a complex methodology is essential. The discoveries of their review featured the meaning of responsive measures as well as proactive drives to lay out a secured and empowering climate inside the instructive foundation. They pointed out the

significance of thorough enemy of tormenting strategies, peer support programs, and the development of a culture of compassion and inclusivity among understudies. What's more, they accentuated the need of coordinating guardians, teachers, and individuals from the local area in cooperative endeavors to battle harassing really.

Garcia and Hernandez (2020) through their longitudinal review shed light on the reliable affiliation that exists between financial status and scholarly accomplishment. The researchers found various elements that added to the issue, like the accessibility of assets, the nature of instructive choices, and the commitment of guardians. As per the discoveries of the review, there is a squeezing necessity for centered mediations that are pointed toward decreasing the variations that are brought about by financial contrasts and advancing reasonableness in schooling.

Hughes and Clark (2023). They research both the issues and the prescribed procedures that are used inside instructive settings. Their inside and out examination reveals insight into the difficulties that instructors face while endeavoring to integrate social and profound learning (SEL) exercises. The creators underscore the perplexing idea of the climate that incorporates the execution of these projects by featuring the a wide range of snags that should be survived, like restricted assets, different degrees of program viability, and an extensive variety of understudy necessities.

White and Green (2019) featured the meaning of powerful administration concerning the development of the school's climate, the advancement of cooperation among staff individuals, and the foundation of a particular vision for instructive targets. As indicated by the discoveries of the review, instructive pioneers have a large number of liabilities, including the formation of a climate that is helpful for learning, the advancement of development, and the help of persistent improvement inside instructive foundations.

3. CHALLENGES IN THE INDIAN EDUCATION SYSTEM

It has been referenced that coming up next are the issues that the Indian schooling system is as of now looking in the current presence:

The schooling system in the nation is of a changed sort, and it is recognized by its heterogeneity. Geological areas, station, race, and ethnic starting points of people, country and metropolitan foundations, and variations in the foundations of people are the essential components that add to the shifted construction of the schooling system. Different impacts

remember fluctuations for individuals' experiences. Starting from the dawn of mankind, there have been endless schools, colleges, and other instructive foundations that have made a large number of projects open to their understudies. Instructive organizations give understudies many instructive open doors, including coursework, projects, and generally nature of schooling. The stockpile of top notch training is given by certain establishments, while different organizations take part in instructive acts of neglect. The two kinds of establishments exist.

Political Variables Are involved most of the establishments that are liable for the conveyance of instruction are claimed by political pioneers who have a predominant position. Quite possibly of the main job that political pioneers play in the administration of instructive foundations is the job that they play in the current day. As well as empowering the understudies to sort out themselves on a political premise, they have framed their own special youth stands. The understudies' energy is used for political reasons, which is a truly intriguing turn of events. In specific examples, understudies don't view training as sensible; subsequently, they might try and begin fighting to get their requests and necessities met. In different occurrences, understudies might try and forsake their instructive objectives and goals and start to lay out a lifelong open door in legislative issues.

Challenges in the Financial Space - The monetary difficulties that the arrangement of advanced education has constrained upon the networks are viewed as the main alterations that have been forced. Understudies who are individuals from underrepresented gatherings and who are signed up for instructive establishments are encountering difficulties in gathering the principal conditions that they have set for themselves. Various elements have added to the deteriorating of the monetary circumstance, including the way that costs have been going up, people tend to spend their cash on extravagance things, there has been an ascent in the populace, and a few different variables. To pay for their schooling, various understudies participate in temporary work to reduce the monetary weights that they are encountering. They are committed to focus on their work and learning simultaneously. The ongoing circumstance is that around 75% of understudies are battling to earn enough to get by. To give huge assistance to their monetary difficulties, the presentation of temporary work and training can't be thought of.

A Shortfall of Moral Standards - because of the extension of science and technology, the improvement of novel methodologies, the course of modernization, and the course of

industrialization, moral beliefs have been lessened in the cutting edge world. In instructive organizations, now and again, when educators are not content with the exhibition of the understudies, they might chide them; then again, the understudies don't fabricate satisfactory terms and associations with the professors, when they face any types of censures. In the current day and age, it is the craving of each and every person to be treated with deference and goodness. Moreover, when their requests and prerequisites are not met, more seasoned students really do really try to speak loudly against the professors and the staff individuals.

4. SUGGESTIONS FOR MAKING IMPROVEMENTS IN THE INDIAN EDUCATION SYSTEM

Coming up next is a rundown of the proposition that have been created from various sources to prompt enhancements in the educating and learning framework in India:

Towards a Learning Society - As the upgrades towards the learning society keep on occurring, it will become essential for each human action to require the cooperation of educated people and professionals. This will bring the whole field of advanced education into center. Inside the domain of advanced education and research, there is a squeezing necessity for the execution of measures that will sustain, separate, and work on the projects.

Association among Industry and Scholastics - It is extremely critical to fabricate an association between the scholarly world and the business world. To guarantee employability and to take advantage of the information, abilities, and capacities in the exhibition of errands and capabilities, people ought to foster abilities and information among themselves in the current presence. Hence, people ought to cooperate to foster their abilities and information. People ought to be ready for vocation choices in different associations through the projects and courses that are offered in instructive foundations.

Impetuses for Educators and Researchers Both the business world and the understudies have the assumption that specific classes ought to be made accessible to researchers and instructors to work on their instructive qualifications. To make the educating and research professions more interesting to understudies, motivations should be made accessible to the people who work in these fields. It is important to make professional and confirmation courses better versed to make the projects that are being given to the understudies more open.

Techniques for Advancement- The improvement of new and state of the art technology is the main thrust behind progress on the planet we live in today. The possibilities for financial

development, further developed wellbeing and sustenance, upgraded administration conveyance, further developed learning, educational plan and guidance, and socio-social enhancements are undeniably made accessible subsequently. To make imaginative procedures more relevant inside the schooling system, putting forth attempts in this direction is fundamental.

Assistance of Asset Activation to work with the assembly of the assets that are fundamental for advanced education, it is important to set in motion functional strategies. Because of the way that most of the time, understudies experience troubles with their cash, it is vital for them to change the cost structure so it relates to the understudies' capacity to pay for their schooling. Moreover, the accessibility of grants has been a main impetus behind understudies' quest for instructive open doors.

Advancements in the Data time the world is as of now changing into the data period. Because of the progressions in correspondence, data, and technology, new strategies that are both creative and practical will be produced to give people advanced education. Proceeding with training is vital to fulfil the requests of the consistently expanding advancement of data, the quickly changing nature of employments, and instruction that go on all through one's whole life.

Schooling with an emphasis on the understudy and strategies that are dynamic - There are four learning regions that ought to be the essential focal point of advanced education techniques. These learning regions incorporate figuring out how to master, figuring out how to do, figuring out how to be, and figuring out how to turn into. It is fundamental for teachers and instructive organizations to execute imaginative educational plans and educational techniques, as well as new methodologies and procedures, to make learning simpler for understudies and to add to the understudies' general development and advancement.

Inside the setting of the advanced education framework, the Public Private Partnership (PPP) is a fundamental part in accomplishing significance. PPP can be guaranteed by state run administrations through the execution of proper arrangements. As a stage towards public-private partnerships (PPP), the College Awards Commission and the Service of Human Asset Improvement should have a huge impact during the time spent laying out a decided connection between the colleges, businesses, and National Research Laboratories (NRLs). Giving financing to non-research laboratories (NRLs) by the public authority ought to empower the

cooperation of advanced education foundations that are taken part in research exercises to work with the accessibility of the most exceptional and refined gear.

5. CONCLUSION AND RECOMMENDATION

Getting training is fundamental for each person since it empowers them to work on their everyday environments. Getting training of top notch will help people in various ways, including expanding their consciousness of different regions, imparting the qualities of profound quality, morals, conventionality, and generosity inside themselves, and making a huge commitment to the improvement of their characters. There are issues that have emerged in the Indian schooling system in the current day. These issues incorporate the accompanying: the showing property is in a low state; monetary requirements; customary showing techniques; privatization; deficient offices and foundation; and the inability to compensate imagination, unique reasoning, research, and development. Among the issues are the presence of a different schooling system, the inclusion of political contemplations, the challenges of the economy, and the shortfall of moral principles.

To tackle the bunch of issues and troubles that are available inside the Indian schooling system, it is proposed that a change technique that is both widely inclusive and cooperative be carried out. To work on both the openness and the nature of schooling, policymakers ought to focus on it to collect how much cash put resources into instruction, with a specific accentuation on foundation, educator preparing, and the fuse of technology. The adjustment of the educational plan should put an accentuation on decisive reasoning, imagination, and the improvement of useful abilities to adjust to the necessities of a worldwide scene that is quickly evolving. Furthermore, there is a necessity for strategies that are comprehensive and that address financial contrasts to ensure that instructive open doors are accessible to everybody in an equivalent way. The support of partners in the change cycle, which incorporates teachers, guardians, and industry specialists, will make it conceivable to accomplish an exhaustive and long haul change of the schooling system. This will bring about the improvement of another age of people who are profoundly adaptable, balanced, and all around the world cutthroat.

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Exploring the Dynamics of Adolescent Mental Health: A Gender and Age-Based Analysis

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Abstract

An individual's capacity to change with greatest viability, joy, satisfaction, socially cognizant way of behaving, and the ability to recognize and acknowledge life's truths are undeniably viewed as signs of their psychological well-being. The momentum research study investigated the emotional well-being status of teens. The example size for the ongoing review was 40 individuals, split into two gatherings (young ladies and young men), each with 20 subjects. These two gatherings are additionally parted similarly into two extra age gatherings, with ten people in every (13-15 years and 16-19 years). The Dr. Jagadish-created and normalized Psychological well-being Scale was used to assess psychological well-being. The t-test and mean were utilized for measurable examination and speculation testing. As per the examination, folks' emotional well-being is superior to young ladies'. The discoveries likewise demonstrate a massive distinction among young men's and young ladies' psychological well-being scores. The respondents' emotional well-being appraisals, ages 13 to 15, and 16 to 19 showed little changes. End: Given the consequences of this examination, we might make the determination that age and orientation altogether affect psychological well-being.

Keywords: *Mental Health, Gender, Age-Based Analysis, Adolescent, Exploration.*

1. INTRODUCTION

Positive psychological wellness alludes to an individual's condition of social, close to home, and mental prosperity. The psychological condition of a man has arrived at a reasonable level of conduct equilibrium and energy. A state of psychological well-being is described by individuals understanding their true capacity, having the option to deal with the requests of day to day existence, working both effectively and gainfully, and having the option to reward their networks. Albeit the meaning of emotional well-being changes by culture, it generally

has to do with how well one can appreciate life, manage everyday stressors, misery, and despairing, accomplish one's true capacity, and feel associated with others. Thus, an individual's psychological wellness assumes a critical part in both their generally speaking and by and large prosperity.

The idea of emotional wellness is diverse and includes both great working and encounters. The libertine methodology and the staggered approach are the two general methodologies from which ebb and flow research on emotional well-being has been created. As per the indulgent strategy, psychological well still up in the air by a singular's degree of bliss and entire working. Nonetheless, a staggered model empowers scientists to look past the people. Emotional well-being alludes to an individual's capacity to adjust to their current circumstance and to one another in a manner that expands their happiness and viability (Karl Menninger). As per the viewpoint of positive brain science, an individual's ability for pleasure throughout everyday life and finding some kind of harmony between life's commitments and endeavors to foster mental flexibility can be viewed as signs of emotional well-being.

During youthfulness, individuals go through conduct and mentality changes. They likewise foster greater emotionality, a more uplifting perspective, new interests, and jobs that they are supposed to perform by their gathering. Mentally talking, it's the phase of life when an individual coordinates into grown-up society; it's the age at which a youngster no longer feels sub-par compared to their elderly folks yet rather equivalent, to some degree in privileges. We are living in a snapshot of quick change and character investigation. Teenagers go through a stage known as "tempest and stress" when they manage various mental issues, including strain, actual pressure, nervousness, outrage, ominous edifices, and perhaps misery and disappointment. It could result from issues with taking care of oneself, work, school, or different things. These issues give academics a convincing intention to concentrate on young emotional well-being.

As per a 2001 World Wellbeing Association research, psychological well-being issues among children and young people have been more terrible as of late and are supposed to ascend by up to half by 2020. Subsequently, additional endeavors to improve emotional wellness care administrations ought to be done both separately and in gatherings. Young adult emotional wellness sicknesses are as often as possible misdiagnosed and left untreated. The way that only one out of five youngsters encountering emotional well-being issues seeks suitable psychological wellness treatment is shocking.

Youngsters' and teens' emotional wellness diseases have attracted a ton of interest mainstream researchers over the most recent couple of years. Notwithstanding, not very many examinations that emphasis on the issues of juvenile psychological wellness and mental problems are been out in India. As per Ranasinghe and Ramesh, 25.5% of understudies announced having burdensome side effects, 8.6% revealed feeling desolate and 7.8% detailed having restless evenings because of uneasiness. As per Wani et al., young ladies experience pressure, nervousness, and sorrow at higher rates than young men. As indicated by Surapuramath, young men are more intellectually solid than young ladies. Seby, Chaudhury, and Chakra borty found that bipolar problem, dementia, summed up uneasiness confusion, liquor addiction, and burdensome issues represented 26.7% of the predominance of mental issues in the older. Parental hardship significantly affects emotional wellness, as Ghosh brought up. She likewise found that youngsters without parental help had unrivaled psychological well-being than teens with parental help. Along these lines, Hinshaw guaranteed that loved ones are pivotal to a youngster's security and mental prosperity. Alternately, Mallikarjun found that locus of control causes prominent varieties in understudies' psychological well-being. Reza found areas of strength for a between proficient understudies' companion pressure and mental prosperity. Furthermore, he expressed that early ID of companion pressure and psychological wellness issues will propel information on understudies' friend pressure and emotional well-being. Hinshaw finds that loved ones are fundamental to saving and reestablishing youngsters' emotional wellness. Ranasinghe found that 7.8% of teen understudies had a sleeping disorder welcomed on by stress, 8.6% revealed feeling desolate, and 25.5% gave indications of discouragement.

1.1. Definition of mental health

A person's close to home, mental, and social prosperity are alluded to as their psychological well-being. It influences individuals' considerations, sentiments, and ways of behaving, which affects how they oversee pressure, connect with others, and simply decide. Each phase of life, from youth and pre-adulthood to development, relies upon mental wellbeing. It covers a large number of themes, like profound mettle, beating obstructions throughout everyday life, and finding some kind of harmony between work, connections, and relaxation pursuits.

An individual in solid psychological well-being can make wise decisions, handle pressure well, conform to changes, and support cheerful connections. Psychological wellness conditions, nonetheless, can possibly disable these limits, bringing about anomalies of

thought, feeling, conduct, and everyday working. These ailments range in seriousness from gentle ones like wretchedness and tension to additional serious ones like bipolar problem or schizophrenia. Various components, like hereditary qualities, encounters throughout everyday life, substantial attributes, and ecological impacts, can add to psychological wellness hardships.

The administration and treatment of psychological well-being sicknesses vigorously rely upon understanding, encouraging groups of people, and admittance to psychological well-being care. For a finding, treatment plan, and proceeded with help, counseling a psychological wellness proficient — like a specialist, clinician, or therapist — is fundamental. To help individuals in flourishing sincerely and intellectually, helping emotional well-being likewise involves handling disgrace, establishing steady conditions, and cultivating versatility inside networks.

1.2. Research objectives

1. To find out the level of mental health among adolescent boys and girls.
2. To assess the level of mental health of 13-15 yrs. old adolescents.
3. To assess the level of mental health of 16-19 yrs. old adolescents.

2. LITERATURE REVIEW

Smith (2021) that was distributed in the Diary of Emotional well-being Studies offers a total outline of psychological well-being and explores the multi-faceted nature of mental prosperity. The motivation behind this study is to give an essential comprehension of emotional well-being by featuring the meaning of thinking about different aspects and settings while resolving issues connected with emotional well-being.

Johnson, 2019 in the Diary of Brain research and Psychological well-being The discoveries of this study delineate the pessimistic results that disgrace has on individuals who have psychological wellness problems. It likewise stresses the significance of tending to the confusions and predispositions that exist in the public eye to ensure that everybody has equivalent admittance to viable treatment and backing.

Garcia and Lee (2022) in the diary Social Variety and Ethnic Minority Brain research, features the worth of social skill in emotional well-being care. It additionally features the need of

utilizing socially delicate strategies to assessment, analysis, and mediation to all the more likely serve changed populaces.

Thompson (2020), examines ways of dealing with especially difficult times that advance flexibility and features the significance that these methodologies have in limiting the unfriendly impacts that stressors have on mental prosperity of people.

Patel (2018), features the meaning of familial connections in adding to the help of people who are adapting to psychological wellness challenges. It puts serious areas of strength for an on the fundamental job that relational peculiarities and emotionally supportive networks play in the recuperating system of a person.

Jackson and Adams (2021) look at the complicated relationship that exists between horrendous encounters and psychological wellness. Their thorough audit examines the colossal effect that upsetting encounters have on mental prosperity, revealing insight into the complex relationship that exists between awful encounters and the future improvement of emotional well-being issues. This study inspects different horrible encounters, including those that happen during youth, those that happen among individuals, and those that happen because of normal calamities. It reveals insight into the bunch of manners by which these sorts of horrible mishaps can affect psychological wellness results across different populaces.

In the 2019 release of the Worldwide Diary of Regulation and Psychiatry, Wang and Chen present a near examination of psychological wellness strategy according to the perspective of a worldwide perspective. The reason for their examination is to explore the different methodologies, qualities, and impediments of strategies that are intended to address psychological wellness worries on a worldwide scale. Their review centers around the distinctions in emotional wellness approaches that exist between various nations. This survey adds to a more full comprehension of the intricacies engaged with tending to psychological well-being on a worldwide level by giving experiences into the relevant components that influence emotional well-being strategy plan and execution universally according to a worldwide viewpoint.

Brain science Quarterly in 2020, Lopez and Rivera research the utilization of psychological wellness mediations in instructive settings fully intent on upgrading the prosperity of understudies. This article inspects an assortment of intercession systems that have been utilized inside instructive organizations. The essential focal point of this investigation is on

the meaning of early distinguishing proof, anticipation, and help for understudies who are encountering psychological well-being hardships. This review features the meaning of schools assuming a pivotal part in making better psychological well-being results and underlines the significance of fitting medicines to fit the shifted needs of kids.

Mill operator and Jones (2023) directed and distributed in the Diary of Innovation in Human Administrations, they research the intersection of innovation and psychological well-being mediations. The audit that they directed researches the exceptional specialized improvements that have been made and the way in which they might be used to upgrade emotional well-being mediations. The review features the capability of mechanical developments in growing admittance to psychological well-being care, working on the viability of mediations, and further developing psychological wellness results for people across different populaces and settings. These developments incorporate teletherapy, versatile applications, and advanced stages.

Clark and Patel (2019) talk about the complicated association that exists between substance use problems and states of psychological well-being. The audit that they directed centers around the challenges that are related with double analysis, causing to notice the perplexing relationship that exists between substance fixation and psychological wellness ailments. This study features the meaning of coordinated treatment methods, perceiving the need for exhaustive treatments that target both substance use and emotional well-being hardships to advance effective recuperation and prosperity among the people who are defied with both of these difficulties all the while.

3. RESEARCH METHODOLOGY

3.1.Variable

Both orientation and age are viewed as free calculates this examination, while psychological well-being is viewed as the reliant variable.

3.2.Sample

Inside the extent of the current examination, forty young people were picked utilizing a direct irregular example method. The forty members are parted into two gatherings, one comprising of twenty guys and twenty females, as indicated by their orientation.

Besides, these two gatherings are additionally partitioned into two further gatherings, with ten members in each gathering, the two of which depend on the age of the members (13-15 years and 16-19 years).

3.3. Psychological Test Used

Dr. Jagadish and Dr. A. K. Srivastava were liable for the development and normalization of an emotional wellness scale that was used by the specialist.

3.4. Procedure

The current exploration was done in a few locales of the Chidambaram Region in the territory of Tamil Nadu. Concentrates on in light of forty youths of the two genders who were between the ages of thirteen and fifteen and sixteen and nineteen years of age. By utilizing the psychological wellness scale that Dr. Jagadish and Dr. A. K. Srivastava created, the analysts had the option to decide the people's general degree of emotional well-being conditions. Prior to managing the test, the specialist actually met with every member. When compatibility had been laid out with the subject, the specialist educated them regarding the justification for the gathering. When the person acknowledged the proposition, the poll was then given to the person being referred to. Prior to beginning on the task, it was told that the person ought to painstakingly peruse the bearings that were all given on the primary page of the survey. Those people who are experiencing difficulty grasping the articulation are help given by the examiner. The subject gave over the survey to the examiner following twenty minutes, and the specialist offered thanks to the subject for their assistance to the examination. To achieve this, the information was coordinated into classification structures and afterward exposed to investigation utilizing the Mean and t-tests. For this reason, the SPSS 16.0 rendition was used. The outcomes that were procured are displayed in tables.

4. RESULT AND DISCUSSION

Table 1: The mean, standard deviation, standard error of deviation, and t-value of the mental health scores of adolescents are displayed.

	N	M	SD	SED	df	t-value
Boys	30	2.10	8.17	1.61	39	3.22*
Girls	30	2.02	16.87	4.55		
13-15 years old	30	2.09	9.73	2.96	39	2.71 N.S

16-19 years old	30	2.03	15.63	4.27		
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*=significant at 0.05 level, N.S = Not significant at any level

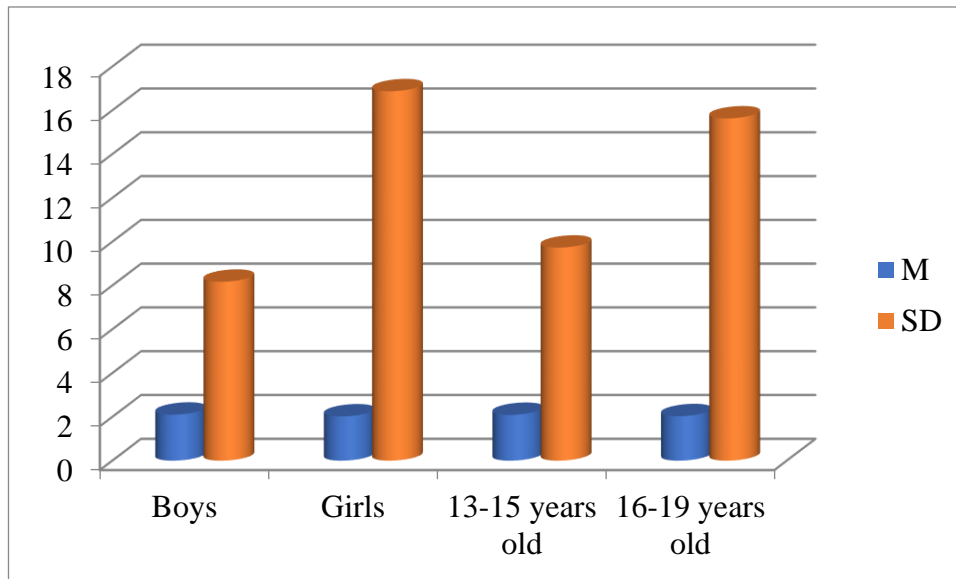


Figure 1: Graphical presentation of the mean, standard deviation, of the mental health scores of adolescents are displayed

The table presents the mean, standard deviation, and standard mistake of the mean (SED) of young men and young ladies matured 13 to 15 years of age and 16 to 19 years of age teenagers as to their psychological well-being. The outcomes got for young men and young ladies are as per the following: [Boys, M= 2.10, S.D= 8.17, SED= 1.61], (Young ladies, M= 2.02, S.D= 16.87, SED=4.55), t-esteem. The psychological well-being scores of teens matured 13 to 15 and 16 to 19 years of age were viewed as [13 to 15 years of age, mean = 2.09, standard deviation = 9.73, standard mistake of the mean = 2.97] and [16 to 19 years of age, mean = 2.03, standard deviation = 15.63, standard blunder = 4.27], with a t-worth of 2.71, respectively.

Because of the discoveries of the ongoing review, it was found that male young people and youths between the ages of 13 and 15 would be advised to psychological well-being than female youths and teens between the ages of 19 and 19. Because of the way that the t-esteem that was acquired (3.22/39) was viewed as huge at the 0.05 degree of importance, our first and second speculations are subsequently acknowledged. The discoveries likewise exhibit that there is a significant mean contrast between the male and female young people. Discoveries that are practically identical to our own were additionally found by Wani et al. furthermore, Surapuramath.

Since the mean score of young people matured 13 to 15 years of age was more prominent than that of youths matured 16 to 19 years of age, our discoveries likewise demonstrate that teenagers matured 13 to 15 years of age had a more serious level of emotional wellness than teenagers matured 16 to 19 years of age. Therefore, our third speculation is additionally acknowledged. We have gotten help for our discoveries from scientists like Seby, Chaudhury, and Chakraborty.

Our fourth speculation was dismissed in light of the fact that we found that there was no massive contrast between youngsters matured 13 to 15 years and those matured 16 to 19 years; the t-esteem that we not entirely settled to be lower than the organization esteem at the 0.05 level; these discoveries are verified by Chandola, Chhabra, and Sodhi correspondingly.

5. CONCLUSION AND RECOMMENDATION

The discoveries of this study shed light on the mind boggling, multi-layered elements of teen psychological well-being, with a specific accentuation on the distinctions among orientation and age. As per the discoveries, male young people had a more noteworthy level of psychological wellness contrasted with their female partners. This features the meaning of considering orientation explicit elements while creating intercessions for emotional wellness. Moreover, the exploration highlights the way that more youthful teenagers (those between the ages of 13 and 15) appreciate preferable emotional wellness over their more established counterparts (those between the ages of 16 and 19), showing that this is a significant time for giving centered psychological well-being care. These disclosures feature the significance of creating individualized treatments that think about the orientation and age-related nuances that are available while treating the emotional wellness hardships that young people face. Pushing ahead, it is exhorted that a total and comprehensive methodology be utilized, with these discoveries being integrated into the plan and execution of psychological wellness programs to advance all-encompassing prosperity among young people.

It is suggested that specific medicines and emotionally supportive networks be created to address the singular necessities of the two sexual orientations and various age bunches inside the young adult populace. This proposal depends on the discoveries of this concentrate on the emotional wellness of youths. Instructive organizations, guardians, and experts working in psychological wellness ought to cooperate to foster mindfulness programs that focus on the particular issues that male and female young people experience. These projects ought to

likewise customize psychological well-being assets to address orientation explicit worries. To additionally empower strength and the improvement of adapting abilities among youngsters between the ages of 13 and 15, as well as somewhere in the range of 16 and 19, age-suitable emotional wellness exercises ought to be integrated into the educational plan of schools and local area programs. During the time spent laying out arrangements on emotional well-being, policymakers and medical services suppliers ought to think about the discoveries of the review. This will guarantee that the arrangements are both comprehensive and effective in supporting the differed emotional wellness prerequisites of young people. To work with the improvement of these rules and the advancement of a complete way to deal with the treatment of psychological wellness issues in youths, continuous exploration and exchange are required.

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