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Illustration of folklore during the *Apabhramsa* school of painting

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Abstract

The main aim of Indian painting is to refine and elevate human emotions. While Greek artists regarded the realistic depiction of nature as the highest level of artistic accomplishment, Indian artists maintain that a work of art is worthless if it fails to express a moral, religious, or emotional message. As a result, Indian painting is wholly focused on spirituality and has always promoted human morality. The medieval era witnessed a change in Indian painting styles beyond cave walls toward creative initiatives as a result of economic and social forces. As a consequence, various painting styles emerged. The Pala, Apabhramsha, Rajasthani, and other styles have all significantly contributed to the advancement of painting from the tenth to the eighteenth centuries. These many painting techniques offer an amazing window into Indian medieval civilization. Along with religious themes, love stories and folktales have also been portrayed in the Apabhramsh painting style in a unique way. The 15th century is regarded in Indian history as the period of cultural renaissance, during which fresh inspiration was injected into literature and art. Literature painted in 1451 AD that includes "Basant Vilas," "Mahapuran," "Chorpanchashika," "Laurchanda," "GeetGovind," "Ragmala," etc. has the earliest instances of this technique. The purpose of the research article is to examine the development and significance of the Apabhramsha painting style in depicting folk literature.

Key Words- Miniature Painting, folklore, Apabhramsh Style, Basant Vilas, Mahapuran, Chairpanchashika, Laurchanda.

1.Introduction -Apabhramsha style holds an important place in the history of Indian painting. It is clear from various research studies that this style originated in places like Gujarat, Rajasthan, Uttar Pradesh, Madhya Pradesh, etc. There have been differences of opinion among the scholars regarding the antiquity of Apabhramsha painting style, and from the research done so far, it has come to the conclusion that the period between Ajanta painting style and Rajput painting style is known as Apabhramsha painting style. There have been many differences of opinion among scholars regarding the name of this style. Due to the presence of this style in Shwetambar Jain texts, W. Norman Brown named it Shwetambar Jain style. (Jain, Rajesh, 1991-92. pp. 269)

N.C. Mehta called it the Gujarat style of painting because this style started in Gujarat itself. (Jain, Rajesh, 1991-92. pp. 269) Based on the initial evidence of the origin and development of this style obtained from Gujarat and Rajasthan in Western India, Tibetan historian Lama Taranath named this style Western-Indian style. Seeing this style in Jain paintings, Sarabhai Nabab called this style Western Jain art. (Jain, HeeraLal: 1962; pp.368) Raikrishna Das has considered this style a distorted form of the ancient style. For this reason, it is called Apabhramsha style. (Das, Raykrishna: 1996; pp. 3)

1.1. Origin of Apabhramsha style: The period from the 11th to the 16th centuries is considered to be the period of Jain painting. Basil Gray has considered the 15th–16th centuries to be the zenith of this style. At this time, this style was very powerful in the field of art. (Swami, K. Anandakumar: 2003; pp.3) No matter how many differences there may have been among thinkers regarding the names of this style, it is true that this style holds an integral place in art history. The refined form of Apabhramsha style gave birth to Rajasthani style. We can see the original form of this style in wall paintings, Manuscripts, illustrated cloth Painting, VigyaptiPatta, etc.

1.2 Introduction of folklore depiction: Through Jain art, artists have tried to present the ideals of Jain philosophy and conduct. Along with artistic beauty, painting also elevates the spiritual outlook of humans. The main purpose of art is the expression of feelings. In the Apabhramsha style, the painters created a new style by making a meaningful effort to express the full range of emotions, even by depicting the artworks in simple form. The subject matter of these paintings plays an important role in depicting religious and spiritual sentiments as well as folk literature.

The main credit for publishing the pictures of folklore goes to various scholars like W. Norman Brown, O.S. Ganguly, M.R. Majumdar, N.S. Mehta, U.P. Shah, etc. Examples of paintings in this category can be seen in the form of love affairs and love texts. Prominent among these are Laurachanda, Madhavanal-Kamakandala, Rati-Rahasya, Vasant Vilas, Damayanti Katha, and Panchatantra. Apart from the Panchatantra, all the poems are hero-heroine-oriented and are explained as follows:

1.2.1. Rati-Rahasya- The basis of Rati-Rahasya has been the Kamasutra text of Vatsyayan. Which was composed by KokkakBhat in the 13th century AD. At first, Shri S.M. Navab published a painted page of Kamadeva of Rati-Rashasya. (Nawab, S. M.: 1936) At present, this painting is in the collection of Amritlal Bhojak of Patan. Apart from the picture of Kamdev in this museum, information about other pictures of this manuscript is not found. This picture

appears to be close to the Kalakacharya Katha (Patan), painted in 1414 AD. (Chandra, Moti and Shah, 1975, Khandelwal, and Chandra Moti: 1969. F. 5-8)

The second page of Rati Rahasya was published by U. P. Shah in 1971 in the Baroda Museum Bulletin; before that, this picture was the glory of Sarabhai Nawab's collection. (Shah, U.P.: 1971) The illustrated page of the Rati-Rahasya, stored in the Baroda Museum, is probably the second page of the original copy. It is in very bad condition. (Shah, U.P.: 1971) Both sides of this page are illustrated. On the front surface, a human figure seated on an elephant with a bow and arrow is depicted, which appears to be that of Kamadeva.

1.2.2. Damayanti Katha-Champu- This book was written by a Hindu writer named Trivikrama in Sanskrit, in which the story of Damayanti is mentioned. (Kumar, Shailendra: 2009; pp.72) Two of its illustrated pages are in the collection of the Lalbhai Dalpat bhai Institute of Indology, Ahmedabad, which is in very dilapidated condition. U.P. Shah and Motichand were the first to publish this page. (Chandra, Moti and Shah, U.P. 1975, pp. 17-18) While one of the paintings has a beautiful image of Shiva and Parvati, the other, divided into two parts, depicts Bhima with his courtiers in the upper part and Bhima with his wife in the lower part. Dr. Motichandra and Dr. U. P. Shah have considered their creation period to be between 1400 and 1425 AD, keeping in view their size and palm leaf tradition. These paintings show the peculiarities of the western Indian culture of the 15th century. In the scene of Shiva-Parvati, both hands of Shiva holding the serpent in his neck are raised, with a trident in one and Khatvana in the other. They are adorned with garlands. These paintings are wonderfully done.

1.2.3. Basant Vilas- The subject of this book relates to the love games of the heroes and heroines during the spring season. There are several copies of this poem, but only one has been illustrated. The time and place are mentioned in the painting, based on which it can be said that this copy was painted in Ahmedabad in VikramSamvat 1508 (1451 AD). Under the direction of Shah ShriChandrapal, the son of Shah Depal, AcharyaRatnagar produced this copy. (Mehta, N.C., 1925, pp. 62) This copy is now in the collection of the Friar Gallery of Art in Washington. The copy is 436 × 9 inches long and wide, originally containing 84 paintings, but now only 79 remain. (W. Norman Brown: 1962; pp. 6) Some of the motifs of this painting are similar to the references in Chitrastotra and the paintings of Sanyog and Shringar depict the theme of the amusement of the lover and the beloved, the moments of the union of the hero-heroine roaming on the banks of the lake, swinging and swinging etc. (Fig. 1). Along with this a wonderful combination of hovering clouds, trees swaying in the wind, wild animals and birds with limited lines and colors has been done. The trees depicted in the background are also of various types

with the depiction of swaying date palms, maulasris and palm trees (Fig. 2). There is a wonderful depiction of animals and birds in this painting (Fig. 3). In this painting, Harsh Ullas and Virhani women are depicted together. According to N. C. Mehta, there are many such paintings in this Chitramala, which have also been depicted in the Ragamala and Nayaka-NayikaBhedaseriesof Rajasthan school of paintings in the following years. Heroine attracting deer, (W. Norman Brown: 1962; pp. 57) (TodiRagini) swinging hero-heroine, (Mehta, N.C.: 1931. pp. 19) (Raag-Hindol) etc. are seen in the depiction.

1.2.4. Panch-tantra- Some of the Panchatantra paintings are collection in the Bharat Kala Bhavan at the Kashi Hindu University. In these paintings only the regular Apabhramsha style has been used. A painting in the collection of Bharat Kala Bhavan depicts the various moods of the monkeys, their playful tendencies, looking back in shock, etc. These paintings are reminiscent of the painted scene of dancing monkeys of Panchteerthapata painted in 1433 A.D.

1.2.5. Laurachanda-It is a love story with Lorik as the hero and Chanda as the heroine. In Awadhi language the famous Sufi saint MullaDawood has composed a poem named Chandayan. This story has been very popular in Bihar, Chhattisgarh and some parts of Uttar Pradesh. There is no clear evidence about its antiquity, the word 'Lorik Nacho' is mentioned in the text Varnaratnakar composed by the Jyotishwer Thakur of Mithila in the 14th century.(Gupta, ParameshwariLal: 1964; pp. 57-58) It is possible that this folk dance is related to the story of Lorik and Chanda. The revelation of Sufi philosophy increases the significance of this apparition. Among the scholars the illustrated copy of this poem has become famous by the name of Laurachanda. (Khandelwal, Karl: 1950; pp. 24) The Bharat Kala Bhavan, Benares Collection, has 6 painted pages of Lauarchanda, which were first published by PadmavibhushanRai Krishna Das. These paintings have been dated to 1540 AD and are believed to be from eastern Uttar Pradesh.(Das Krishna, Roy: 1955-56) But Karl Khandelwal and Dr. Motichandra have described it as the creation of Jaunpur region in the last 25 years of the 15th century.(Karl, Khandelwala and Chandra, Moti: pp. 55) whereas one of the copies mentioned by Dr.Saryu Doshi bears the date 1454 A.D. It would be impossible to say how many of pages of this manuscript there were. In the background of the above pictures, a red color has been used, and in the night scenes, a blue color has been filled. In one of the paintings, Lorik is depicted in a dynamic pose throwing a lasso in Chanda's room, and then Chanda's eagerness to see the lasso comes forward, etc. In this manuscript, only bulls and elephants are depicted in animal forms, and the scenes are divided into two or three parts, for which rope-like drawings and straight strips have been used. Adorned borders have also been added to the

picture. In Bharat Kala Bhavan, one painting (Registration No. 0-228) depicts lotus petals, and the other (Registration No. 0-221,230) depicts waving vines. The depiction of the inscribed margins is found only in the Mandu Kalpasutra; the other traditional Apabhramsha style of paintings do not have ornate margins. Dr. Parameshwari Lal Gupta drew attention to the State Library of Berlin's Laurachanda, (Chandra, Pramod: 1976)

which is today in the State Library of Berlin (No. 0-1900-215, Oriental Section No. 0-3014). The number of pages featured in it is 141. Like the other copies, each verse was illustrated in this copy. There are several pictures of each event. In these paintings, Vastu, sky, and clouds are depicted in the upper part, and hunting grounds, forests, ponds, gardens, etc. are depicted in the lower part. The copy contains a scene from the battle of Rao Rupchand and Sahadeva depicting the soldiers in three sections. (Kumar, Shailendra: 2009 pp. 80)

The paintings in this copy and those of Lurchanda in the Prince of Wales Museum show similarities in composition.

The Apabhramsa Style also depicts the themes of the Vaishnava and Shakta cults, of which Balagopalastuti, Geet-Gavinda, and the manuscript of Devi Mahatmya are prominent.

1.2.6. Balgopalastuti- Balgopalastuti was composed by Leelashuk and Vilwamangal and describes the supernatural bala-lilas of Sri Krishna and his playful games with gopas, which Dr. M. R. Majumdar has discussed in his publications. (Majumdar, M.R.: 1947) Six illustrated copies of Balgopalastuti have come to light, which are in museums like Baroda Museum and Picture Gallery, Bharat Kala Bhavan, Banaras, N.C. Mehta Gallery, Ahmedabad, Boston Museum, etc. For the first time in 1929, AD Shri O.C. Ganguly discovered the Bal gopalstuti stored in the Boston Museum. The manuscript has 34 illustrated pages. A particularly striking scene in this copy is the depiction of cowherds, showing Krishna with the cowherds. (Majumdar, M.R.: 1947) The painting has cows lined up in a thin strip at the bottom, and in the main part, Shri Krishna is depicted with two Gwalas, with a twisted stick in the hand of the Gwalas and tall trees in the background. Much of the similarity can be seen in Balgopal Stuti's cow grazing paintings in Boston and Baroda (Accession No. P.G. 0.6 F. 0.3, Folio. No. 0.3-3 in Baroda Museum). Another picture is of Ahilya's salvation, in which Ahilya is standing on the right with a garland in her hand. In front of her are Rama and Lakshmana with bows and arrows. Sage Shrestha is standing at some distance behind Lakshmana, and in the background of the picture, the waving clouds are depicted. When Dr.M.R. Majumdar went to Delhi to attend the meeting of the Indian Historical Records Commission in 1948, Dr. Vasudev Sharan showed him the manuscript. Dr.Majumdar published an article on this manuscript in Kanhaiya Lal

Podhar, Abhinandan Granth, and published its three pictures, Ahilya's salvation, Radha-Krishna Milana, Dhruva's Tapasya, etc. (Khandelwal, Karl: 1953)

It is not known how many paintings are in this manuscript. The painting composition of Ahalya 's salvation resembles the Ahalya salvation scene of the painting collected in Boston. Paintings of another volume of *Bal gopal stuti* are in the N. C. Mehta collection, Ahmedabad. In which there is an important scene of *Sita Haran* (NCM 241.5) (Fig. No. 4). (Parimoo, Ratan: 2010) In this painting, the artist started a new tradition by depicting the major events of Sita Haran in sequence. In this painting, Sita pointing towards the golden deer, Rama going behind the deer, Ravana coming after finding Sita alone, and Rama fainting in the separation of Sita, etc., scenes have been depicted very beautifully. In addition to the Ramayana, there is a beautiful depiction of Krishna's pastimes, the main themes of which are: Krishna dancing with the gopis (NCM - 241.4) (Fig. No. 5), Kaliya Damana (NC 0M 0-241.3) (Fig.No. 6), and Krishna Radha Milan (NCM -241.2) (Fig.No. 7). etc. There is a scene of dancing female figures in the copy of this museum in which the postures of these figures are amazing.

1.2.7. Geetgovinda- The Gita Govinda poem by Jayadeva is also very important in the depiction of Vaishnava themes. Its construction is considered to be from the 12th century AD. In this text, the leelas of Radha-Krishna are described in detail.in which Shringar is given the role of spirituality. The poet has depicted Radha in the enchanting atmosphere of spring, in the meditation of Krishna. There is only one copy of the Gita Govinda depicted in this style, this copy is incomplete, it contains only scenes of the various incarnations of Sri Krishna. A scene of the Vamana avatar in this copy is very beautifully depicted (Fig. 8). The first publication of this copy was done by Dr. M.R. Majumdar in 1938, and he accepted its depiction in Gujarat in the middle of the 15th century. (Majumdar, M.R., 1968)

1.2.8. Prabodha chandra- A painted page each of the plays Prabodha chandrodaya and HarileelaSolahakala manuscripts is in the collection of the Oriental Institute, Baroda. (Shah, U.P., 1976) The author of Prabodhachandrodaya is Krishna Mishra. This is a formative drama dominated by Shantarasa and containing a dramatic counterpoint to the monism of Vedanta. The philosophy of spirituality has been given in a very interesting way by imagining Moha, Vivek, Dambha, Jnana, Shraddha, Bhakti, Vidya, Buddhi, etc. as male and female characters.

1.2.9. Deevi Mahaatmy- In the thirteen chapters of Devi Mahatmya or Saptashati, there is a detailed description of the destruction of the Asuras by Goddess Durga or Chandi and the grace of the Goddess on King Suratha and Samadhi Vaishya. Dr. Anand Krishna published some

pictures of this copy. (Krishna, Ananda: 1963) This manuscript is one of the most important of the Kala Bhavan Banaras. Since the stylistic features of these paintings are similar to those of Malwa, Dr. Anand Krishna considered them to be the creations of the Malwa region. Compared to other copies, this copy is more developed, and its battle scenes are more complex. In one scene of this copy, the mutilated bodies of the demons lying on the battlefield are depicted in a traditional way. (Krishna, Ananda: 1963) Another copy of Devi Mahatmya is in the collection of the Baroda Museum, which has 35 pages with illustrations on 10 pages. The credit of publishing these paintings goes to Dr. M. R. Majumdar. (Majumdar, M.R., 1940; and Majumdar: 1947)

The main themes in these paintings are Chand-Mund Vadh, Dhrumlochan Vadh, Madhu Kaitabh Vadh, Devi's boon to Surath and Samadhi, Devi's war with the armies of Shumbha, etc. Dr. Majumdar has said that these paintings show the infinite power of the Goddess, who destroys the vices and egoism in a person with her grace. (Majumdar, M.R., 1940) These paintings depict the goddess form of Durga as well as her destructive form. It is very impressive how the painter captures the goddess's great beauty and power.

Apart from the above-mentioned subjects, there are some other subjects in Ragamala and Natyashastra. Ragmala is depicted on the margin of a scroll of Kalpasutra collected in the collection of S.M. Nawabs.

1.3. Characteristics of Apabhramsa school of painting-The human figures in Apabhramsa style are painted flat. Due to lack of shadow-light effect, the real form of the figures has disintegrated. In the painting, the lines are depicted as intersecting, angular, and flowing. Due to the thinness of the chest space, the difference between male and female figures has almost disappeared. Thin waist like that of a lion has been depicted. The depiction of the sided eye and the pointed nose are depicted. The outfits are filled with opaque, flat colours. The garments are decorated with geometric motifs (Fig. 9). Apart from costumes, these geometrical motifs are also depicted on bed sheets, on thrones, on canopy etc.

Bright colors are used in the paintings. Paintings from around 1450 AD used ultramarine in combination with gold, highlighting a grand look in miniature paintings. In the 15th and 16th centuries, these miniatures underwent various changes under the influence of other regional styles, which played an important role in the development of manuscript illustration.

2.Findings- The main findings of the paper are:

- 1.Ajit Ghosh has considered these paintings to be technically superior.
- 2.Despite the rigidity of the drawing, these paintings represent the inner expression of the artist.

3. The main feature of paintings in this style is their decorative splendor.
4. Abstract forms are also seen in these paintings.
5. The paintings also contain mystical elements and symbolic motifs.
6. After the Ajanta paintings in Indian painting, a new style is seen in the form of Apabhramsa style.

3. Conclusion- This style has a distinct identity in miniature paintings due to its characteristics, values, moods, and modesty. It is clear from the present study that the stylistic features of Apabhramsa style paintings paved the way for later styles. Also, the themes of their paintings have remained the same. For example, the depiction of religious theme is prominent in Apabhramsa style and 'Ragmala' in Rajasthani style. Similarly, in the Pahari style, the importance of 'Nayika-Bheda' is there, while in the southern style, the depiction of 'Krishna' is prominent. But these styles differ in form and size due to their local influences. The influence of each other's art on these styles has also influenced the background and stylistic beauty. The method of production of these miniatures is the same, but there is variety and unity in their presentation. The Apabhramsha style has made a tremendous contribution to bringing contemporary life and activities to the masses.

Paintings Images-



Fig. No. 1, 2, Basant Vilas, Vikram Samvat, 1508 (1451 AD), Freer Gallery of Art, Washington



Fig. No. 3: Basant Vilas, Vikram Samvat, 1508 (1451 AD), Freer Gallery of Art, Washington



Fig. No. 4,5,6 and 7. Balgopal Stuti (N.C. Mehata Art Gallery, Ahmedabad)

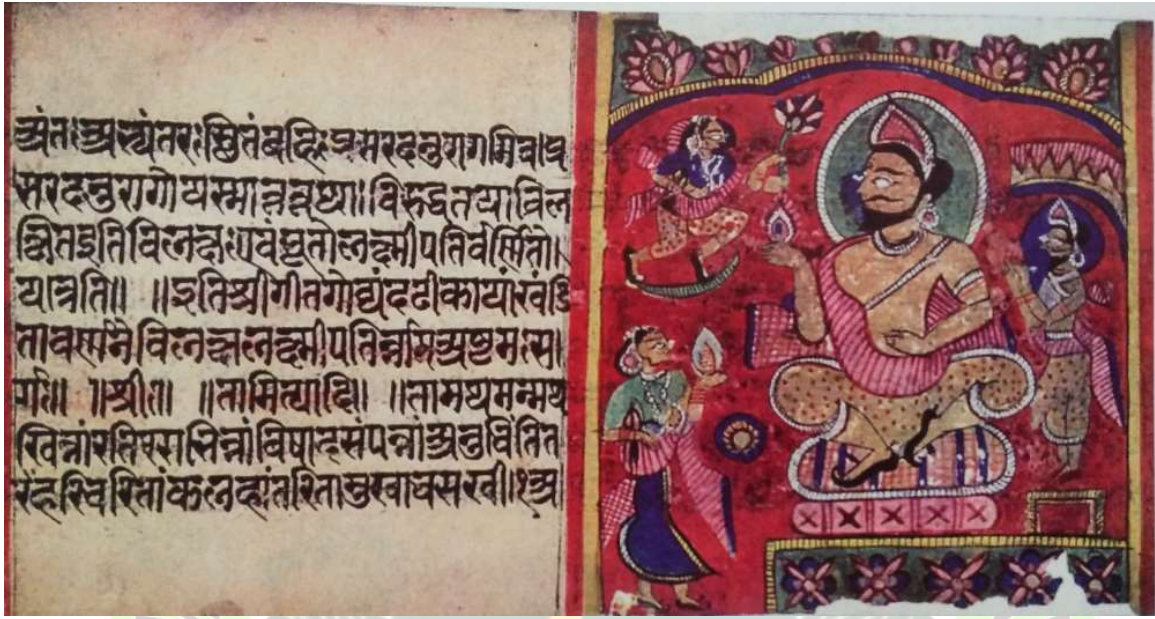


Fig. No-8-Geet Govind, 1938 A.D.



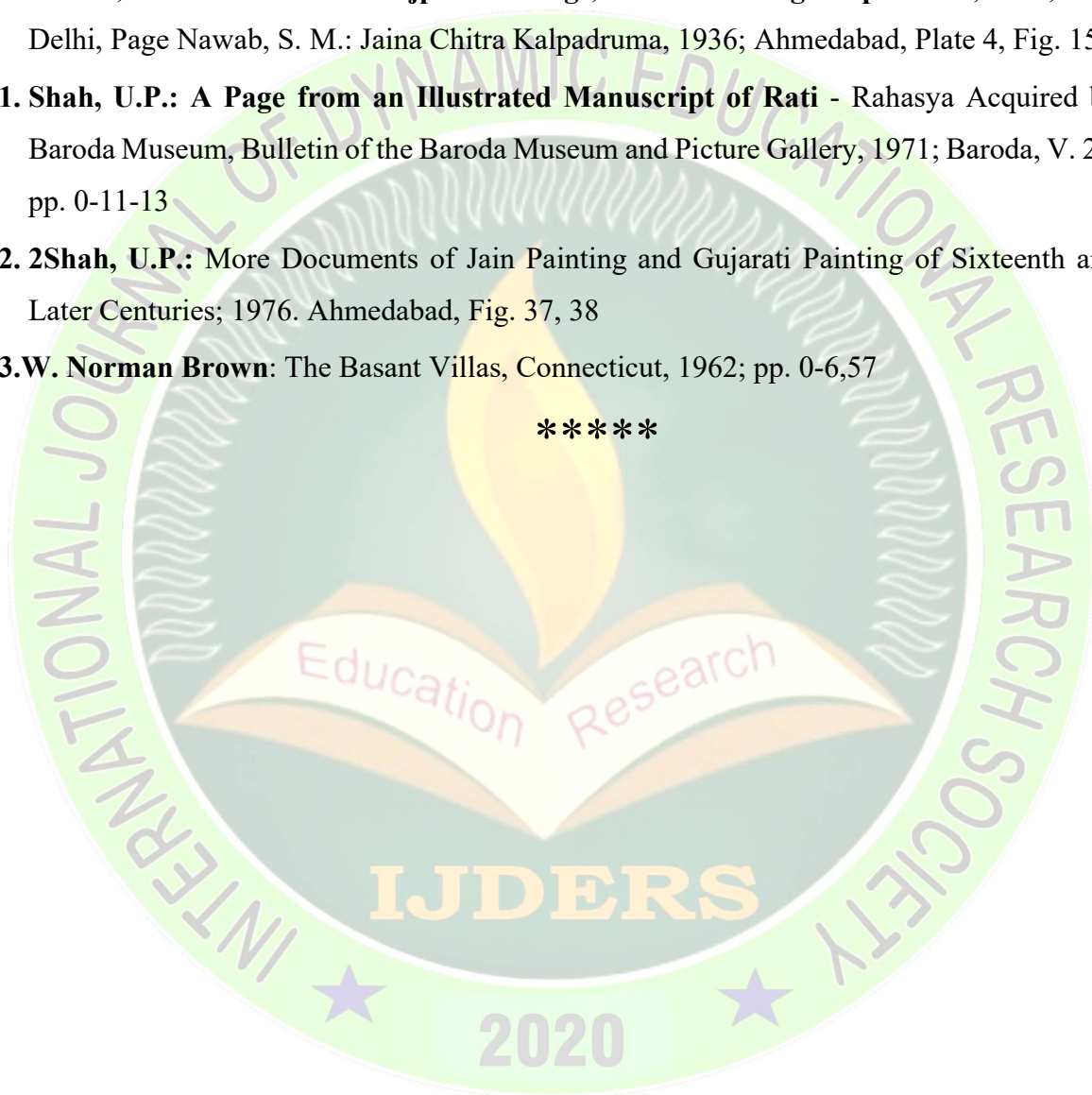
Fig. No.9, Kalpa sutra (AN 0-78.561) 1483 AD,

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Exploring the Role and Impact of Artificial Intelligence in the Judiciary

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Abstract

Artificial Intelligence (AI) technologies are revolutionizing various sectors, including the judiciary. This paper provides an exhaustive exploration of the role and impact of Artificial Intelligence in the judicial system. Through a comprehensive review of existing literature and case studies, it examines the applications of AI in legal processes, analyzes its implications for the administration of justice, and discusses the ethical, legal, and socio-economic challenges associated with its implementation. The paper also addresses the opportunities presented by AI in enhancing access to justice, improving judicial efficiency, and mitigating bias in decision-making. By critically evaluating the present state of AI adoption in the judiciary and highlighting key considerations for its future development, this paper aims to inform policymakers, legal practitioners, and scholars about the possible welfares and menaces of participating AI into the judicial domain.

Keywords: Artificial Intelligence, Judiciary, Legal Processes, Decision-Making, Bias Mitigation, Access to Justice

Introduction

Artificial intelligence refers to a machine's capacity to think and behave like a human or to replicate "cognitive" activities like "learning" and "problem solving" that people identify with the minds of other humans. In order to improve the efficacy and efficiency of the Indian Justice Delivery System, the concept of artificial intelligence has been raised. A growing number of digitalization trends suggest that the field of "Artificial Intelligence" might be contributing to a reduced the number of open cases.

It makes sense that we live in an automated machine age and rely increasingly on machines, even for the tiniest of jobs. One outstanding advancement in the legal sector is “**Artificial Intelligence.**” Artificial intelligence, as opposed to natural intelligence possessed by people, is generally accepted as a robotic system or piece of machinery that can provide swift and efficient solutions. AI is a branch of computer science that is developing quickly. In the mid-1950s, John McCarthy, who has been credited as the father of AI, defined it as “the science and engineering of making intelligent machines” (“A Brief History of Artificial Intelligence”). In theoretical terms, artificial intelligence (AI) is the capacity of a computer to sense and react

to its surroundings on its own, as well as perform activities that ordinarily call for human intelligence and decision-making processes—all without the need for direct human participation.

Artificial Intelligence (AI) has arisen as a transformative force in many diligences, promising to revolutionize processes, increase efficiency, and enhance decision-making. In recent years, the judicial system has increasingly turned to AI technologies to address various challenges, ranging from case overload to resource constraints. AI offers the possible to rationalize legal developments, improve contact to justice, and enhance the fairness and efficiency of the judicial system. Though, its adoption also increases complex moral, legal, and socio-economic queries that must be carefully considered.

This paper aims to deliver a complete outline of the role and influence of AI in the judiciary. It begins by defining AI and discussing its applications in legal processes, including legal research, document analysis, case management, and predictive analytics. It then examines the implications of AI for the administration of justice, focusing on issues such as bias mitigation, transparency, accountability, and the protection of fundamental rights. The paper also explores the opportunities presented by AI in enhancing access to justice, improving judicial efficiency, and promoting fairness in decision-making.

Artificial Intelligence establishing computer systems with artificial intelligence (AI) capabilities is called this. These activities need a broad range of skills, including with the environment, identifying patterns, learning from data, making judgements, and understanding natural language. AI systems employ algorithms and models to process large volumes of data, extract meaningful insights, and execute tasks autonomously.

With a population of roughly 144 crores, India is a large country whose modern socioeconomic development has led to a rise in the general awareness of the legal rights and remedies that the average person possesses when seeking justice from the courts. The Indian judiciary has been continuously burdened by the enormous weight of people, which has led to a massive backlog of matters that are pending in court. Every political party in India is deeply worried about the rising number of cases that remain unresolved in the courts.

The Supreme Court of India states that capacity restrictions are the primary cause of the high degree of pendency in a study titled **“Subordinate Judiciary-Access to Justice 2016.”** The paper offers an explanation of the reasons, stating that one obvious reason is that not all subordinate courts have benefited from modernization and computerization, which has left the subordinate judiciary working with a growing backlog of cases due to the absence of

courtrooms and judicial officials. Therefore, justice is delivered inefficiently and slowly, which is harmful to society as a whole.

Once Justice S.A. Bobde, the former Hon'ble Chief Justice of India, suggested implementing an artificial intelligence (AI) system to facilitate and support the country's judicial administration. But the objective is to support the legal system, not to take the place of judges in any way. This move represents a radical overhaul of the legal system. The CJI was lecturing the Constitution Day function prearranged by the Supreme Court Bar Association (SCBA) on 26th November 2019 and in his speech, he said that ***"We propose to introduce, if possible, a system of artificial intelligence. There are many things which we need to look at before we introduce ourselves. We do not want to give the impression that this is ever going to substitute the judges."***

According to the CJI, machines cannot substitute humans exactly the knowledge and perception of judges. The placement of the AI system will help diminish the pendency and accelerate the judicial adjunction.

The former President of India Shri Ram Nath Kovind also existed at the event. He was inaugurating the Supreme Court mobile application on that day. Justice Bodbe, while talking about the application, declared that an artificial intelligence powered law conversion system will simplify the quality translation and will further help in improving the efficiency of the Indian Judicial System. Reportedly, the app that was released will translate Supreme Court judgments in more than 9 regional languages. ***'We could say that this is the first step in application of AI in Indian Judicial System.'***

The Supreme Court has been using an AI-controlled device to process data and provides justices with it for decision-making since 2021. It abstains from taking part in the process of making decisions. The Supreme Court of India also uses SUVAS (Supreme Court Vidhik Anuvaad Software), a technology that translates judicial documents from English into regional tongues and vice versa.

The Punjab & Haryana High Court rejected a bail request in the case of ***Jaswinder Singh v. State of Punjab*** because the prosecution claimed the petitioner had participated in a vicious, dangerous assault. To obtain a broader viewpoint on the granting of bail when cruelty is involved, the presiding judge asked ChatGPT for an opinion. It's crucial to remember that the trial court will not consider these remarks and that the mention of ChatGPT does not represent an opinion on the case's merits. The reference was solely intended to provide a broader understanding of bail jurisprudence when cruelty is a factor.

AI's Possible Impact on the Justice System in India

In the context of the judiciary, AI technologies are being applied to various facets of legal processes to enhance efficiency, accuracy, and accessibility. These applications include:

- 1. Legal Research:** AI-powered tools analyze the huge legal databases, statutes, case law, and scholarly articles to provide comprehensive insights and support legal research tasks. Natural language processing (NLP) algorithms enable users to search, summarize, and excerpt pertinent information from legal documents efficiently.
- 2. Document Analysis:** AI systems automate the analysis and review of legal documents, such as contracts, pleadings, and briefs. Machine learning algorithms can identify key clauses, extract relevant information, and flag potential issues or inconsistencies, thereby expediting the document review process.
- 3. Case Management:** AI-driven case management systems streamline workflow processes, scheduling, and document management within judicial institutions. These systems facilitate the organization and tracking of case-related information, improve collaboration among legal professionals, and enhance the overall efficiency of court operations.
- 4. Prognostic Analytics:** AI algorithms examine the ancient case data to predict case outcomes, assess litigation risks, and optimize legal strategies. By identifying patterns and trends in judicial decisions, predictive analytics tools can assist lawyers and judges in making informed decisions and allocating resources effectively.
- 5. Virtual Supporters and Legal Aid:** AI-powered computer-generated assistants, such as chatbots and voice-enabled interfaces, provide users with personalized legal assistance, answer queries, and guide them through legal procedures. These virtual assistants enhance accessibility to legal information and services, particularly for individuals with limited access to legal expertise. AI-powered virtual assistants can provide legal information and guidance to citizens, particularly those who cannot afford legal representation. In a country as vast and diverse as India, virtual legal aid services could improve access to justice for marginalized communities.
- 6. Language Processing and Translation:** India is a multilingual country with diverse legal systems across different states. AI technologies for natural language processing and translation could facilitate communication and legal proceedings in various languages, thereby promoting inclusivity and accessibility.

7. **Decision Support Systems:** AI systems can assist judges and legal professionals by providing relevant precedents, case summaries, and legal arguments. While AI cannot replace human judgment, it can augment decision-making processes and help ensure consistency and fairness in judicial rulings.

AI's Negative Impact on the Justice System in India

While Artificial Intelligence (AI) holds promise for transforming the justice system, there are also potential negative impacts that warrant consideration:

1. **Prejudice and Discrimination:** AI algorithms can preserve or even intensify the existing biases present in training data. In the context of the justice system, biased algorithms may lead to discriminatory outcomes, particularly against marginalized communities. For instance, if historical data reflects systemic biases in law enforcement or sentencing practices, AI systems trained on this data may perpetuate these biases, resulting in unfair treatment of certain groups.
2. **Transparency and Accountability:** AI algorithms often operate as "black boxes," making it hard to understand the justification behind their decisions. Lack of transparency can undermine accountability and due process, especially in legal contexts where individuals have a right to know the reasoning behind judicial decisions. If AI-driven decisions cannot be adequately explained or challenged, it may erode trust in the justice system and raise concerns about procedural fairness.
3. **Privacy Concerns:** AI technologies often trust on massive quantities of personal data for training and analysis. In the justice system, this raises privacy concerns, particularly regarding sensitive information such as criminal records, medical history, and biometric data. If not properly safeguarded, the use of AI in legal processes could compromise individuals' privacy rights and confidentiality.
4. **Job Movement:** The mechanization of positive legal tasks through AI technologies may lead to job displacement for legal professionals, such as paralegals or clerks, who traditionally perform these tasks. While AI can increase efficiency and reduce costs, it may also contribute to unemployment and socioeconomic disruption, particularly for those whose livelihoods depend on manual or routine legal work.
5. **Access to Justice:** Despite its potential to improve access to justice, AI could exacerbate existing inequalities if not deployed equitably. Individuals without access to technology or digital literacy skills may be disadvantaged in navigating AI-driven legal

systems. Moreover, AI tools may be prohibitively expensive or inaccessible to marginalized communities, widening the justice gap rather than closing it.

6. **Human-AI Collaboration:** Effective integration of AI into the judicial system requires fostering collaboration between human legal professionals and AI systems. Ensuring that AI tools complement human judgment rather than replacing it. It is essential for maintaining the integrity and legitimacy of legal decision-making.
7. **Legal and Ethical Dilemmas:** AI raises complex legal and ethical dilemmas that the justice system may not be equipped to address. For example, questions of liability and accountability arise when AI systems make errors or produce unintended consequences. Additionally, ethical considerations regarding the delegation of decision-making authority to autonomous systems require careful deliberation and regulatory oversight.
8. **Global Harmonization and Standardization:** As AI becomes increasingly prevalent in legal systems world-wide. There may be a push for global harmonization and standardization of AI regulations and practices in the judiciary. Collaborative efforts among countries and international organizations could help address cross-border legal challenges and promote interoperability of AI systems.

Implementation and impact of AI in various sectors in India:

AI in Healthcare:

Case Study: Practo, a leading healthcare technology company in India, has implemented AI-driven solutions to improve healthcare delivery. Practo's AI-powered platform offers personalized health recommendations, predictive analytics for disease prevention, and virtual consultations with healthcare professionals. By leveraging AI, Practo aims to enhance access to healthcare services and optimize patient outcomes across India's diverse population.

AI in Agriculture:

Case Study: CropIn Technology Solutions, an Agri-Tech company based in Bengaluru, has developed AI-powered solutions to address challenges in agriculture. Crop In's platform uses satellite imagery, weather facts-figures, and machine learning algorithms to provide farmers with unlawful visions for crop management, pest control, and yield optimization. By harnessing AI, CropIn empowers farmers to make data-driven results and recover agricultural production and sustainability.

AI in Finance:

Case Study: Paytm, India's leading digital payments platform, has integrated AI into its financial services to enhance user experience and fraud detection. Paytm's AI-powered

algorithms analyse and deal the data, user behaviour, and ancient patterns to perceive and prevent deceitful activities, such as unauthorized transactions and identity the actual theft. By leveraging AI, Paytm strengthens security measures and builds trust among its millions of users across India.

AI in Education:

Case Study: BYJU'S, an online learning platform, has leveraged AI to initial education and improve learning consequences for students. BYJU'S AI-powered platform delivers adaptive learning modules, personalized recommendations, and real-time feedback to students based on their individual learning styles and preferences. By tailoring educational content to the needs of each student, BYJU'S aims to revolutionize the way education is delivered and accessed in India.

AI in E-commerce:

Case Study: Flipkart, one of India's largest e-commerce companies, has embraced AI to enhance its online shopping experience and streamline operations. Flipkart's AI-driven algorithms analyses customer data, shopping preferences, and market trends to provide personalized product recommendations, optimize inventory management, and forecast demand. By harnessing AI, Flipkart aims to improve customer satisfaction, increase sales, and stay ahead of competitors in India's competitive e-commerce market.

These case studies highlight the diverse applications and impact of AI across different sectors in India, showcasing how organizations are leveraging AI to drive innovation, improve efficiency, and address societal challenges.

Overall, while AI has the capacity to improve efficacy, enhance access to justice, and promote fairness in the justice system, its negative impacts cannot be overlooked. To mitigate these risks, policymakers, legal professionals, and technologists must work together to develop robust regulatory frameworks, ensure algorithmic transparency and answerability, safeguard privacy rights, and promote equitable access to AI-driven legal services. Additionally, ongoing research and dialogue are essential for understanding and addressing the ethical, social, and legal implications of AI in the justice system.

Case studies and real-world examples illustrate the diverse applications of AI in the judiciary and highlight both the opportunities and challenges associated with its implementation. For instance, initiatives such as the use of AI in legal aid services, predictive policing algorithms, and automated decision-making systems in immigration courts demonstrate the potential benefits and risks of AI adoption in the justice system.

In conclusion, the role and impact of AI in the judiciary are multifaceted, encompassing opportunities for improving efficiency, enhancing access to justice, and promoting fairness in decision-making. However, realizing the full potential of AI while addressing ethical, legal, and socio-economic challenges requires careful consideration of transparency, accountability, bias mitigation, and human-AI collaboration. By navigating these complexities thoughtfully and responsibly, AI technologies can contribute to the advancement of justice systems that are fair, accessible, and accountable to all.

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A Study of General Knowledge of English Literature of B.Ed. Trainees

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Abstract:

There is a great importance of General Knowledge of English due to several exams. But lack of General Knowledge English Language Literature is found. Thus, being B.Ed. students, our future teachers should have Knowledge of English Language Literature, and show by the virtue to make them aware of English Language Literature of researchers, experts, teachers and guides have taken up this work in their hand. To check the effect of gender on marks of General Knowledge of English Language Literature of trainees in B.Ed. college and To check the effect of area on marks of General Knowledge of English Language Literature of B.Ed trainees. Survey method was used in this research. Researcher has used self-made English language literature knowledge testing tool was constructed. classified on the basis of different variables and to check the advantageousness of each variable T-value was used by checking the hypothesis. Findings: Considering gender, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. college. Considering type of area, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. college.

Key Words: - B.Ed. College, Trainees, English Language, Literature, General Knowledge

Introduction

In the present era, no human being is found who does not expect the importance of education. The pillar of all the achievements of humans is completely based on his grasping power and if he can grasp the knowledge in English he can work more effectively as we know that one should have a good knowledge of English to communicate globally.

There is a great importance of General Knowledge of English due to several exams. But lack of General Knowledge English Language Literature is found. Thus, being B.Ed. Students, our future teachers should have Knowledge English Language Literature, and show by the virtue to make them aware of English Language Literature of researchers, experts, teachers and guides have taken up this work in their hand.

Aims of research

1. To know/check the General Knowledge in English Language Literature of B.Ed. Trainees.

2. To check the effect of gender on marks of General Knowledge of English Language Literature of Trainees in B.Ed. College.

3. To check the effect of area on marks of General Knowledge of English Language Literature of B.Ed. Trainees.

Hypothesis of Research

1. There will be no significant difference in marks of General Knowledge of English Language Literature of B.Ed. trainees on the basis of gender.

2. There will be no significant difference in marks of General Knowledge of English Language Literature of B.Ed. trainees on the basis of area.

Variable of Research problem

- Gender: Girls and Boys
- Independent variable: Area 1. Urban 2. Rural
- Dependent variable: Marks on English Language Literature Knowledge testing tool.

Terminology:

B.Ed. College - A B.Ed. College is an under graduate professional degree which prepares students for Work as a teacher in an organization that gives a training for secondary school is called B.Ed. College.

Trainees: Trainees means "those taking training"

English Language: The means of instruction in all the primary and secondary English medium schools is English Language.

Literature: The preserved amount of language for ideas, findings, knowledge of people.

General Knowledge: General means not belonging to specific subject but some importance of General Knowledge of various other subjects.

The present study on English Language Literature is a tool to enhance the General Knowledge of English Language Literature of B.Ed. trainees for being a teacher as well as for their competitive exams.

Population

The result of all the research cannot be applicable to all, similarly not applicable at various conditions/circumstances. So, it becomes important to find its areas.

So, the area of the presented study will be the B.Ed. Students of KSKV Kachchh University for the session 2020-21.

Selection of sample: in this research, the researcher had selected the trainees of B.Ed. College from Kachchh district as sample by random method. In this way, total number of candidates included as samples are 7 lists of colleges.

Method of Research: Survey method was used in this research.

Tools of research: researcher has used self-made English language literature knowledge testing tool was constructed.

Collection of Data

Researcher had the face-to-face meeting with the B.Ed. colleges associated with K.S.K. V. Kachchh University to collect the data. On providing the information to the professor of B.Ed. College about the study of English Language Literature Knowledge testing tool enough time had been arranged to fill the self-made English Language Literature Knowledge testing tool. General instruction and suggestions were given the trainees of B.Ed. colleges in the class to fill the self-made English Language Literature Knowledge testing tool and got filled the tool by the trainees in the presence of researcher.

In this way self-made English Language Literature Knowledge testing tool got filled and on the basis of it information about the Knowledge of English Language Literature was acquired.

Method of Analysis of Data:

The marks scored in English Language Literature Knowledge testing tool collected from the selected samples were summed up.

Similarly, classified on the basis of different variables and to check the advantageousness of each variable T-value was used by checking the hypothesis.

1. There will be no significant difference in marks the of General Knowledge of English Language Literature of B.Ed. Trainees on the bases of college.

Table: 1

Significance of difference between the average marks of English Language Literature Knowledge test according to type of college

Gender	No of student	Mean	S. D	S.E.D	t- value	Significant
Boys	21	15.43	4.16	1.32	2.43	N. S
Girls	53	18.67	7.28			

In table 1: t- value of 2.43 which is 2.58 at the level 0.01 in table c. It is 1.96 at the level 0.05 where the value of T is less in both the cases, because of which the hypothesis is accepted that is no significant. Average of boy's trainees in the table is 15.43 and average of girl's trainees

is 18.67. The average difference between them is $18.67 - 15.43 = 3.24$ which is significant. Thus, it can be concluded that there is difference in marks of boys and girls trainees of English Language Literature Knowledge test.

Findings

Considering gender, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. College.

2. There will be no significant difference in marks of General Knowledge of English Language Literature of B.Ed. Trainees on the bases of area.

Significance of difference between the average marks of English Language Literature Knowledge Test according to area

Table: 2

Significance of difference between the average marks of English Language Literature Knowledge Test according to area

Gender	No of student	Mean	S. D	S.E. D	t- value	Significant
Rural	33	15.77	0.67	1.41	2.47	N. S
Urban	45	19.26	1.31			

In table 1: t- value of 2.43 which is 2.58 at the level 0.01 in table c. It is 1.96 at the level 0.05 where the value of T is less in both the cases, because of which the hypothesis is accepted that is no significant. Average of Rural trainees in the table is 15.77 and average of urban trainees is 19.26. The average difference between them is $19.26 - 15.77 = 3.49$ which is significant. Thus, it can be concluded that there is difference in marks of rural and urban trainees of English Language Literature Knowledge test.

Findings

When area is considered, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. College.

Findings of Research:

Here all the findings are arranged one by one according to the hypothesis.

- Considering gender, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. College.

- Considering type of area, there is a significant difference in marks of English Language Literature General Knowledge test of trainees studying in B.Ed. College.

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Employee Contentment with the Performance Assessment System

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Abstract

The present research investigates the extent to which personnel (Executives, Supervisors, and Workers) of public sector undertaking companies are content with the organization's performance evaluation system. Satisfaction is determined through a subjective evaluation of the received and anticipated results of a performance appraisal system. The aim of this research initiative is to determine the viewpoints of employees, supervisors, and administrators of public sector companies in Hyderabad concerning the performance appraisal system. The primary data for this research was acquired via the administration of questionnaires to employees, supervisors, and administrators.

Introduction

An ongoing process, performance appraisal collects the information necessary to make objective decisions and adjustments concerning employees, supervisors, and executives. The assessment of performance relative to job prerequisites enables the recognition of the qualifications of particular executives, supervisors, and staff members affiliated with the PSU organization. The aim of this study is to determine whether or not there are discrepancies in the performance of the staff members affiliated with the organization.

Literature Review

Dorfman and Loveland conducted a study in 1986 titled "Performance Appraisal Behaviors: Supervisor Perceptions and Subordinate Reactions" which investigated the perceptions and responses of both supervisors and subordinates towards formal performance appraisal reviews. The study by Sachdeva and Arora (1989) titled "Improving employee relations climate: HRD" established the correlation between human resource development (HRD) and the enhancement of the employee relations climate at Eicher Good Earth. "A Critical Evaluation of Performance Appraisal in Selected Industrial Organizations," a 1992 study by Arahunasi U.H., detailed the seven criteria mentioned above. In his study from 2006, Kuvaas established three different correlations that may exist between performance assessment satisfaction and employee outcomes. These relationships are as follows: 1) self-reported job performance; 2) effective organizational commitment; and 3) desire to leave the company.

Need for the study

Following a comprehensive examination of previous scholarly investigations, it is apparent that a considerable number of researchers have focused on subjects including the improvement of interpersonal relationships within an organization, the perceptions of supervisors and the reactions of subordinates, and similar matters. Insufficient comprehensive research has been undertaken to ascertain the extent to which employees are content with the performance appraisal system implemented by PSUs. The ongoing investigation is expected to make a valuable contribution towards resolving the division concerning matters of risk management.

Objective of the study

1. To the Conduct an analysis of employee satisfaction (including executives, supervisors, and laborers) with respect to the performance appraisal system implemented by PSUs

Null Hypothesis (H₀)

There is no statistically significant association between the performance appraisal system evaluation and employee satisfaction with pay and benefits across all cadres, according to an analysis of the relationship between the two.

Research Methodology

Research is the methodical and scientific pursuit of relevant information. The principal aim of research is to unveil ascertain the concealed truth that remains undisclosed or to enhance the conclusions drawn from prior inquiries. An examination is undertaken of the perspectives held by employees, supervisors, and executives.

Methods of Data Collection: As soon as a research problem is identified, the data collection procedure is initiated. The inquiry is founded primarily on empirical research. The data necessary for the inquiry was gathered from a combination of primary and secondary sources.

The Primary Source: For the collection of the required information, questionnaires that were meticulously designed were utilized. A solitary survey was formulated and distributed to administrators, personnel, and leadership staff. The survey instruments comprised a variety of closed-ended and open-ended inquiries in the questionnaires.

Tools for data analysis: Incorporating the perspectives of all relevant stakeholders—including employees, administrators, and managers—is the aim of empirical analysis. The perspectives were gathered and synthesized through the implementation of a meticulously designed survey. In addition, extensive in-person interviews were carried out with a restricted sample size.

The collected data were analyzed using both non-statistical and statistical techniques, such as

the chi-square test and straightforward percentage. An endeavor has been made to determine the correlation between the evaluation of performance appraisal systems and the overall contentment of personnel across all hierarchical levels in regards to benefits and compensation.

Table-1.1

The existing performance appraisal system is satisfactory.

Opinion	No. of Respondents	(%)
Strongly Disagree	60	10.00
Disagree	112	18.67
Neutral	76	12.67
Agree	184	30.67
Strongly Agree	167	27.00
Total	600	99

Source : Primary Data

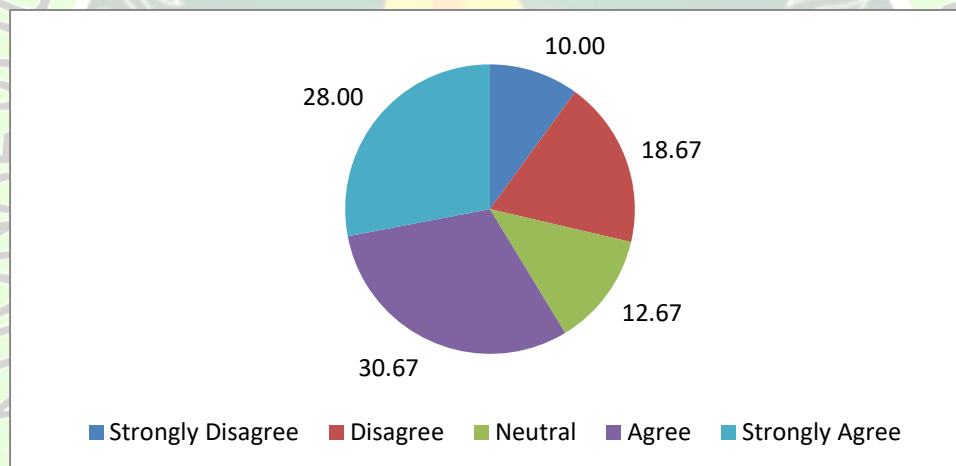


Table-1A value of 1 signifies that the participants maintain a positive viewpoint regarding the existing performance evaluation system. A considerable segment of the respondents (30.67%) indicated concurrence with the assertion, whereas a comparatively minor fraction (28.00%) strongly agreed. A significant proportion of the participants, comprising 10% or approximately 18.67% of the whole, voiced substantial disagreement. A mere 12.67% of the respondents indicated an unbiased position. It is possible to infer that the existing performance evaluation system is sufficient.

Table-1.2

The performance evaluation is being done in an objective manner.

Opinion	No. of Respondents	(%)
Strongly Disagree	44	7.33
Disagree	60	10.00
Neutral	101	16.83
Agree	155	25.84
Strongly Agree	240	40.00
Total	600	100

Source: Primary Data

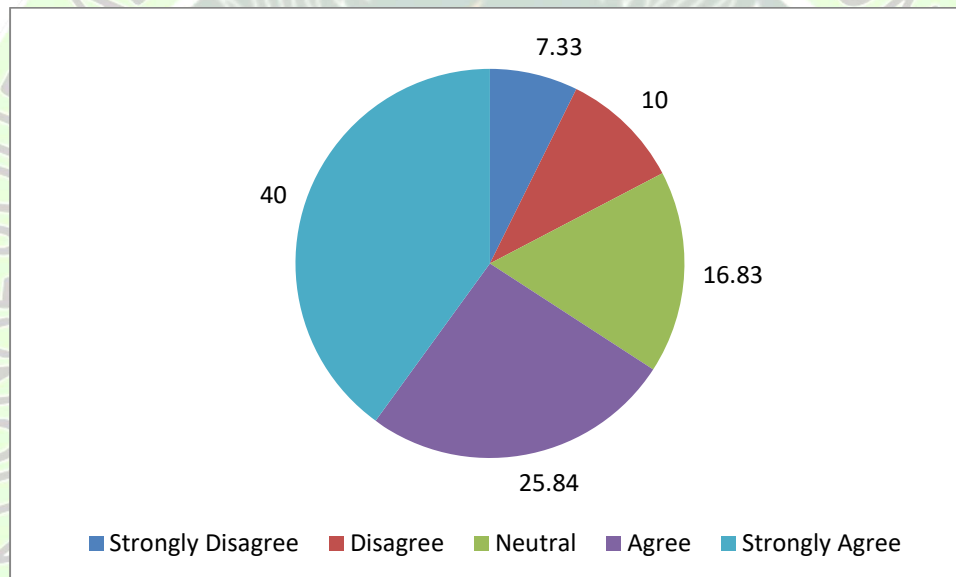


Table-1.2 demonstrates that the viewpoints of the respondents regarding the performance evaluation are objectively considered. A considerable percentage of the respondents (40%) indicated that they strongly agreed with the provided statement. Following this, 25.84 percent of the participants conveyed their concurrence. However, a small proportion of the participants (10%) expressed disagreement. A proportion of 16.83 percent of the participants indicated no stance, whereas 7.33 percent held a firm dissenting opinion. It is feasible to infer that the performance evaluation is carried out in an unbiased manner based on the data.

CHI-SQUARE TEST

Aim: Ascertain whether a correlation exists between the assessment of performance appraisal systems and the general satisfaction of personnel across all ranks with regard to their remuneration and perks.

Null Hypotheses (H0): An analysis reveals that, across all cadres, there is no statistically significant correlation between employee satisfaction with pay and benefits and the evaluation of performance appraisal systems.

Alternate Hypotheses (H1): There is a significant correlation between the evaluation of performance appraisal systems and the overall satisfaction of personnel at all levels of the organizational hierarchy with respect to compensation and benefits.

Table No-1.3

Table No: 1.1 & table No: 1.2 are cross-tabulated in order to acquire the following data:

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	15 25.00	15 25.00	4 6.67	16 26.67	10 16.67	60
Disagree	7 6.25	12 10.71	63 56.25	26 23.21	4 3.57	112
Neutral	5 6.58	3 3.95	8 10.53	45 59.21	15 19.74	76
Agree	9 4.89	18 9.78	15 8.15	25 13.59	117 63.59	184
Strongly Agree	8 4.76	12 7.14	11 6.55	43 25.60	94 55.95	168
Total	44	60	101	155	240	600

Observed values

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	15	15	4	16	10	60
Disagree	7	12	63	26	4	112

Neutral	5	3	8	45	15	76
Agree	9	18	15	25	117	184
Strongly Agree	8	12	11	43	94	168
Total	44	60	101	155	240	600

Expected frequencies

Performance appraisal system evaluation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Satisfaction of employees						
Strongly Disagree	4	6	10	16	24	60
Disagree	8	11	19	29	45	112
Neutral	6	8	13	20	30	76
Agree	13	18	31	48	74	184
Strongly Agree	12	17	28	43	67	168
Total	44	60	101	155	240	600

Table illustrating the computation of the value of χ^2 .

O_i	E_i	O_i - E_i	(O_i - E_i)²	(O_i - E_i)² / E_i
15	4	11	121	25.5364
15	6	9	81	13.5000
4	10	-6	36	3.6842
16	16	1	1	0.0161
10	24	-14	196	8.1667
7	8	-1	1	0.1792
12	11	1	1	0.0571
63	19	44	1936	103.3731
26	29	-3	9	0.2974
4	45	-41	1681	37.1571
5	6	-1	1	0.0590
3	8	-5	25	2.7842
8	13	-5	25	1.7959
45	20	25	625	32.7743

15	30	-15	237	7.8013
9	13	-4	20	1.4963
18	18	0	0	0.0087
15	31	-16	255	8.2376
25	48	-23	508	10.6820
117	74	43	1884	25.5918
8	12	-4	19	1.5148
12	17	-5	23	1.3714
11	28	-17	299	10.5586
43	43	0	0	0.0037
94	67	27	718	10.6881
			χ^2	307.34

The value computed for Chi-Square = 307.34

Degree of Freedom = $(r-1)(c-1)$

= $(5-1)(5-1)$

= $4 \times 4 = 16$

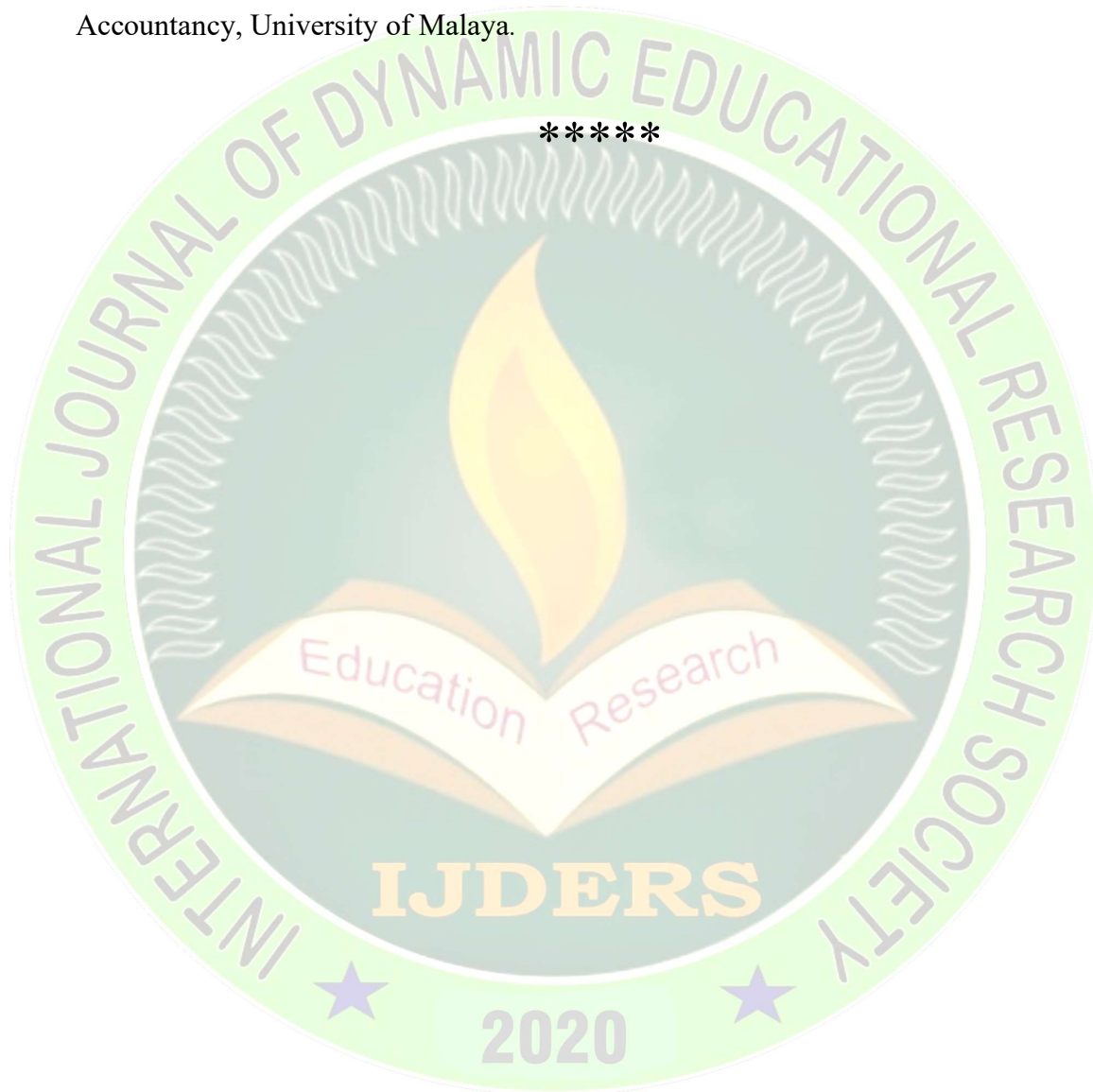
At a 5% level of significance, the table value of χ^2 for dof = 16 is 34.27.

Result: In light of the obtained value of j^2 (307.34) exceeding the critical value of j^2 (34.27) as presented in the table, it is possible to reject the null hypothesis (H_0). Conversely, a noteworthy correlation can be inferred between the evaluation of performance appraisal systems and the overall contentment of personnel spanning all hierarchical levels in regards to remuneration and perks.

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“Poetry a Verbal Art”-Analysis of teaching and reading poetry

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Abstract

Poetry is like a deep ocean where we can search for pearls of wisdom that enhance our souls' beauty. It is a verbal art in which meaning, beauty, and emotion are expressed through language.

According to Cleanth Brook- “A poem is a well-wrought urn”

He expresses his respect and awe for poetry as a verbal art and his belief in its basic worth and significance. Poetry is a creative and unique expression of truth that goes beyond the bounds of common language and reasoning, rather than merely reflecting or portraying reality.

It is an art form to teach poetry. To mold our students' thoughts, instructors must master this skill. It is more than just a mode of expression where sounds are supreme. A variety of methods, including annotation, paraphrasing, analysis, interpretation, evaluation, recitation, dramatization, and creative writing, can be employed by instructors to present, practice, and appraise the poetry. Poetry isn't just a form of entertainment or culture; it's a force that opens up the world of truth and pushes people to the edges of their lives and the world around them. It is a language but unlike our ordinary language. We find out what we're here for through language, since it's through language that we are mortal.

Poetry's use of figurative language, complex syntax and grammar, and layers upon layers of meaning can make it challenging to comprehend. Poems' styles, objectives, and readers can all influence how diverse and varied their poetry is. Students may therefore require some instruction and practice in order to acquire the abilities and methods necessary for effective poetry analysis.

Keywords: art, significant power, sacred mystery, essence of ideas

Introduction

Poetry has a significant power to influence how we live. It distils feelings and ideas into a form that has a profound emotional resonance, capturing the complexity of the human experience. Poetry is a language that expresses itself with increasing intensity. Values, feelings, and cultural expressions are intricately entwined with poetry's beautiful language and vivid imagery. It directs our behavior and mold our lives. They may consider global facts, societal rules, and regulations, or personal ethics.

But they are, you say, like the wine-god's holy priests,

Who fared from land to land in holy night. (Poetry, Language, Thought p-92)

The place where poetry and thought interact can be gradually found, approached, and investigated in thought. The nearest area to man's existence is where language resides. We come across language everywhere. Poetry is a language that speaks, speaks from the bottom of our hearts. Our goal is to hear language in a poem. Poetry is an instrument of using words to express the truth of existence, not just a kind of literature. Poetry, according to Heidegger, is the purest form of language because it can convey ideas that ordinary language cannot.

The German word for poems and fiction is Dichtung, from the word dicht, which means "thick" or "dense."

“The original language is the language of poetry.” (Heidegger)

Heidegger is interested in poetry because he has always loved books and was introduced to Holderlin, Goethe, Rilke, and Trakl when he was in school. But he is also interested in poetry because he has always been interested in the language of philosophy.

Analysis and Discussion

Poetry is more than just beautiful speech; it is the very fabric that enables us to live here, find purpose, and be truly human. Poems breathe deeper meaning into our lives and that we in turn breathe deeper life into poems. Reading poems is an act of creativity, a path of renewal, and a return to because you're interested.

I will shed light on the strategies of reading and understanding a poem. For students, interpreting and understanding a poem can be difficult, particularly for non-native speakers. Students' language proficiency, creative thinking, and cultural understanding all increase when they read and analyze poetry. Poetry analysis and reading are forms of art, and it is the duty of an instructor to impart these forms of knowledge through artistic means. Students must be instructed to read attentively.

“Attentiveness is the natural prayer of the soul.” Walter Benjamin

Reading poetry genuinely is about being encountered and influenced by a poem. Instructors need to encourage students to read with genuineness. Motivate them to admire language, concepts, imagery, and rhythm. For example, Shakespeare is one poet who succeeds at creating strong, emotive poetry that is both natural and simple, and that speaks to the reader's experience and feelings.

“In English verse, even in Shakespeare’s grandest rhetorical passages, the ear is always aware of its relationship to everyday speech.” W. H. Auden

Shakespeare's poetry is more universal and timeless, because it does not depend on specific cultural or historical contexts, but rather on the common language and feelings of humanity. Shakespeare's poetry effectively conveys the human condition and its existential issues, including freedom, love, guilt, and mortality. Heidegger also liked the way Shakespeare used language. He thought it was rich, imaginative, and fundamentally artistic.

In his sonnet 71- "No longer mourn for me when I am dead" Shakespeare explores themes common to his sonnets. These include death, afterlife, mourning, and relationships. It focuses light on the Bard's inspirational heart that expresses motivational ideas and thoughts. There is a life inspiring message, especially for the widows. The speaker says when I lie dead and am clad in the clay of the earth, and you read my poetry, don't even think of my name. It shows his concern and practical attitude towards life. He advises us to take death as part of a natural process. It expresses his feelings towards the mankind. It is a guiding star especially for those who lose their loved ones at an early age. It will motivate them to survive in the world, with great loss. Losing our loved ones is not the end of our journey, we have many duties to perform. As Robert Frost says in his poem Stopping by Woods on a Snowy Evening -

**"But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep."**

The reader is what Wallace Stevens calls "the scholar of one candle" The scholar of one candle is a figure that represents the human quest for knowledge and truth. The scholar is someone who studies and reads by the light of one candle. The reader of poetry, according to Stevens, is a kind of scholar of one candle.

In this sense, the reader is someone who attempts to understand and appreciate the poet's language talent but struggles with its significance and ambiguity. However, the issue remains: how can one learn this verbal art and overcome this struggle?

Poetry never loses its sense of sacred mystery. Let your students take part in the mystery-solving process. Instil in them the concept of language and its deeper meaning. Since language is the medium of poetry, the instructors explain language and how it functions in our lives in terms of feelings and emotions. Motivate them to read actively.

Reading poetry is a reciprocal act that fosters a relationship between the poet and the reader as well as a virtual exchange between two individuals. A lyric poetry is a very focused and emotional way for two strangers to communicate. It is a way of connecting through the medium of language.

Poetry, music and painting are sister arts. Give them the artistic ears to listen, artistic eyes to read and artistic hands to paint the depth of the poems on the canvas of their mind. They can do by understanding this verbal art.

The reader is someone who is attracted to poetry's wonder and beauty, but who also understands the gap between the poetry's attempt to convey a certain reality and its poetic language. The poetry inspires and challenges the reader, evoking feelings of fear and awe in them simultaneously.

“The power of verse is derived from an indefinable harmony between what it says and what it is. It appeals to eyes, ears and readers’ minds. It moves from eyes to ear to mind to the inner eyes and to inner ears. Indefinable is essential to the definition.” Paul

Valery

Poetry, in Heidegger's view, is a force that leads man to the limits of his existence and his universe, not only a kind of entertainment or culture.

Poetry is the very wellspring of human dwelling on this earth. Martin Heidegger

According to Martin Heidegger poetry is not a marginal practice whose imaginings are ‘mere fancies and illusions’. He claims that poetry is the source of all human dwelling on earth: ‘[...] poetry first causes dwelling to be dwelling. Poetry is what really lets us dwell.’ Poetry, according to Heidegger, **initiates dwelling**. It is the catalyst that transforms mere existence into a meaningful and profound inhabitation of our earthly abode.

"... POETICALLY MAN DWELLS ..."

Poetry is the essence of ideas before they are distilled into thoughts. Introduce the idea of the writer-reader interaction to students in order to interpret a poem. Together, the reader and the writer create meaning. The poet who asks heaven's muse for help does so on behalf of the imaginative reader as well. Poetry gives words to the heart. Instructors need to instruct their students in this art form. Poetry is the art that measures the dimension; it is the yardstick by which all other measurements—of this, that, or anything else—are evaluated.

Poetry can be interpreted in a variety of ways, just as a painter's palette colors. Every reader adds their perspective, experiences from life, and feelings to the lyrical canvas. The secret is in the lines themselves: there are innumerable.

In conclusion, Thinking and poetry are two facets of the same coin. A poet is a thinker. A poet is not just a wordsmith; they are also a weaver of ideas, a philosopher of language, and a world-dreamer. The readers explore their ideas and thoughts.

The poet gazes upon the mundane,
Sees beyond the surface, dives into depths.

They ponder the cosmic questions:

Why do stars weep silver tears at dusk?

What secrets lie hidden in the folds of time?

Readers can recognize the phrase and learn about the self-concealment of the unknown God by looking up at the sky and reading a poem. The poet calls the unknown to come help man in his home.

Man's poetic ability, or his capacity to measure the world, must be the fundamental source of his capacity to build in the sense of developing and producing.

In this way this verbal art needs to be an art to instruct and learn. teaching poetry as a skill is a rewarding and challenging task, teach them in a way that fosters greater critical thinking and creativity.

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A Tradition of Knowledge Transmission and Cultural Preservation at Ancient Education Centers in India

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Abstract:

This research paper delves into the rich tradition of education centre in ancient India, exploring their significance, structure, curriculum, and their enduring legacy in shaping Indian civilization. Education in ancient India was not only about imparting knowledge but also about instilling values, fostering critical thinking, and preserving cultural heritage. The paper draws upon historical texts, archaeological evidence, and scholarly interpretations to provide insights into the multifaceted nature of education centres such as Takshashila, Nalanda, and Vikramashila. It examines their role in disseminating knowledge across diverse disciplines including philosophy, science, mathematics, medicine, and arts, fostering an intellectual environment that attracted scholars from far and wide. Furthermore, the paper explores the pedagogical methods employed, the significance of teacher-student relationships, and the impact of these centres on the socio-cultural fabric of ancient Indian society. Through a comprehensive analysis, this research paper aims to highlight the enduring legacy of Indian ancient education centres and their contribution to global intellectual history.

Keywords: Indian ancient education centres, Takshashila, Nalanda, Vikramashila, knowledge transmission, cultural preservation, pedagogy, intellectual history.

Introduction

The ancient Indian education system is renowned for its rich heritage and profound influence on the development of human knowledge and society. Rooted deeply in tradition and culture, education in ancient India was not merely a means of acquiring knowledge but a holistic approach towards the pursuit of wisdom, virtue, and self-realization. In this introduction, we will explore the overview of the ancient Indian education system, highlight the importance of education in ancient Indian society, and delve into the pivotal role played by education centres in preserving cultural heritage.

Overview of Ancient Indian Education System

Ancient India boasted a diverse array of educational institutions and practices that catered to the spiritual, intellectual, and practical needs of its populace. The foundation of education in ancient India was laid upon the Gurukul system, where students resided with their teacher (guru) in a secluded environment conducive to learning. Here, they received instruction not only in academic subjects such as mathematics, science, literature, and philosophy but also in moral values, ethics, and life skills.

The curriculum in ancient Indian education was comprehensive and multifaceted, encompassing disciplines like Vedas, Vedangas, Upanishads, Dharma Shastras, Arthashastra, and various arts and crafts. Education was imparted orally through rigorous memorization, recitation, and interactive discussions, fostering a deep understanding of subjects and promoting critical thinking.

Importance of Education in Ancient Indian Society

Education held paramount significance in ancient Indian society, being revered as the cornerstone of individual growth, social cohesion, and cultural advancement. It was believed that knowledge was the key to enlightenment (moksha) and liberation from the cycle of birth and death (samsara). Thus, education was not only a means of personal development but also a pathway to spiritual liberation.

Moreover, education played a pivotal role in shaping societal norms, fostering social mobility, and promoting harmony and order within the community. It empowered individuals with the skills and wisdom necessary to fulfil their duties (dharma) and contribute meaningfully to the welfare of society. Education was considered a sacred duty (samskara) bestowed upon individuals by their families and society, emphasizing the moral and ethical responsibilities associated with knowledge acquisition.

Role of Education Centres in Preserving Cultural Heritage

Education centres, including renowned institutions like Nalanda, Takshashila, and Vikramashila, played a crucial role in preserving the cultural heritage of ancient India. These centres served as hubs of intellectual exchange, attracting scholars, students, and philosophers from across the Indian subcontinent and beyond.

Through rigorous scholarship, research, and documentation, these educational institutions safeguarded and propagated India's vast repository of knowledge, encompassing literature, philosophy, science, medicine, astronomy, and the arts. They served as custodians of ancient texts and scriptures, meticulously transcribing, translating, and interpreting them to ensure their preservation for future generations.

Furthermore, education centres served as bastions of cultural diversity and pluralism, fostering an environment of tolerance, dialogue, and mutual respect among scholars from diverse backgrounds. They facilitated the dissemination of ideas, ideologies, and intellectual traditions, enriching the tapestry of Indian civilization and contributing to its enduring legacy.

2. Historical Context

The development of education in ancient India was deeply influenced by the rich tapestry of Vedic traditions, which laid the philosophical and spiritual foundation for the pursuit of knowledge. The Vedic period, spanning from around 1500 BCE to 500 BCE, saw the emergence of sacred texts known as the Vedas, comprising hymns, rituals, and philosophical insights that served as the bedrock of Indian civilization.

Influence of Vedic Traditions on Education

The Vedic traditions emphasized the importance of knowledge (vidya) as a means of attaining enlightenment (moksha) and realizing one's true self (atman). Education during this period was primarily transmitted orally through the Guru-Shishya parampara (teacher-disciple tradition), where knowledge was imparted from a guru (teacher) to shishya (disciple) in a personalized and intimate setting.

The Vedas themselves were repositories of knowledge covering diverse subjects such as philosophy, cosmology, ethics, mathematics, and linguistics. Education revolved around the study and interpretation of these texts, with students undergoing rigorous training in memorization, recitation, and philosophical inquiry. The pursuit of knowledge was not limited to scholarly pursuits but extended to the practical application of wisdom in everyday life.

Establishment of Renowned Centres like Takshashila and Nalanda

As Indian civilization flourished, renowned educational centres emerged across the subcontinent, serving as beacons of learning and intellectual exchange. One such centre was Takshashila (also known as Taxila), situated in present-day Pakistan, which thrived as a prominent seat of learning from around the 5th century BCE to the 5th century CE. Takshashila attracted scholars and students from various parts of the world, offering instruction in diverse disciplines such as medicine, mathematics, astronomy, politics, and philosophy.

Another illustrious centre of learning was Nalanda, located in present-day Bihar, India. Founded in the 5th century CE, Nalanda rose to prominence under the patronage of Gupta and Pala dynasties, becoming one of the most renowned universities in the ancient world. Nalanda's curriculum encompassed a wide range of subjects, including Buddhist studies, logic, grammar, metaphysics, and the arts.

These educational institutions flourished due to their conducive environment for intellectual inquiry, patronage from rulers and wealthy benefactors, and the presence of eminent scholars and teachers. They facilitated the exchange of ideas, fostered academic debate, and attracted students and scholars from distant lands, contributing to the cross-cultural exchange of knowledge and ideas.

Structure of Education Centres

Education centres in ancient India, such as Takshashila and Nalanda, operated within a structured framework that encompassed organizational hierarchy, administration, infrastructure, facilities, curriculum, and subjects taught. Let's delve into each aspect:

Organizational Hierarchy and Administration:

1. **Head of the Institution:** Each education centre was typically headed by a respected scholar or an appointed administrator who oversaw its operations and academic affairs.
2. **Faculty:** The faculty consisted of renowned scholars, experts, and teachers proficient in various subjects. They played a crucial role in imparting knowledge, mentoring students, and guiding academic pursuits.
3. **Administrative Staff:** Supporting the academic staff were administrative personnel responsible for day-to-day operations, maintenance, and logistical support.

Infrastructure and Facilities:

1. **Classrooms:** Education centres had designated spaces for teaching and learning, ranging from simple lecture halls to more elaborate structures conducive to scholarly discourse.

2. **Libraries:** Libraries housed a vast collection of manuscripts, scrolls, and texts, serving as repositories of knowledge for students and scholars. They were equipped with reading rooms and study areas for research and reference.
3. **Residential Quarters:** Many education centres provided accommodation for students and faculty, fostering a conducive environment for living, studying, and communal interaction.
4. **Recreational Areas:** Some institutions featured gardens, courtyards, and recreational spaces where students could relax, engage in physical activities, or participate in cultural events.

Curriculum and Subjects Taught:

1. **Core Subjects:** The curriculum encompassed a wide range of subjects, including philosophy, literature, grammar, mathematics, astronomy, medicine, political science, ethics, and religious studies.
2. **Scriptural Studies:** Education centres often focused on the study and interpretation of sacred texts and scriptures relevant to their religious or philosophical traditions. For example, Nalanda specialized in Buddhist studies, while other institutions catered to diverse religious and philosophical schools.
3. **Specialized Disciplines:** Certain centres offered specialized training in fields such as law, architecture, fine arts, music, and military science, catering to the diverse interests and vocational needs of students.
4. **Pedagogical Methods:** Instruction was primarily delivered through oral lectures, interactive discussions, debates, and demonstrations. Students were encouraged to engage critically with the material, participate in scholarly discourse, and undertake independent research projects.

4. Curriculum and Subjects

Study of Vedas and Scriptures

- The study of the Vedas, including the Rigveda, Samaveda, Yajurveda, and Atharvaveda, was central to education in ancient India. Students learned to recite, memorize, and interpret the sacred hymns, rituals, and philosophical insights contained in these texts.
- Alongside the Vedas, students also studied other important scriptures such as the Upanishads, Puranas, epics like the Ramayana and Mahabharata, and texts on dharma, karma, and moksha.

Mathematics, Astronomy, and Astrology

- Mathematics held a prominent place in ancient Indian education, with scholars making significant contributions in areas such as arithmetic, algebra, geometry, and trigonometry. Notable mathematical texts include the Sulbasutras, which dealt with geometric principles for constructing altars and fire rituals.
- Astronomy (Jyotisha) was studied for both practical and religious purposes, including the calculation of time, the movement of celestial bodies, and the determination of auspicious timings for rituals.

- Astrology (Jyotishashastra) involved the interpretation of celestial phenomena and their influence on human affairs. Astrological texts provided guidelines for predicting events, assessing personality traits, and prescribing remedies.

Medicine and Ayurveda

- Education centres in ancient India offered instruction in medicine and healing practices, based on the principles of Ayurveda. Students learned about anatomy, physiology, pathology, diagnosis, and treatment methods, including herbal medicine, dietetics, and surgery.
- Ayurvedic texts such as the Charaka Samhita and Sushruta Samhita served as foundational texts, outlining principles of health, disease, and holistic healing.

Philosophy and Logic

- Philosophy (Darshana) was a prominent field of study in ancient Indian education, encompassing various schools of thought such as Vedanta, Nyaya, Vaisheshika, Samkhya, Yoga, and Mimamsa. Students engaged in philosophical inquiry, exploring questions related to the nature of reality, consciousness, and the self.
- Logic (Nyaya) was another important subject, focusing on methods of reasoning, argumentation, and debate. Logical texts provided tools for critical thinking, analysis, and the formulation of valid arguments.

Arts, Literature, and Linguistics

- Education centres fostered an appreciation for the arts, literature, and linguistics, recognizing their importance in cultural expression and aesthetic enrichment. Students studied classical literature, poetry, drama, and rhetoric, as well as the principles of grammar, phonetics, and linguistics.
- The study of arts encompassed various forms such as music (Gandharva Veda), dance (Natya Shastra), sculpture, painting, and architecture. These disciplines were considered integral to the holistic development of individuals and society.
- Overall, the curriculum of ancient Indian education centres reflected a holistic and interdisciplinary approach to learning, encompassing diverse fields of knowledge aimed at nurturing the intellect, character, and cultural sensibilities of students. Through the study of these subjects, students acquired not only intellectual knowledge but also practical skills, ethical values, and a deep appreciation for the interconnectedness of human experience.

Pedagogy and Teaching Methods

Gurukul System: Teacher-Student Dynamics

- The Gurukul system formed the backbone of education in ancient India, emphasizing the close relationship between the teacher (guru) and the student (shishya).

- Students lived with their guru in an ashram or hermitage, imbibing knowledge not only through formal instruction but also through observation, emulation, and personal interaction.
- The guru served as a mentor, guide, and role model, imparting not only academic knowledge but also moral values, ethical principles, and life skills. The bond between guru and shishya was characterized by mutual respect, trust, and devotion.

Oral Transmission and Memorization Techniques

- Oral transmission was central to the educational process in ancient India, with students learning through listening, repetition, and memorization.
- Sacred texts, including the Vedas, Upanishads, and epics, were transmitted orally from teacher to student, preserving their integrity and authenticity.
- Memorization techniques such as chanting, recitation, and mnemonics were employed to facilitate the retention and recall of vast amounts of information, fostering a strong foundation in textual knowledge.

Debates, Discussions, and Dialectics

- Education in ancient India placed a strong emphasis on intellectual inquiry, debate, and dialectical reasoning.
- Students engaged in lively debates and discussions with their peers and teachers, challenging assumptions, clarifying concepts, and refining their understanding through reasoned argumentation.
- Dialectical methods such as the Nyaya-Vaisheshika debates and the Shankara-Buddhist debates were used to explore philosophical and metaphysical questions, encouraging students to critically evaluate different perspectives and arrive at logical conclusions.

Experiential Learning and Practical Application

- Education in ancient India was not limited to theoretical knowledge but also emphasized practical application and experiential learning.
- Students participated in hands-on activities, fieldwork, and apprenticeships to apply theoretical principles in real-world contexts and gain practical skills in areas such as agriculture, craftsmanship, and administration.
- Learning was often integrated with daily life activities, rituals, and ceremonies, providing opportunities for students to experience the relevance and significance of their studies firsthand.

Individualized Instruction and Personalized Learning

- The Gurukul system allowed for individualized instruction, catering to the unique needs, abilities, and interests of each student.

- Teachers adapted their teaching methods and content to suit the learning styles and pace of individual students, providing personalized guidance and support.
- Small class sizes and intimate learning environments facilitated close interaction between teachers and students, fostering a nurturing and conducive atmosphere for learning and growth.
- Overall, the pedagogy and teaching methods in ancient Indian education centres were characterized by a holistic and student-centred approach, emphasizing the development of intellect, character, and ethical values through personalized instruction, experiential learning, and rigorous intellectual inquiry. These methods laid the foundation for a comprehensive education that nurtured not only academic excellence but also moral integrity and spiritual growth.

Impact and Legacy

Influence on Subsequent Educational Systems

- The educational principles, pedagogical methods, and curriculum developed in ancient Indian education centres have left a lasting impact on subsequent educational systems in India and beyond.
- The Gurukul system, with its emphasis on personalized mentorship, holistic learning, and moral development, continues to inspire alternative educational models and pedagogical approaches around the world.
- The interdisciplinary nature of education in ancient India, which integrated diverse fields of knowledge and fostered critical thinking, has influenced contemporary educational philosophies that emphasize the interconnectedness of disciplines and the cultivation of well-rounded individuals.

Contribution to Global Intellectual History:

- Ancient Indian education centres made significant contributions to global intellectual history, serving as hubs of learning, innovation, and cross-cultural exchange.
- Scholars and students from different parts of the world were drawn to centres like Nalanda and Takshashila, where they engaged in scholarly debates, translated texts, and exchanged ideas, facilitating the dissemination of knowledge across cultural and geographical boundaries.
- The advancements in fields such as mathematics, astronomy, medicine, philosophy, and linguistics made by ancient Indian scholars have enriched the intellectual heritage of humanity and influenced the development of knowledge systems in diverse civilizations.

Enduring Cultural and Scholarly Legacy

- The legacy of ancient Indian education centres endures in the cultural and scholarly traditions of India and the wider world.
- The philosophical insights, ethical teachings, and spiritual wisdom preserved in texts such as the Vedas, Upanishads, and Buddhist scriptures continue to inspire spiritual seekers, philosophers, and scholars seeking deeper understanding of the human condition and the nature of reality.
- The architectural remains of centres like Nalanda and Takshashila serve as tangible reminders of the intellectual achievements and cultural splendour of ancient India, attracting visitors and researchers from around the globe.
- The cultural and scholarly legacy of ancient Indian education centres is celebrated and preserved through academic research, cultural festivals, educational initiatives, and the revival of traditional practices, ensuring that their contributions to human civilization are remembered and honoured for generations to come.

Challenges and Decline of Education Centres in Ancient India

The decline of education centres in ancient India was influenced by various factors, including socio-political upheavals, economic changes, and cultural shifts. Among these challenges, the impact of invasions and political instability stands out prominently:

- 1. Invasions and Political Instability:** Ancient India faced successive waves of invasions and political upheavals, particularly during the later periods of its history. Invasions by foreign powers such as the Greeks, Scythians, Huns, and later the Islamic rulers disrupted the stability and prosperity of the region. These invasions led to the destruction of cities, libraries, and educational institutions, including renowned centres like Nalanda and Takshashila.
- 2. Destruction of Infrastructure:** Invasions often resulted in the destruction of infrastructure, including educational facilities, libraries, and academic resources. The systematic pillaging and burning of universities and monastic centres inflicted irreparable damage to India's intellectual heritage, leading to the loss of invaluable manuscripts, texts, and scholarly works.
- 3. Disruption of Scholarly Exchange:** Political instability and conflicts disrupted the flow of scholarly exchange and intellectual discourse that thrived in ancient Indian education centres. The exodus of scholars, students, and intellectuals due to warfare and persecution diminished the vibrancy of these institutions, depriving them of their intellectual capital and cultural vitality.
- 4. Decline in Patronage:** The decline of royal patronage and the weakening of traditional sources of support contributed to the financial strain faced by education centres. With dwindling resources, these institutions struggled to maintain their infrastructure, sustain faculty positions, and provide quality education to students.

- 5. Cultural Suppression:** In some cases, invading powers imposed cultural and religious restrictions that suppressed indigenous educational practices and traditions. The imposition of foreign ideologies and languages undermined the autonomy and integrity of ancient Indian educational institutions, leading to the erosion of cultural identity and intellectual diversity.

Conclusion

The ancient Indian education system stands as a testament to the enduring legacy of knowledge, wisdom, and cultural heritage that has shaped human civilization for millennia. In this conclusion, we recapitulate key findings and reflect on the enduring legacy and relevance of Indian ancient education centres:

Recapitulation of Key Findings:

- 1. Rich Heritage of Vedic Traditions:** The ancient Indian education system was deeply rooted in Vedic traditions, emphasizing the pursuit of knowledge as a means of spiritual enlightenment and self-realization.
- 2. Renowned Centres of Learning:** Institutions like Takshashila and Nalanda emerged as renowned centres of learning, attracting scholars, students, and intellectuals from across the world and fostering academic excellence in diverse fields of study.
- 3. Comprehensive Curriculum:** The curriculum of ancient Indian education centres encompassed a wide range of subjects, including philosophy, literature, mathematics, astronomy, medicine, and the arts, reflecting a holistic approach to knowledge acquisition and intellectual inquiry.
- 4. Organizational Structure and Pedagogy:** These institutions operated within a structured framework, with hierarchical leadership, dedicated faculty, and pedagogical methods that emphasized oral instruction, debate, and critical thinking.

Reflection on Enduring Legacy and Relevance:

The legacy of Indian ancient education centres continues to resonate in contemporary times, serving as a source of inspiration and enlightenment for scholars, educators, and learners worldwide. Despite facing challenges and decline due to invasions, political instability, and socio-economic changes, the enduring legacy of these institutions remains undiminished:

- 1. Intellectual Heritage:** The teachings, texts, and intellectual contributions of ancient Indian education centres have left an indelible mark on human civilization, influencing diverse fields of knowledge and inspiring generations of scholars and thinkers.
- 2. Cultural Revival:** Efforts to preserve and revive the legacy of Indian ancient education centres have gained momentum in recent years, fostering a renaissance of traditional knowledge systems, cultural practices, and educational philosophies.
- 3. Global Recognition:** The global recognition of India's ancient educational heritage underscores its enduring relevance and significance in the modern world. Institutions like Nalanda

University have been revived to promote cross-cultural dialogue, academic exchange, and the pursuit of excellence in education.

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Assessment of Knowledge and attitude of Nursing Personnel regarding Barriers for Nursing Practice in Selected Hospital, Tripura.

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Abstract

Care that nurses provide to patients is known as nursing practice. A rule, legislation, or policy that makes anything happen or be accomplished more difficult or impossible is called a barrier. Methodology for the study: This study used a quantitative non-experimental descriptive survey methodology. Examine and Examine Again: On purpose, one hundred nursing staff members were recruited. Results: women made up 78% of the sample, while men accounted for 22%. There were 97% people in the age bracket over the age of 20, and 3% people younger than that. The vast majority of the participants (80%) identify as Hindu, whereas a smaller percentage (20%) identify with other religions. A total of 85% of the participants had a GNM, 11% had a B.Sc. in nursing, and 4% had an ANM. Out of all the participants, 65 (or 65%) were government employees, whereas 35 (or 35% of the total) were nursing students. Eighty percent of the participants had worked in a surgical ward for at least two months, with twenty percent having worked there for more than two months. Among the participants, 50% had two months or more of experience in the intensive care unit, and 50% had more than two months. Seventy percent of the participants had less than a month of experience working in an orthopaedic ward, whereas thirty percent had more than a month. The paediatric ward was the site of experience for 65(65%) of the participants, with 35% having worked there for longer than three months. Eighty percent had worked at a mental ward for one month, and twenty percent had worked there for two months. At the "0.05 level" of significance, all of the chi-square values found between socio-demographic factors and knowledge score were present, with the exception of Gender (2.76), Age (0.36), and Education (0.14). The results show a strong correlation between the participants' religion (25.01) and their occupation (11.84). Conclusion: Obstacles in nursing practice can be overcome via the use of leadership skills and the use of effective communication skills.

Key Words: Nursing, Barriers, Communication Skills, Leadership skill, nursing profession.

INTRODUCTION

Optimal health and quality of life are the goals of nursing, one of the oldest and most innovative professions, which aims to care for individuals, families, and communities via health promotion, illness prevention, diagnosis, and treatment [1].

A nurse is someone who has completed a general nursing education program and holds their nursing license from the national board of nursing. Many different places employ nurses, including public and private hospitals, private residences, educational institutions, and even pharmaceutical firms [2]. Care that nurses provide to patients is known as nursing practice. Anything that makes anything more difficult or impossible to accomplish or attain, such a regulation, legislation, or policy, is considered a barrier [4]. Using theory-derived, research-based knowledge to make decisions about care delivery to individuals or groups of patients that represent their needs and preferences is what evidence-based nursing (EBN) is all about. [5].

BACKGROUND OF THE STUDY:

The Nurse is authorized to practice nursing in a variety of settings, including but not limited to: educating the public about health and illness prevention; providing direct care to individuals with physical and mental health issues as well as disabilities; supervising and training other healthcare professionals; conducting research; and working with patients of all ages and abilities in a variety of healthcare facilities and community settings.

Areas and Setting of Nursing Practice:

- The ability to specialize in the medical sector is made possible by nurses who hold advanced degrees.
- There are numerous subspecialties within nursing, including cardiology, orthopedics, palliative care, preoperative care, obstetrics, radiography, cancer, and emergency nursing.
- There is a vast variety of places where nurses may be found, including private homes, schools, hospitals, and even pharmaceutical corporations.
- The delivery of direct patient care is known as nursing practice [7].

WHAT IS BARRIER?

Something that makes something happen or be accomplished more difficult or impossible is called a barrier. This might be anything from a regulation or legislation to a policy.

- Here are a few of the most significant obstacles:
- The language barrier is an example of a linguistic barrier.
- Obstacles related to the mind, such as anxiety, melancholy, and phobias.
- Organizational structure and attitude barriers are two examples of such obstacles.

COMMON BARRIERS IN NURSING PRACTICE:

- There is a scarcity of nurses.
- The workload is heavy and difficult.
- There is no internet connection at work.
- The physician is not cooperating.
- Issues such as not having enough time to study literature, not having enough proficiency in English, not being able to deal with computers, not having the freedom to alter practices, not knowing enough, not having enough facilities, physically and mentally exhausted, and not having an appreciating system are all factors that contribute to this problem [9].

BARRIERS FOR IMPLEMENTATION OF EVIDENCE BASED PRACTICE:

- Not knowing how to use evidence-based practice (EBP) and research results effectively.
- Having misunderstandings about EBP and research.
- Not managing time well.
- Not wanting to do anything. [10].

Barriers to professionalism:

- The study does not have practical value
- There is no administrative support
- There are no knowledge mentors
- The research report is difficult to obtain Issues related to gender and the absence of in-service and continuing education [11].

Need for the study

In order to improve their performance, offer safe and effective treatment, and assure high-quality patient care, nurses must be knowledgeable of evidence-based practice. The

meticulous, precise, and prudent application of current best evidence in decision-making for individual patients' treatment is known as evidence-based medicine, which has philosophical roots in the mid-19th century. By combining clinical knowledge with patient values and preferences, as well as the finest available research, evidence-based practice ensures that healthcare decisions are based on the most up-to-date and ethical information available [12].

Registered nurses did not incorporate research into their practice, according to an evaluation by Kousar et al. [13].

Even though there is evidence-based research that shows rituals and routines in nursing improve patient health outcomes, this practice is still extensively used [14].

In their evaluation of US healthcare quality, McGlynn et al. [15] discovered that more than 20% of patients got care that was either unnecessary or harmful.

There are a lot of unfavourable outcomes that affect general health indicators, assessment capacity, determining the psychosocial elements impacting pain, making a diagnosis, and following directions when study findings aren't used properly [16].

Accordingly, there is still a disconnect between nursing theory and practice, and there are a number of obstacles that have been identified as preventing this gap from being filled. The healthcare system, the nature of research data, the traits of individual nurses, and the traits of organizations all contribute to these challenges.

Problem statement:

Assessment of Knowledge and attitude of Nursing Personnel regarding Barriers for Nursing Practice in selected Hospital of Tripura

Objective:

- ✓ 1.To assess the knowledge and attitude of nursing personnel regarding barriers for nursing practice in selected hospitals of Tripura.
- ✓ 2.To seek association between knowledge score on barriers for nursing practice with Socio-demographic variables.

➤ **Operational definitions:**

- Nurse: The Nurse is a person who has completed a programme of basic, generalized nursing education and is authorized by the appropriate regulatory authority to practice nursing in his/her country.

- Barrier: A barrier is something such as a rule, law or policy that makes it difficult or impossible for something to happen or be achieved.
- Knowledge: Knowledge is the information includes description, facts, information and skilled acquired gained through the experience or education.

LITERATURE REVIEW

Producing basic knowledge about the aim of the research project is the primary goat of a literature review. Also included are the identification of research gaps, ongoing discussions about past studies, unanswered concerns about those studies, and areas in need of additional investigation [17].

Two parts, A and B, make up the literature review;

Section A: Nurse – related barriers: -

In a US-based study that assessed the preparedness of 760 RNs for evidence-based practice (EBP), 54% of the nurses surveyed were unfamiliar with the word, and 59% had not identified any researchable issue in their practice in the previous year. Due to a lack of authority, self-confidence, and clarity caused by an overwhelming amount of evidence, nurses may struggle to implement meaningful changes in patient care. Additionally, nurses might not have the know-how to evaluate statistical research analysis or the research criticism abilities to perform computer-based literature searches [18]

Section B: Organizational barriers.

The dominance of routine in care delivery, a lack of administrative motivation to conduct research, and nursing staff shortages are all organizational factors that could slow down the implementation of research findings. Another major obstacle to putting research into practice is the lack of time, which nurses face with heavy workloads and staff shortages. Additionally, nurses' preparedness to apply research results is affected by administrators' and nurses' divergent clinical practice goals. Finally, organizations struggle to incorporate research results into clinical practice due to a lack of staff development programs and continuous education pertaining to research usage.[19].

RESEARCH METHODOLOGY

- The research technique is the "how" of selecting and organizing the study in a methodical way to guarantee accurate and trustworthy results, with an emphasis on the research's aims and goals (Jansen and Warren, 2020).

- In order to solve the research problem and conduct academic research and studies correctly, a well-organized research technique is necessary (polit and Beek, 2014).
- The methodology used to conduct the present study is covered in this chapter under the following headings:
- The research strategy, research design, setting, population, sample, sampling technique, tools, data collection procedure, and data analysis plan.
- The study employed a quantitative non-experimental descriptive survey approach.

Sample and Sampling: 100 working Nursing Staffs were taken purposively.

Analysis and Interpretation of findings

- The process of analysing data involves reducing, summarizing, organizing, evaluating, interpreting, and communicating quantitative information in a meaningful way.
- The goal of the data analysis in this chapter is to make the collected information more manageable and easier to interpret in order to modify and test the research problem.
- The data was collected to assess the knowledge and attitude of nursing personnel in a selected hospital in Tripura regarding the barriers to nursing practice.
- The data is analysed using descriptive and inferential statistics in accordance with the goals of this study. The data is calculated using the SPSS online calculator, which is free of charge.

Table:1 Socio-Demographic variables N-100

S. No.	Socio-Demographic variables	Socio-Demographic Categories	Frequency Distribution	
1.	Gender	Male	78	78%
		Female	22	22%
2.	Age	Below 20 years	3	3%
		Above 20 years	97	97%
3.	Religions	Hinduism	80	80%
		Other	20	20%
		ANM	4	4%
		GNM	85	85%

4.	Educations	B.Sc. Nursing	11	11%
		M.Sc. Nursing	0	0
		Ph.D. Nursing	0	0
5.	Occupation	Student Nurses	35	35%
		Government Employees	65	65%

Fig. 1. Socio-Demographic Variables of the participants

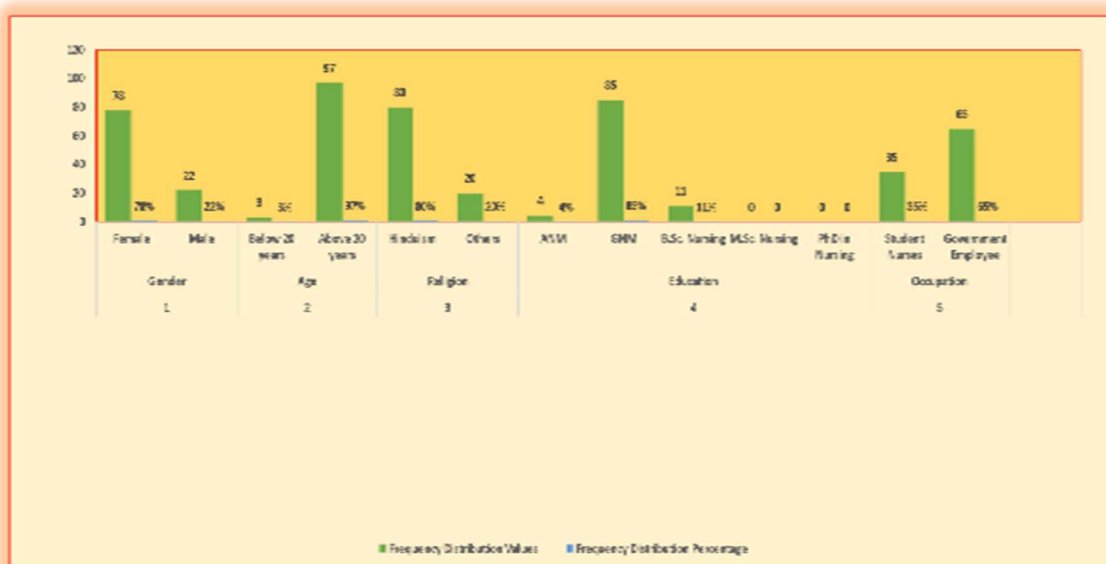


Table 2 Duration of clinical experience of the study participants in different areas N=100

S. No	Clinical Areas	Duration of Experiences	Frequency Distribution	
			Values	Percentage
1	Medical Wards	2 months	60	60%
		More than 2 months	40	40%

2	Surgical Wards	2 months	80	80%
		More than 2 months	20	20%
3	ICU	2 Months	50	50%
		More than 2 months	50	50%
4	Orthopaedic Ward	1 Months	70	70%
		More than 2 months	30	30%
5	Paediatric Ward	3 Months	65	65%
		More than 3 months	35	35%
6	Psychiatric Ward	1 Months	80	80%
		More than 1 months	20	20%
7	Infection Control	1 Months	85	85%
		More than 2 months	15	15%
8	Maternity Wards	3 Months	90	90%
		More than 3 months	10	10%

Fig 2. Duration of clinical experience of the study participants in different areas.
N=100

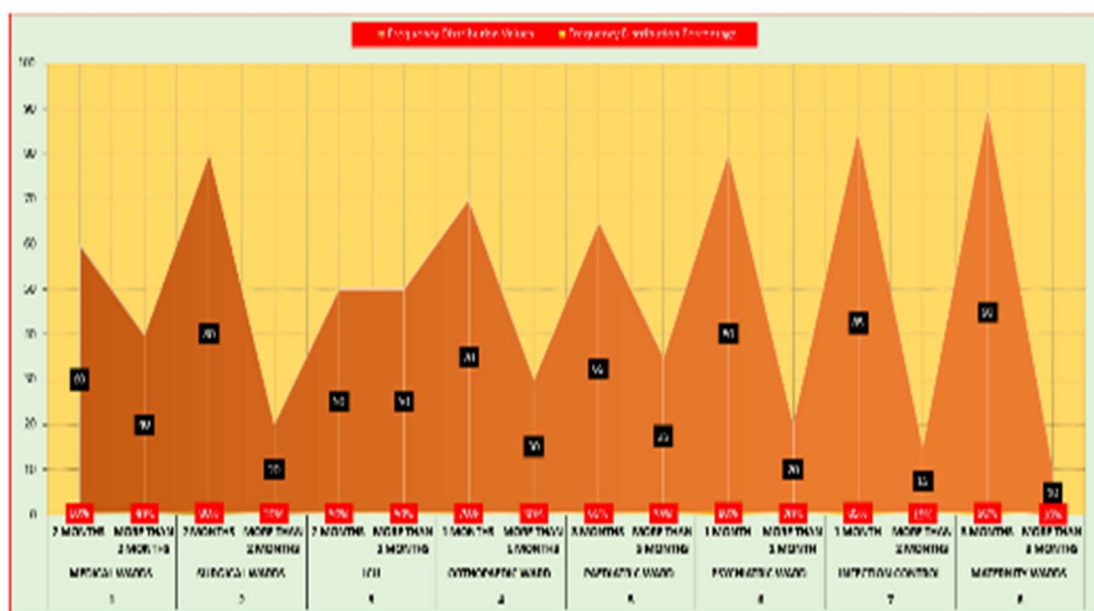


Table 3. Knowledge Score of The Study Participant on Barriers for Nursing Practice N=100
Knowledge Items =21
Total Score = 21

Knowledge category	Knowledge level	Frequency Distribution	Mean Score	Median	Mode	S D
		Values	Percentage			
Satisfactory	0-7	0	0	50	50	50
Good	Aug-14	48				
Very Good	15-21	52				

Fig 3. Knowledge Score of The Study Participants on Barriers for Nursing Practice.

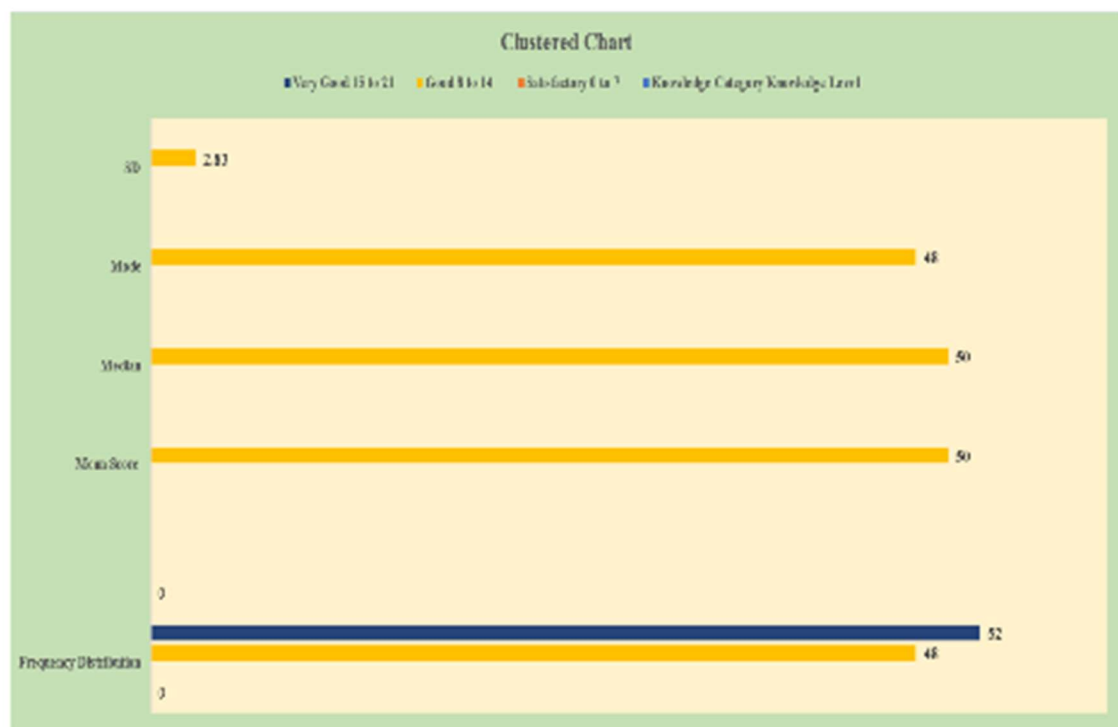


Table 4. Attitude of the Study Participants on Barriers for Nursing Practice

S. No.	statement	Agree (2)		Disagree (1)	
		Frequency	Percentage	Frequency	Percentage
1	Nurses confront a high risk of health hazard	92	92%	8	8%
2	Emerging challenges among nurses due to lack of team work	70	70%	30	30%

Related to Available Resources N=100

**Table 5. Attitude of the Study Participants on Barriers for Nursing Practice
Related to Administrative Policy N=100**

S. No.	Statement	Agree (2)		Disagree (1)	
		Frequency	Percentage	Frequency	Percentage
1	Lack of well-planned administrative policy	95	95%	5	5%
2	Less opportunities for higher studies	78	78%	22	22%

**Table 6. Attitude of the Study Participants on Barriers for Nursing Practice
Related to Recognition N=100**

S. No.	statements	Agree (2)		Disagree (1)	
		Frequency	Percentage	Frequency	Percentage
1	Lack of support system and recognition of their position	71	71%	29	29%
2	poor system of remuneration	66	66%	34	34%

**Table 7. Attitude of the Study Participants on Barriers for Nursing Practice
Related to Remedy for Reducing Barriers N=100**

S. No.	statements	Agree (2)		Disagree (1)	
		Frequency	Percentage	Frequency	Percentage
1	Effective communication is an important aspects of patient care	71	71%	29	29%
2	poor system of remuneration	66	66%	34	34%

Table 8 Positive and Negative Response of Participants Attitude Shown in Table 4, 5 ,6, 7, N=100

statements	Scoring of attitude Scale	Majority of Responses of Participants
Positive statements	2	95 % 92 % 89% 78% 70% 66%
Negative statements	1	5 % 8% 11% 11% 22% 29% 30% 34 %

Table 9 Associations between Knowledge score Demographic variables'=100

S. No.	Socio-Demographic variables	Socio-Demographic	Knowledge Level			Chi-Square calculate value	d f	Tabulate value	Significance at 0.05 level of Significance
		Categories	0-7	8-14	15-21				
1	Gender	Male	0	14	8	2.76	2	5.991	0.096 Not Significant
		Female	0	34	44				
2	Age	Below 20 years	0	3	2	0.36	2	5.991	0.55 Not Significant
		Above 20 years	0	44	51				
3	Religions	Hinduism	0	37	13	25.01	2	5.991	<0.00001 Not Significant
		Other	0	12	38				
4	Educations	ANM	0	2	3	0.14	4	9.488	0.93 Not Significant
		GNM	0	41	45				
		B.Sc. Nursing	0	4	5				
5	Occupation	Student Nurses	0	25	10	11.84	2	5.991	0.000579 Not Significant
		Government Employees	0	23	42				

- Data presented in table 9 revealed that the obtained chi-square values between socio –demographic variables and knowledge score were seen at “0.05 level” of significance except Gender (**2.76**), Age (**0.36**) and Education (**0.14**) of the study participants. It indicates that there is an significant association with religion (**25.01**) and Occupation (**11.84**) of the Participants.

MAJOR FINDINGS OF THE STUDY

- Data presented in the table 1 described 78% of the study participants were female and 22% were male.
- In the age group 97% were above 20 years followed by 3% below 20 years.
- Out of total participants majority 80(80%) are belongs to Hinduism followed by 20(20%) belongs to other religion.
- Majority 85(85%) of the participants were GNM passed, 11(11%) B.Sc. Nursing and 4% were ANM passed.
- Regarding occupation, among the total participants majority 65(65%) were government employee followed by 35(35%) student nurses.
- Data presented in the table 2 described 60% of the study participants having 2 months clinical experience in the Medical Ward followed by 40% having more than 2 months experience.
- Out of total participants majority 80(80%) were having 2 months experience in Surgical Ward and 20% having experience of more than 2 months.
- 50% of the participants were having more than 2 months experience in the ICU and 50% were having 2 months experience.
- Majority 70(70%) of the participants were having 1 month experience in the Orthopedic ward followed by 30% having more than 1 month experience.
- Majority 65(65%) of the participants were having 3 months experience in the Pediatric ward followed by 35% having more than 3 months experience.
- 80% of the participants were having 1 month experience in the Psychiatric Ward and 20% were having 2 months experience.

- Majority 85(85%) of the participants were having 1 month experience in the Infection Control followed by 15% having more than 2 months experience.
- Majority 90(90%) of the participants were having 3 months experience in the Maternity wards followed by 10(10%) having more than 3 months experience.

Table 10 Mean, Median, Mode , S.D.of Knowledge score according to Socio Demographic Variables of the study participants N=100

S. No.	Socio-Demographic variables	Socio-Demographic	Knowledge Level			Mean	Median	Mode	S. D.
		Categories	0-7	08-14	15-21				
1	Gender	Male	0	14	8	11	11	14	4.2
		Female	0	34	44	39	39	44	7.07
2	Age	Below 20 years	0	3	2	2.5	2.5	3	0.7
		Above 20 years	0	44	51	47.5	47.5	44	4.95
3	Religions	Hinduism	0	37	13	25	25	37	16.97
		Other	0	12	38	25	25	12	18.38
4	Educations	ANM	0	2	3	2.5	2.5	2	2.83
		GNM	0	41	45	43	43	41	0.71
		B.Sc. Nursing	0	4	5	4.5	4.5	4	2.83
5	Occupation	Student Nurses	0	25	10	17.5	17.5	25	10.61
		Government Employes	0	23	42	32.5	32.5	23	13.44

Removing barriers by following Qualities of a good nurse Acronym Qualities

Q: Quietness U: Understanding Intelligence/Commonsense Sympathy /Self-reliant.

A: Alertness/Ability to inspire confidence

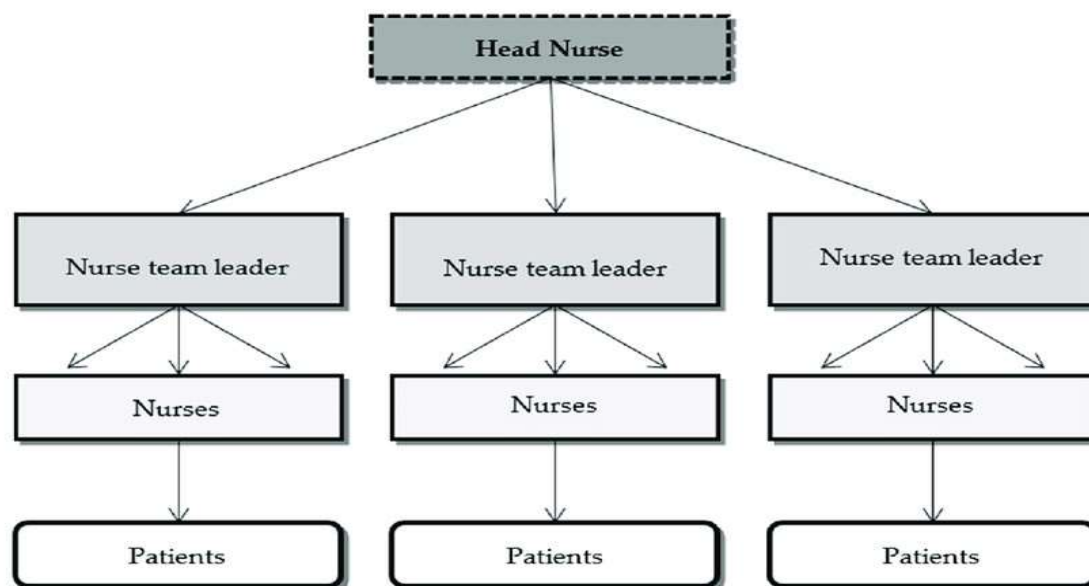
T: Technical Competence

L: Loyalty/ Love for the fellow man

I: Integrity(Theory and skills)

E : Education /Empathy

Application of Team Nursing Approach.



Removing Barriers: Assessed / identify the obstacles with particular system, assess baseline Practitioners should have a fundamental understanding of evidence-based practice (EBP) as well as the necessary knowledge, attitude, and abilities to implement EBP.

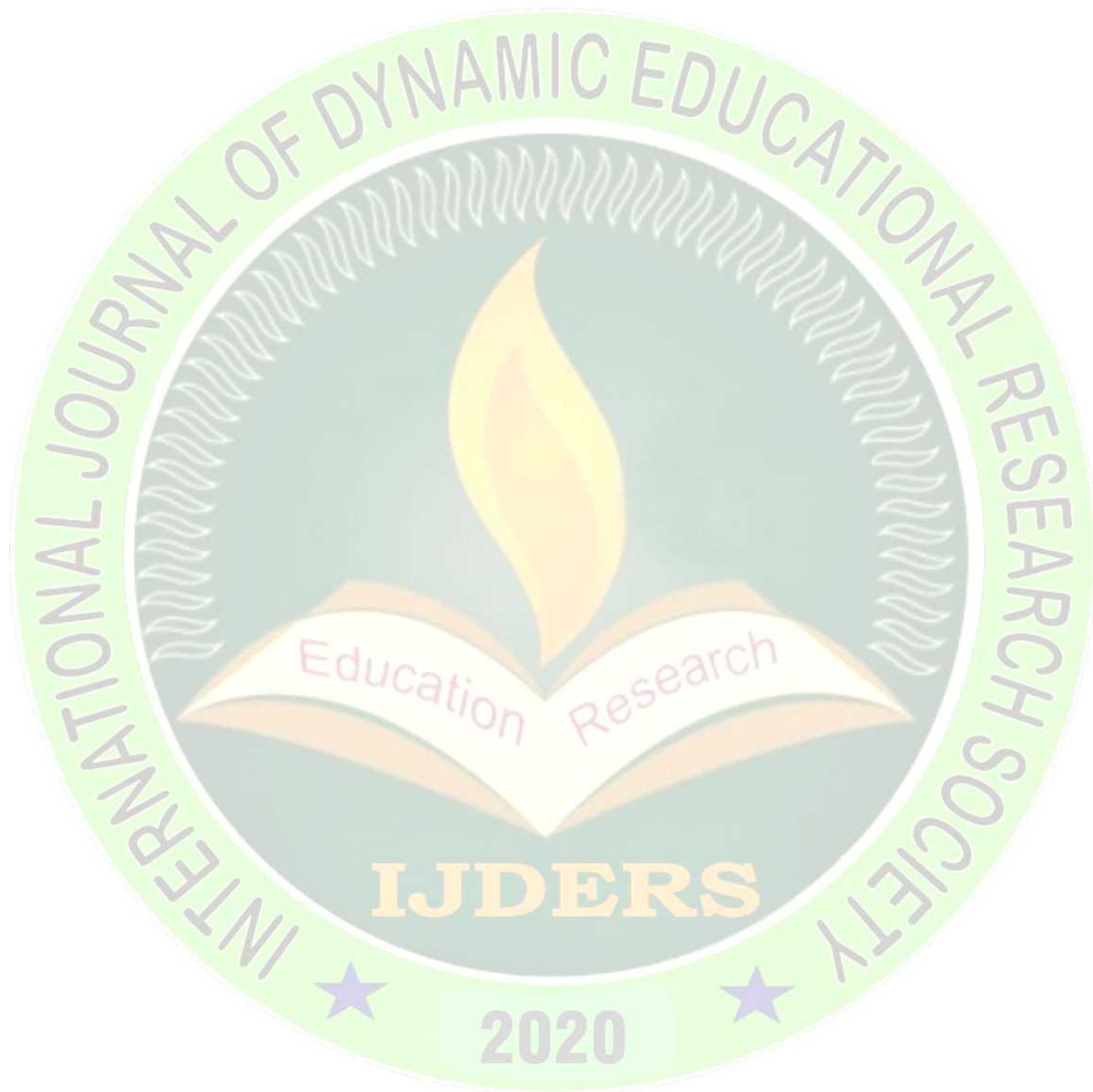
Conclusion: One way to overcome obstacles in nursing practice is to apply leadership skills and use effective communication skills.

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A Comparative Study on Aptitude of B.Ed. Trainees towards the Online and offline Mode of Teaching

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Abstract

The point of this study was to find out how B.Ed. students who were going to teach kids both online and off felt about it. With the help of a teaching ability test tool, a self-made form with 25 questions was sent to future teachers to find out about their online and offline teaching skills. The data was compared by gender and showed that there was no significant difference in the teachers-to-Be's teaching skills based on gender. However, there was a significant difference in whether they taught online or in person.

Keywords: Aptitude, B.Ed. Trainees, Online to Offline Mode

Introduction:

Particularly at the university level, we have a lot of technological tools at our disposal. Having the correct attitude is more of a state of mind than a visible display; it is essential for both students and instructors. The future of higher education has been hybrid online/offline courses since the turn of the century. At the tail end of 2019, COVID-19 made its arrival and promptly began to spread around the globe. It partitioned the world into halves in the first quarter of 2020. However, due to the restricted and stringent nature of the COVID-19 shutdown, many educational institutions have opted to shift to online learning and nighttime coordination. This study aims to determine the effectiveness of online and off-campus learning environments for Bachelor of Education (B.Ed.) students.

Rationale of the Study

Each class has its own set of rules, ideals, values, and other things. Teachers-to-be are taught about their morals and ideals, as well as how well they know how to use their teaching skills and subject information. Teachers do many things besides teaching. They study, give advice, do extra work, make teaching tools, and run their classes. Being aware of their skills can help you decide how well they'll do as teacher trainees. It's clear that the teachers who teach other teachers have a lot to do with how well online and offline ways of teaching improve and how skilled the teachers who teach others

are. The internet has changed how we teach and learn. It began a revolution in information that has totally changed how people find and use information. You can quickly find information on the internet, which has made it a great way to learn. It's now the biggest digital library in the world, and it's changed the way teachers and students do their schoolwork in a big way.

Statement of the study

A Comparative Study on Aptitude of B.Ed. Trainees towards the Online and offline Mode of Teaching

Objectives

- To compare aptitude of B.Ed. Male and Female trainees towards the online and offline mode of teaching.

Hypothesis

- There is no significant difference in Aptitude of B.Ed. Male Female Trainees towards the Online and Offline Mode of Teaching.

Variables: In the proposed study variables are:

(a) Independent Variable - Online and offline mode of teaching

(b) Dependent Variable - B.Ed. Trainees

Method of Research

A great deal, including concrete details, emotions, deeds, and ideas from long ago.

This paper made use of the survey approach. Data collected through questionnaires on There are more affordable ways to obtain information than surveys. It is simple and fast to make and distribute surveys.

Population

In their demographic research, students from the Bachelor of Education program at KSKU University examined seven different universities.

Sample

A total of 80 trainees made up the sample for this study, which used the purposive sampling approach.

Testing of Hypothesis

There is no significant difference in Aptitude of B.Ed. Male & female Trainees towards the Online and Offline Mode of Teaching.

Category	Total Student (N)	Mean (M)	Standard deviation (S)	t Value	Result
Male M.Ed Trainees	40	20.31	1.870	2.60	Hypothesis accepted
Female M.Ed Trainees	40	21.80	2.771		

Value of t at 0.05 level=	1.99
Value of t at 0.01 level =	2.63

Analysis

We calculated the t-value for the skill gap between online and offline training modes using the data in the table above, and the result is 2.61. At both the 0.05 and 0.01 significance levels, this figure is lower than the 2.63 level but higher than the t-value of 1.99. The range for both sets of data is 20.31 to 21.80, with a range of 1.87 to 2.771. Because of this, we can say that the null hypothesis, which stated that male and female B.Ed. trainees had similar difficulties with both online and offline teaching, is not true. The hypothesis was validated.

Conclusion

As a result, it's safe to claim that female B.Ed. trainees pay more than their male counterparts. Both the level and standard deviation of trainees, as well as the standard deviation of female B.Ed. students, showed this phenomenon more frequently. More women than males were enrolled as B.Ed. students among the trainees. We obtained a t-value of 2.60, which indicates a 0.01% likelihood that the aforementioned hypothesis is correct.

Major Findings

This indicates that women had a greater mean value than males. This finding further supports the idea that women had a larger standard deviation than males. At the 0.05 level of confidence, the aforementioned hypothesis cannot be true because the t-value was 2.60.

Educational Implications

- These findings are useful for educators because they show them what students need and how vital it is to provide them. Thus, they ought to back learning resources that can be accessed both online and off.
- Researchers gained a better understanding of the effects of both online and offline learning technologies on students' academic performance and the nature of learning activities themselves. Authorities in charge of education and government received this data.
- There have been many changes to libraries in the last hundred years. Based on documented materials, it is no longer false. The business has developed cutting-edge items that are accessible over the internet. Both digital and physical books are now securely stored at the library. Because they highlight the benefits and drawbacks of various learning resources, students will also benefit from the study's findings. So, without downplaying the significance of digital materials, you should advise them to properly maintain the library's shelf.

Conclusion

Online education has received some attention, although the majority of that research has focused on its delivery. Teaching and content development also have a long way to go.

One thing is certain: online education is growing and will continue to do so. As a result of advancements in information and communication technology, individuals are shifting their focus from manual labor to digital labor, which offers greater opportunities. So, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) was launched by the Indian government on August 15, 2016, a website for Massive Open Online Courses (MOOCs). The objective was to provide individuals with low-cost, accessible education that could be accessed anytime, anyplace. Now that SWAYAM has partnered with several Indian institutions, students in grades 9 through 12 and beyond can take classes in a wide range of disciplines. These classes and their accompanying study materials are available to students online, from any location in the globe.

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