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Spatial Distribution Of Gastroenteritis In Dagupan City

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Abstract

Gastroenteritis, characterized by inflammation of the digestive tract and causing symptoms like diarrhea, vomiting, and cramps, represents a significant public health concern, particularly in developing nations. Dagupan City, Philippines, grapples with a high prevalence of this illness, especially among children. This study delves into the spatial distribution and sociodemographic characteristics of gastroenteritis cases in Dagupan City from 2022 to 2023. Our goal is to pinpoint high-risk areas and explore potential links with environmental factors like temperature and humidity.

Employing a cross-sectional design, gastroenteritis case data was obtained from the City Health Office and analyzed using Geographic Information Systems (GIS) software to uncover spatial patterns. Pearson's correlation assessed the relationship between gastroenteritis cases and quarterly weather variables. The study revealed shifts in patient demographics, with a rise in male cases (from 39% in 2022 to 46% in 2023) and children consistently comprising the majority. High-risk barangays like Bonuan Boquig and Mayombo displayed a significant increase in cases, suggesting a potential expansion of the high-risk zone.

The spatial analysis identified clusters with a high incidence of the disease, emphasizing the need for targeted public health interventions. While no significant correlation between temperature and cases was found, a weak positive correlation with humidity emerged in 2022 data. This research underscores the critical role of understanding the geographic distribution and contributing factors of gastroenteritis in densely populated urban areas. By identifying high-risk regions and transmission factors, public health resources can be more strategically allocated to lessen the disease burden and enhance health outcomes for Dagupan City residents.

Introduction

Gastroenteritis is a common and widespread condition that affects the intestines, causing significant inflammation of the gastrointestinal tract. This illness manifests through a variety of uncomfortable and distressing symptoms. Individuals suffering from gastroenteritis often experience persistent diarrhea, frequent vomiting, and a constant feeling of nausea.

Additionally, the condition is typically accompanied by sharp or cramping pains in the abdominal region. These symptoms can be quite severe, disrupting daily activities and leading to dehydration and general malaise. The inflammation and irritation of the intestines are usually triggered by infections from various viruses, bacteria, or parasites, which can be transmitted through contaminated food, water, or close contact with an infected person. The broad range of symptoms and the potential for rapid spread make gastroenteritis a significant public health concern, necessitating careful hygiene practices and, in some cases, medical intervention to manage the illness and prevent its transmission. Gastroenteritis is a significant concern globally, particularly in places like the Philippines, where it's a leading cause of illness in children. In Dagupan City, there's a notable presence of this condition, prompting a need to investigate its spatial patterns. Understanding these patterns can help locate areas with high disease rates, leading to better allocation of resources for prevention efforts. Identifying such areas allows for targeted interventions like vaccination campaigns and hygiene education programs. Spatial analysis also helps in predicting where future outbreaks might occur, allowing for proactive public health measures. This research aims to fill the gap in understanding how gastroenteritis spreads in Dagupan City, providing valuable insights to help officials develop effective interventions and control its transmission.

Objectives

- 1.To analyze the demographic characteristics of individuals diagnosed with gastroenteritis from 2022 to 2023, focusing on age, gender, and socioeconomic status.
2. To map and analyze the spatial distribution of gastroenteritis cases across the 31 barangays of Dagupan City in the years 2022 and 2023.
3. To investigate the relationship between the quarterly incidence of gastroenteritis cases and environmental factors such as temperature and humidity.

Hypothesis

H₁ The demographic profile of individuals diagnosed with gastroenteritis from 2022-2023 will show a higher prevalence among young children (ages 0-5) and elderly adults (ages 65+), with a greater incidence in low-income and rural populations due to limited access to clean water and healthcare.

H₂ The spatial distribution of gastroenteritis cases in Dagupan City's 31 barangays will reveal higher case concentrations.

H₃ There will be a significant positive correlation between the quarterly number of gastroenteritis cases and higher temperature and humidity levels, with more cases occurring during warmer and more humid quarters.

Research Design and Methodology.

Conceptual Framework

Dagupan City is one of the Philippine cities with the highest rate of gastroenteritis cases, according to the Department of Health Philippines. When Temperature and Humidity get higher than cases of Gastroenteritis get Higher (Ghazani, M. et al. 2018). Dagupan City also has greater humidity and temperatures, according to Philippine Atmospheric Geophysical Astronomical Services Administration [PAGASA]. Factors like age and sex are also affected by Gastroenteritis (Tareke et al., 2024; Luo L., et al. 2019). This study used an Input-Process-Output (IPO) model to examine the relationship among temperature and humidity and cases of gastroenteritis.

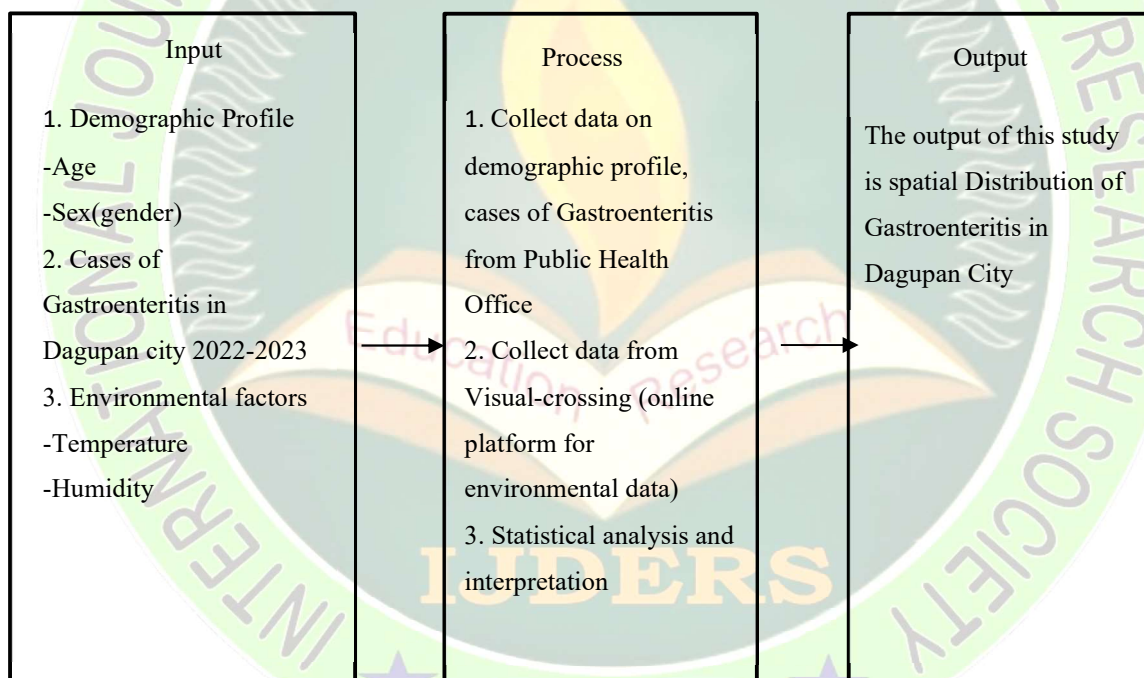


Figure 1. Framework of the study

Demographic Profile like Age Categorized into age groups (e.g., 0-11 years, 11-99 years, etc.) because younger children have more chances to get gastroenteritis. Sex (Male or Female) because females are more prone to have Gastroenteritis (Luo, L., et al. 2019). Number of reported gastroenteritis cases in Dagupan City from 2022-2023. This data obtained from the City Health Office. For temperature Average monthly temperature data for Dagupan City. For humidity Average monthly humidity data for Dagupan City. This data can be collected from online platforms like Visual Crossing.

Gather data on demographic profile and gastroenteritis cases from the Public Health Office. Collect environmental data (temperature and humidity) from Visual Crossing for the corresponding period.

Utilize Geographic Information Systems (GIS) software, using of this system researchers can easily and accurately map the spatial distribution of gastroenteritis cases in Dagupan City. This can involve creating heat maps or point density maps to visualize the geographical patterns of cases (Joseph PV et al. 2015). Conduct statistical analysis to assess potential associations between Demographic factors like age and sex and the incidence of gastroenteritis.

Environmental factors (temperature and humidity) and the incidence of gastroenteritis. Visual representation of gastroenteritis cases across Dagupan City, highlighting potential hotspots. Identification of statistically significant associations between demographic and environmental factors with the occurrence of gastroenteritis.

Research Methodology

This thesis employed a cross-sectional study to examine gastroenteritis distribution in Dagupan City and its associations with various factors. Unlike longitudinal studies, which track individuals over time, cross-sectional studies provide a quicker, more cost-effective way to collect data across a wide geographic area. By visually identifying gastroenteritis cases, we could pinpoint areas of elevated concentration, potentially revealing disease hotspots or clusters.

Sources of Data

This study utilized data based on the gastroenteritis cases. Data on gastroenteritis cases and Demographic profile were obtained from the City Health Office (CHO). Data on the environment were obtained from Visual-Crossing, because this website is free and reliable for the data to be available here. This data will ideally include information on date of diagnosis, patient's address (barangay level), gender and age group. Map of Dagupan City obtained from NAMRIA. NAMRIA is a website where the map of Dagupan and map of Philippines is easily and freely available in the format of Shp which is the only format applicable in the GIS system.

Instrumentation and Data Collection

Researchers created a request letter for the Dagupan City Health Office in order to collect data on the demographic profile. Following writing, it was sent to the adviser, and following a final review, the department head and dean of the College of Arts and Sciences approved the research work, letter submitted to officials in the CHO. A researcher visited the health office after receiving a call and gathered data.

Researchers obtained temperature and humidity data from the Visual-Crossing website, an open-source climate data platform, because this website is free and accurate to obtain data. For data interpretation researchers' clean data from temp min, Tampax, hummin, Humax etc. After cleaning data like temperature, humidity is left, following data collection, researchers utilized SPSS (version 26). Once data was entered into SPSS, they performed a Pearson bivariate correlation. For clustering of hotspots first researchers used GCS_WGS_1984 to locate Barangays in Dagupan City, after adding data on cases researchers used ArcGIS (version 10) researchers using the Interpolation inverse distance weighted (IDW) tool, because this tool is specifically dedicated to perform hotspot clustering.

Tools for Data Analysis

The present study utilized Pearson's bivariate correlation coefficient to evaluate the degree of interdependence between the variables of interest in the spatial correlation analysis employed through software packages SPSS (version 26). To cluster hotspot cases of Gastroenteritis, the Geographic Information Systems (GIS) technology was utilized, specifically ArcGIS (version 10).

RESULTS AND DISCUSSION

| Table 1. Demographic Profile | | |
|-------------------------------------|-------------|-------------|
| | % | |
| Sex | 2022 | 2023 |
| Male | 39% | 46% |
| Female | 61% | 54% |
| Age | | |
| children | 63% | 55% |
| Elderly | 37% | 45% |

The demographic profile of gastroenteritis patients in Dagupan City, as depicted in Table 1, reveals interesting trends and shifts over the years. The discussion delves into the implications of these findings, considering the gender and age distribution of patients, and their relevance to public health interventions. The data indicate a changing gender distribution among gastroenteritis patients in Dagupan City. While females constituted a higher percentage of cases in both 2022 and 2023, there was a notable increase in the proportion of male patients from 39% in 2022 to 46% in 2023. Children consistently represented the majority of gastroenteritis cases across both years (63% in 2022 and 55% in 2023). This aligns with existing research

highlighting children as a particularly vulnerable population for gastroenteritis due to factors like immature immune systems and hygiene practices (Victora et al., 2000). The proportion of elderly cases (37% in 2022 and 45% in 2023) appears to have increased slightly in 2023. This trend could be due to various factors such as age-related decline in immune function, making older adults more susceptible to infections (Crosland et al., 2024)

underlying health conditions in the elderly population that might increase the risk or severity of gastroenteritis. The results highlight a cluster of barangays with significantly higher gastroenteritis cases compared to others. These high-risk areas include Bonuan Boquig, Carael, Caranglaan, Lomboy, Mangin, and Mayombo. Notably, Bonuan Boquig consistently recorded the highest number of cases, with 36 in 2022 and a concerning rise to 67 cases in 2023. Similarly, Mayombo experienced a substantial increase from 14 cases in 2022 to 57 cases in 2023. While Bonuan Boquig and Mayombo maintained their positions as top case contributors, the data suggests a potential widening of the high-risk zone. Bonuan Binloc emerged as the third-highest barangay in 2023 with 38 cases, and Carael also saw a rise to 27 cases. Additionally, Tambac displayed a significant increase, jumping from 3 cases in 2022 to 21 cases in 2023. These findings warrant further investigation into the specific factors contributing to the high disease burden in these areas. Some potential areas for exploration such as overlaying spatial data on water quality and sanitation infrastructure with the case distribution can reveal if these barangays have higher instances of contaminated water or inadequate sanitation facilities.

Investigating the socioeconomic profiles of these barangays can also identify potential links between lower SES and limited access to clean water, sanitation, and hygiene practices, which are known risk factors for gastroenteritis (Saia et al., 2010). Assessing population data for these areas can determine if overcrowding is a contributing factor, as it can facilitate fecal-oral transmission of pathogens (Tareke et al., 2024).

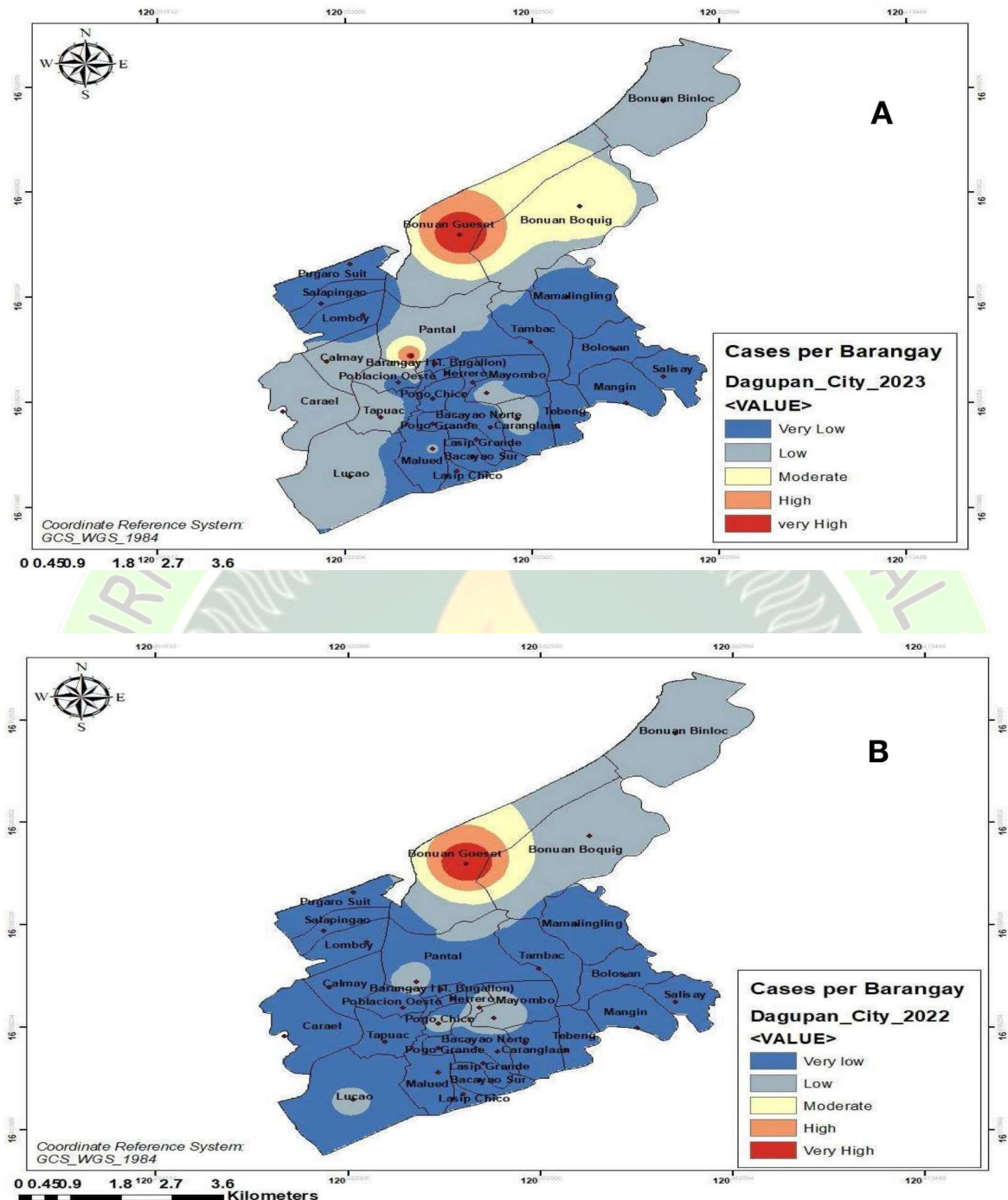


Figure 2. Spatial Distribution Map of Gastroenteritis in Dagupan City A.(2023),B. (2022)

Researchers can identify areas with high and low risk of gastroenteritis in Dagupan City for the year 2023. In the map depicting the "Cases per Barangay," areas that are colored red indicate a high risk of gastroenteritis. These barangays have a higher number of reported cases compared to other areas in the city. The concentrated red area in the center of the map suggests a higher prevalence of gastroenteritis in that region. On the other hand, areas that are colored blue or have lighter shades represent a low risk of gastroenteritis.

Table 2. Cases distribution per Barangay

| Name of Barangay | Year-2023 | Year-2022 |
|-------------------------|------------------|------------------|
| Bacayao Norte | 4 | 4 |
| Bacayao Sur | 6 | 8 |
| Barangay I | 3 | 1 |
| Bonuan Binloc | 17 | 11 |
| Bonuan Boquig | 38 | 12 |
| Bonuan Gueset | 67 | 36 |
| Carael | 15 | 4 |
| Caranglaan | 27 | 8 |
| Malued | 15 | 7 |
| Mayombo | 19 | 14 |
| Poblacion Oeste | 11 | 5 |
| Pogo Chico | 11 | 10 |
| Pogo Grande | 7 | 3 |
| Pugaro Suit | 3 | 3 |
| Tambac | 3 | 2 |
| Barangay II | 9 | 3 |
| Barangay IV | 2 | 2 |
| Bolosan | 3 | 2 |
| Calmay | 18 | 2 |
| Herrero | 10 | 12 |
| Lasip Chico | 4 | 1 |
| Lasip Grande | 6 | 3 |
| Lomboy | 3 | 2 |
| Lucao | 20 | 9 |
| Mamalingling | 6 | 2 |
| Mangin | 4 | 8 |
| Pantal | 57 | 14 |
| Salapingao | 5 | 3 |
| Salisay | 5 | 3 |
| Tapuac | 21 | 3 |
| Tebeng | 5 | 2 |

In 2022, Bonuan Boquig recorded the highest number of cases with 36 reported cases, followed by Mangin and Mayombo with 14 cases each. Caranglaan and Bonuan Binloc were the third highest barangays with 12 reported cases each.

The table shows the number of reported cases of gastroenteritis in each barangay for both years. In 2022, Barangay Bacayao Norte had 4 reported cases, while in 2023, it also had 4 reported cases. This indicates that the number of cases remained the same in that barangay between the two years.

On the other hand, Barangay Bonuan Boquig had 12 reported cases in 2022, but this number increased to 38 in 2023. This suggests that there was a significant increase in the number of gastroenteritis cases in that particular barangay. Similarly, Barangay Bonuan Gueset

experienced an increase in reported cases from 36 in 2022 to 67 in 2023. This indicates a higher case of gastroenteritis in that barangay in the latter year.

These barangays have a lower number of reported cases, indicating a lower prevalence of the disease in those areas. To specifically identify the barangays with high and low risk, it would be helpful to refer to the map directly. However, based on the general color-coding scheme, the areas with a higher risk would be those with more red shades, while areas with a lower risk would be those with more blue or lighter shades. Barangays of Bonuan Gueset and Bonuan Boquig has been identified as a hotspot area with a high Concentration of Gastroenteritis cases per barangay, which is cause for concern.

The hotspot area is marked in red on the map, indicating the need for immediate attention. In 2022, the number of Gastroenteritis cases in Bonuan Gueset was 36, but it showed a significant increase to 67 cases in 2023. Similarly, the number of cases in Bonuan Boquig was 12 in 2022, but it rose to 38 in 2023. The situation is also alarming in Barangay Pantal, where the number of cases increased from 14 in 2022 to 57 in 2023.

Table of Correlation

| | | Correlations | | | | | |
|--------|---------------------|--------------|-------|--------|--------|--------|-------|
| | | q2temp | q2hum | q3temp | q3hum | q4temp | q4hum |
| q2temp | Pearson Correlation | 1 | -.635 | .510 | -.483 | .479 | .134 |
| | Sig. (2-tailed) | | .176 | .301 | .332 | .336 | .800 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q2hum | Pearson Correlation | -.635 | 1 | -.264 | .160 | -.194 | -.810 |
| | Sig. (2-tailed) | .176 | | .614 | .762 | .713 | .051 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3temp | Pearson Correlation | .510 | -.264 | 1 | -.851* | .447 | .053 |
| | Sig. (2-tailed) | .301 | .614 | | .032 | .374 | .920 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3hum | Pearson Correlation | -.483 | .160 | -.851* | 1 | -.005 | .133 |
| | Sig. (2-tailed) | .332 | .762 | .032 | | .992 | .802 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4temp | Pearson Correlation | .479 | -.194 | .447 | -.005 | 1 | .117 |
| | Sig. (2-tailed) | .336 | .713 | .374 | .992 | | .825 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4hum | Pearson Correlation | .134 | -.810 | .053 | .133 | .117 | 1 |
| | Sig. (2-tailed) | .800 | .051 | .920 | .802 | .825 | |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |

*. Correlation is significant at the 0.05 level (2-tailed).

Plate1: Correlation table of quarter2temp to quarter4hum

| | | Correlations | | | | | |
|--------|---------------------|--------------|---------|-------------------|---------|--------|-------|
| | | q1cases | q2cases | q3cases | q4cases | q1temp | q1hum |
| q2temp | Pearson Correlation | .581 | -.009 | .874 [*] | -.142 | -.526 | -.178 |
| | Sig. (2-tailed) | .226 | .986 | .023 | .788 | .283 | .737 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q2hum | Pearson Correlation | -.452 | .006 | -.733 | -.016 | .680 | -.231 |
| | Sig. (2-tailed) | .368 | .991 | .097 | .976 | .137 | .660 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3temp | Pearson Correlation | .249 | -.430 | .461 | -.247 | -.591 | -.178 |
| | Sig. (2-tailed) | .634 | .394 | .357 | .637 | .217 | .736 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3hum | Pearson Correlation | .034 | .431 | -.201 | .118 | .215 | -.099 |
| | Sig. (2-tailed) | .950 | .393 | .703 | .824 | .682 | .852 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4temp | Pearson Correlation | .523 | -.182 | .686 | -.081 | -.746 | -.508 |
| | Sig. (2-tailed) | .287 | .730 | .132 | .879 | .089 | .304 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4hum | Pearson Correlation | .068 | -.256 | .350 | .336 | -.680 | .487 |
| | Sig. (2-tailed) | .898 | .624 | .496 | .515 | .137 | .327 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |

Plate 2: Correlation table of quarter2temp to quarter4hum and quarter1cases to quarter4cases

| | | Correlations | | | | | |
|---------|---------------------|-------------------|-------|--------|-------|--------|-------|
| | | q2temp | q2hum | q3temp | q3hum | q4temp | q4hum |
| q1cases | Pearson Correlation | .581 | -.452 | .249 | .034 | .523 | .068 |
| | Sig. (2-tailed) | .226 | .368 | .634 | .950 | .287 | .898 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q2cases | Pearson Correlation | -.009 | .006 | -.430 | .431 | -.182 | -.256 |
| | Sig. (2-tailed) | .986 | .991 | .394 | .393 | .730 | .624 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3cases | Pearson Correlation | .874 [*] | -.733 | .461 | -.201 | .686 | .350 |
| | Sig. (2-tailed) | .023 | .097 | .357 | .703 | .132 | .496 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4cases | Pearson Correlation | -.142 | -.016 | -.247 | .118 | -.081 | .336 |
| | Sig. (2-tailed) | .788 | .976 | .637 | .824 | .879 | .515 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q1temp | Pearson Correlation | -.526 | .680 | -.591 | .215 | -.746 | -.680 |
| | Sig. (2-tailed) | .283 | .137 | .217 | .682 | .089 | .137 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q1hum | Pearson Correlation | -.178 | -.231 | -.178 | -.099 | -.508 | .487 |
| | Sig. (2-tailed) | .737 | .660 | .736 | .852 | .304 | .327 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |

Plate 3: Correlation table of quarter1cases to quarter1hum and quarter2temp to quarter4hum

| | | Correlations | | | | | |
|---------|---------------------|--------------|---------|---------|---------|--------|-------|
| | | q1cases | q2cases | q3cases | q4cases | q1temp | q1hum |
| q1cases | Pearson Correlation | 1 | .629 | .823* | -.748 | -.366 | -.756 |
| | Sig. (2-tailed) | | .181 | .044 | .087 | .475 | .082 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q2cases | Pearson Correlation | .629 | 1 | .155 | -.737 | .430 | -.603 |
| | Sig. (2-tailed) | .181 | | .769 | .094 | .394 | .206 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q3cases | Pearson Correlation | .823* | .155 | 1 | -.313 | -.724 | -.387 |
| | Sig. (2-tailed) | .044 | .769 | | .546 | .103 | .449 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q4cases | Pearson Correlation | -.748 | -.737 | -.313 | 1 | -.132 | .815* |
| | Sig. (2-tailed) | .087 | .094 | .546 | | .803 | .048 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q1temp | Pearson Correlation | -.366 | .430 | -.724 | -.132 | 1 | -.006 |
| | Sig. (2-tailed) | .475 | .394 | .103 | .803 | | .991 |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |
| q1hum | Pearson Correlation | -.756 | -.603 | -.387 | .815* | -.006 | 1 |
| | Sig. (2-tailed) | .082 | .206 | .449 | .048 | .991 | |
| | N | 6 | 6 | 6 | 6 | 6 | 6 |

Plate 4: Correlation table of quarter1cases to quarter1hum and quarter1cases to quarter1hum

The no correlation coefficient in 2023 suggests a potential inverse relationship between temperature and gastroenteritis cases. This finding aligns with previous research indicating that colder temperatures may be associated with increased transmission of gastrointestinal infections, including gastroenteritis (Chua et al., 2021). However, the lack of statistical significance suggests that this relationship may not be robust and could be influenced by other factors. Several factors may contribute to the observed correlation between temperature and gastroenteritis cases. Cold temperatures can impact human behavior, leading to increased indoor activities and closer contact with potentially contaminated surfaces or individuals. Additionally, colder temperatures may facilitate the survival and transmission of gastroenteritis-causing pathogens in the environment (D'Souza et al., 2007).

However, no correlation coefficient in 2022 contradicts this pattern, indicating the complexity of the relationship between temperature and gastroenteritis transmission.

The no correlation coefficients between humidity and incident cases of gastroenteritis in Dagupan City for both 2022 and 2023 reveal interesting patterns. In 2023, there is a strong no correlation coefficient of between humidity and incident cases, which is statistically not significant at the 0.05 level. Conversely, in 2022, the correlation coefficient between humidity and incident cases is at 0.05, but it is not statistically significant. The strong negative correlation coefficient in 2023 suggests a potential inverse relationship between humidity and

gastroenteritis cases. This finding aligns with previous research indicating that higher humidity levels may be associated with decreased transmission of gastrointestinal infections, including gastroenteritis (D'Souza et al., 2007) You can see the Correlation table in appendices. The positive correlation coefficient in 2022 suggests a positive relationship between humidity and gastroenteritis cases, although it is not statistically significant.

Several factors may contribute to the observed no correlation between humidity and gastroenteritis cases. Higher humidity levels may lead to increased moisture in the environment, which can promote the survival and transmission of gastroenteritis-causing pathogens. Additionally, humidity can influence human behavior, such as spending more time indoors during humid conditions, which may affect disease transmission dynamics.

You can see the table in appendices which is a comparative data set that reflects the number of cases reported in 31 Barangays of Dagupan City for the years 2023 and 2022. The table is structured with the names of the Barangays on the left column, while the subsequent columns list the number of cases for each year. In Dagupan City, there are several barangays that have been identified as high-risk areas for gastroenteritis.

Conclusion

Analyzing patient demographics in Dagupan City reveals interesting trends in the sociodemographic profile of gastroenteritis cases. While females still account for the majority, there's been a notable increase in male patients from 2022 to 2023, prompting further exploration into potential reasons like changing exposure patterns or healthcare-seeking behaviors. Children consistently comprise the bulk of cases, underscoring their vulnerability due to immature immune systems and hygiene practices. Additionally, a slight uptick in elderly cases in 2023 signals the need for heightened attention to this population segment with potentially weakened immunity and underlying health issues. Spatial analysis uncovered clusters of high disease burden in areas like Bonuan Boquig and Mayombo, with worrying increases from 2022 to 2023. The expansion of potential high-risk zones, including areas like Tambac, is concerning. Conflicting evidence on temperature's correlation with cases underscores the complexity of environmental factors influencing gastroenteritis transmission. However, in 2023, a statistically significant link between humidity and fewer cases suggests a promising avenue for future research and informs public health strategies.

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Analysing Personal Identity and Enduring Quality of Kamala Markandaya's Female Characters

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Abstract

In Markandaya, the female figures are like common ideas about Indian women. They don't just sit back and accept their position in life; instead, they show great endurance and character strength to become people who fight for their lives. The feminist views in her books are unique and original. The female figures are shown to be strong, independent minds who are ready to deal with any weird situations that come their way. The women she writes about as heroes are brave, strong, determined, and persistent, and they do this in direct opposition to the male-dominated systems that reinforce negative ideas about women. The author puts her female characters through a lot of tough situations to see how strong they are. This makes a better female attitude that outweighs all the bad things about being a woman. In many of her books, she makes her female characters strong and patient, overcoming all chances instead of making them seem like victims. Throughout the book, her characters stay true to themselves and are able to claim and confirm a unique identity that respects her gender. The author disagrees with the gender model that says men are better than women.

Keywords: Endurance, Anomalies, Perpetuate, Stereotypes, Outweighing

Introduction

As a writer, Kamala Markandaya writes about the many social problems her characters face, even as they find their own place in society. One important part of the feminist point of view is easy to see in how culture affects society. Many people agree with Kamala Markandaya when she says that she thinks man is like a doll in the hands of fate and that no matter how hard he tries, his happiness ends. Even when people work hard, their weak fates win, and they can't stop them unless they change. Men can't change their fate, but their brave persistence helps them deal with bad luck and makes problems seem less bad. The reason why the author's female characters are who they are is because they have amazing endurance. In writing, women are always shown to be ruled by different ideas that are hierarchical oppositions, with men repressing and controlling women. So, women had to protect themselves from being misrepresented, which made them quiet. They go beyond all the limits and come out as survivors. Her female figures are a good response to the male-centered rules and norms that were common in society. Women's ideas are strengthened by modern studies.

Personal Identity

Kamala Markandaya Protagonists are different in some ways. Because of these traits, her personalities are different from most women. People who are important to her, like Rukmani, Nalini, Vasantha, Anasuya, Roshan, Mira, and Helen, show up as unusual women. They have their own way of life and can stay alive even when things go badly. Their special traits are their patience, endurance, and ability to figure out who they are even when they're living a secret life.

In *Nectar in a Sieve* Rukmani, the main character finds out who she is, even though she has to go through a lot with her husband Nathan. But it's not their fault. Their parents did not raise them in poverty, but bad luck and natural tragedies have caused them to have a sad end to their lives. Rukmani is a normal country woman, but what makes her stand out is her strength and hopefulness in the face of suffering. At first glance, the book seems to be about the bad luck and problems that an agricultural family faces. In the book, Markandaya puts Rukmani through many hardships, but she manages to stay alive until the end. Indira Ganesan says in the book's "Introduction" that "our heroine doesn't necessarily win over her suffering; she endures, which may be a better response to a world that can never quite be counted on to keep its consistency." The bad luck and poverty they are in are caused by many things. They are poor because of bad weather (heavy rain or drought), money problems, living with other people, and fear of God's wrath on people. For the family, land is their only source of income. God's weather changes, like rain, drought, and then food, can make people dependent on land. Rukmani's strength is put to the test by a series of natural disasters. First, heavy rains destroy their fields but spare their hut. Then, droughts leave them without food. Setting up tanneries is also becoming a big threat to land, both in terms of getting land and raising the prices of everyday goods. People who get paid a salary to work in the tannery can easily buy things they need every day, but poor people can't because the prices of goods go up a lot when there is a lot of demand. Markandaya talks about her own life when she says, "First a piece of land is taken, prices go up, people are hired, and they lose their native strength to work the land and keep it in good shape."

A lot of people see *Nectar in a Sieve* as a book about pain, battle, human ideals, and endurance. Its main idea is that people's values, habits, and tastes in life change over time, just like their personalities do. In a humane approach, the main character suffers because of a cruel fate, but there is a strong ending. She is positive and has the strength to deal with the bad situation, probably without getting angry about the unfair things that happen in society. She bravely deals

with the hard treatment of social rules and becomes a model of virtue. The author H.M. Prasad gives a clear picture of the book by saying, "peasants grow and live, suffer and endure, and emerged more human in their elements with their torn rags."⁴ Rukmani uses her tall size to show amazing endurance in different parts of her life. They learn to be proud of their home and enjoy every part of their married life, whether it's sexual, physical, or mental. She doesn't say anything bad about herself and completely shapes herself into the mold of a traditional woman who works for her family from dawn until dusk. As a woman from her age, she gives up everything for her husband's happiness and satisfaction. For her, he is "be all and end all" of life.

Male chauvinists believe that because women were created from a man's rib, they should be submissive. The main characters, Rukmani, show that they are the true embodiment of tradition-bound women by being patient and sure of themselves. They come out of a man's rib, not from his feet to be walked on or from his head to be superior, but from his side to be equal. Unknowingly, her life keeps going the same way. Rukmani through life without knowing it. People must live even when the odds are against them, they must hope for the best, they must suffer, and they must survive, so they must deal with it with patience and endurance. According to the author, a woman should use her intelligence and knowledge in everyday life, which would show how valuable she was. The advice was to encourage women to become more self-aware and evaluate themselves so that they could see themselves as a real pledge to humanity. People in our society think that women's loyalty and patience are signs of weakness, while their love and kindness are seen as less important. Reading Kamala Markandaya's books shows that each woman figure is not fixed in one way, but grows into her own person. A close look showed that the growth or changing of aspects doesn't rely on outside inspiration, but on realizing their own independence.

There are parts of *Inner Fury* where Premala is shown as a brave character and an idealized stereotyped girl who follows Indian custom and culture. She has shown a lot of strength and effort in her life. Her English-speaking husband doesn't get how she feels. She starts going to the village Christian school, which is run especially to help children. Premala loves school kids and enjoys being with them. He talks about what he thinks about Premala's character. In *Some Inner Fury*, he says, "Premala is the sweetest and bravest of them all. She is a symbol of Mother India, who is full of compassion and suffering and must indeed suffer all hearts and survive."⁷ In the same book, *Some Inner Fury*, Roshan Merchant is shown as a modern Indian woman who has gained freedom. It has been said that she is like a bubble full of life and an open heart. Markandaya shows how the modern, educated, and forward-thinking Indian woman has her

own unique sensibilities. In many ways, she presents a national picture and a sense of patriotism. Roshan is willing to go to jail to protect her country, even if it means giving up her parents, her husband, and her life as a princess. "I'd rather go to the devil my own way than have someone lead me to heaven!" she yells.⁸ Another character in the same book is Mira. She is not a real feminist in the sense of being a rebel, but she does fight against both male dominance and foreign oppression. The book is told from Mira's point of view, so the reader can see how she rewrites her past and connects the present with the past. Mira is brave, and she walks with ease and honor. She makes good decisions and has a good attitude. "Yet it was our life, by our own choice, by being born when we were, even by fate if one so chose," she says. We made it just as much as it made us, and we were just as much a part of it.⁹ Mira's return to her traditional home and hearth marks the end of her disobedience. Of course, she knows that her duty to her community is also her duty to herself. And because of this, Mira becomes a strong-willed woman with a great attitude who handles things well. By writing three different sets of Indian characters for this book, Kamala Markandaya shows three different views on women's points of view. One group of characters has a fundamentalist view. These are people who were devoted to old Indian practices and beliefs and hated foreign rule very much. In what they think and do, they are the real nationalists. The second type is for people who believe that English education is better than other types of education, and they see nothing good in their own society or education. The last and third type of characters are those who got ideas from the liberal, moral, and democratic values of other people and made their own vivid views of life. The land of their country has fed them well, and they care deeply about national and social goals. They are unique and can make their own decisions.

Enduring Quality

Through her books, the author paints a real picture of her time. Being poor is one of the main problems that stops people in the community from moving forward. According to novelists, this is one of the sad situations in which they feel sorry for the people who suffer because of it. The characters in Markandaya also have to deal with this deep-seated problem, and they are the real proof of what's going on in society. Rukmani was a sign of love, care, and understanding, and she was married to Nathan, a poor farmer who was less important in society. She never moans or says that her parents are to blame for her perfect marriage. There is harmony in Rukmani's marriage because she feels close to her husband and never complains to him. Instead, she helps make more money for the family. Nathan has to leave the town because he is poor, so she helps him and takes her sick husband to the doctor. In this way,

Rukmani's figure is a hero who handles all problems with bravery and kindness. It's hard to describe how strong she is because she accepts life's ups and downs with a positive outlook. Margaret P. Joseph says, **"Rukmani is able to suffer and is okay with it. She faces her problems with courage and honour."**

In her next book, *A Handful of Rice*, the author focuses on the female characters and looks at how Indian women have different attitudes. The main character of this book is Nalini, who shows how women normally act and behave compared to men. She also shows herself to be the revivifier of women, giving people hope for the future with her lasting power over men. When Prof. Geeta talks about Markandaya's early female figures, she says, "They seem to show the wife in her usual role of sati-Savitri archetypal pattern." But beneath this part of suffering sacrifice lies the new woman who is active with her cries for freedom. Roshan Merchant, the main character in *Some Inner Fury*, is shown to be a free feminist woman who follows current Indian fashion styles. She shows herself as a woman with a strong and free spirit. She is an Indian woman who goes to Oxford to get an education and then goes back to her home country to help the poor get an education, food, and a place to live. She gets the idea of what both cultures are about. Harish Raizada says this about Roshan: "Her only goal in life is to be herself in her own way, and for that, nothing is too important to her." To reach her goal, she is willing to give up her parents, her husband, and the high-class life she is used to living. Roshan really wants to live a free life, so she fights for freedom and leads the cause in a brave way. Helen is a stereotypical woman in *The Coffin Dams* who is matched with parts of nature. This book did a great job showing how much she loved nature and tribal people. Helen doesn't like how her husband, Clinton, takes advantage of workers and destroys the earth. She keeps telling Clinton that he is doing wrong by bothering the workers and cutting down trees, but Clinton's controlled behavior doesn't pay attention to what she says. Helen's husband was bad to her; he never listens to what she has to say; even the author talks about how Clinton took advantage of his own wife. Helen never really lived in that house when she was married to an engineer. Clinton, the British engineer, is always thinking about how to make more money and doesn't care about how Helen feels. Clinton gets angry and scolds Helen every time she tells him about how her worker was mistreated. Helen's bravery in continuing to speak out against worker abuse, even after being humiliated so many times, is truly inspiring. Too many bad things happen to Helen because of her husband. Helen puts up with her husband making fun of her, but she keeps her approach to nature and tribal welfare the same. This is the start of her amazing endurance. Rao and Menon say, "Clinton doesn't like her spirit of independence

and her tendency to act in unpredictable ways." His main goal is for her to fully understand that she is responsible for him.

Analysis and Discussion

In societies with strong male roles, women have always been put below men. In almost all societies that value custom, having men in charge leads to the development of traditional beliefs and practices that shape and control women's roles. People always expect women to be obedient and true to men, whether it's their father, their husband, or their boss at work. When things are like this, women can't find their place in society or in writing. Many women writers who were able to show women as they really are disagree with this point of view. She gets to where she is because of her brave actions and the lasting qualities that make her a good carrier. Many people think that Kamala Markandaya is one of the best novelists of our time because her views on women are so vivid and clear. She talks about what she thinks about new trends in society and how they can help women stay true to themselves.

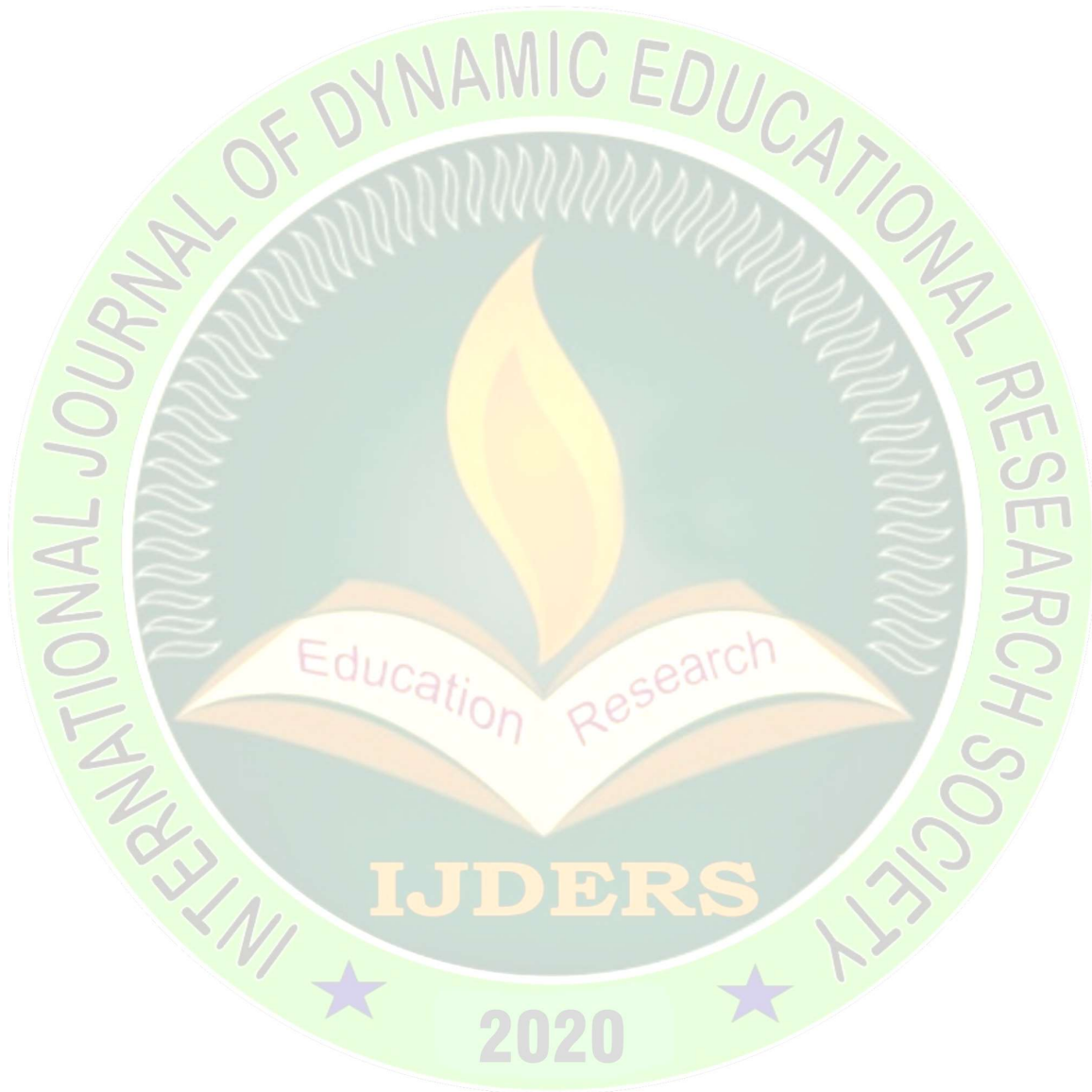
Conclusion

When you look at Kamala Markandaya's writing, you can see that her female characters have a positive and hopeful view of life and end up being better than their male partners. They work hard at their freewill view of life, show their independence, and find happiness and respect in their lives. In this way, they bravely deal with all of life's good and bad sides and establish their independence.

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National Conciousness in Raja Rao's 'KANTHAPURA'

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Abstract

A National Conciousness is a sense of who you are as a country and what you all agree on. Raja Rao's 1938 novel KANTHAPURA is mainly about how Gandhian ideas spread to the village of Kanthapura and greatly alter the lives of the people who live there. By putting the village at the center of Rao's story of national identity, he uses centuries-old Indian culture and customs to give people a sense of shared past and a sense of belonging as a way to fight against British colonialism. In the book, the farmers look back at their shared religious and cultural history to find the strength to fight against British rule and imagine a new society. In this way, the story's vision of the society of the future is based on the past, blending the past, present, and future in the town as a whole. I argue that the limits and opportunities for creating the idea of country and future society are set by the time origin of the imagined nationhood.ociety.

Keywords: - Postcolonial literature, India, National Culture, Raja Rao, Kanthapura, National Conciousness.

Introduction

Raja Rao's Kanthapura is mainly about how Gandhian ideas spread to the small town of Kanthapura and greatly alter the lives of the people who live there. The book, which was written during the Indian Nationalistic Movement and other political events of the time, shows the rise of Indian National Conscience and the recovery and rebirth of India's past. The village of Kanthapura is not well known. The village is in the southern part of India and is currently asleep. It all came to a head when Mahatma Gandhi started the movement for nonviolence and non-cooperation in the 1920s. This is how Raja Rao wakes up the sleepy village: by dealing with this theme. He also tells us about the terrible social situations in our towns. In his book "The Discovery of India," Nehru said this about Gandhi: "He was like a strong gust of fresh air, a beam of light that pierces the darkness like a whirlwind that upsets many things, but most of all the working of men's minds." Through his call, Gandhi tried to spiritualize politics and show that people could give up things to help others. Throughout the story, Gandhi is always present in the background, even though he doesn't show up in the book. In the book, Moorthy plays a small part of Gandhi in the village of Kanthapura. Moorthy quit school and joined the freedom fight, just like tens of thousands of other young guys in India.

Having a vision of Gandhi made him decide to spend his whole life fighting for freedom. He did his best to follow Gandhi's ideas. He stopped dressing in clothes from other countries and started using "Khadi." For the sake of his country, he gave up his personal life and happiness. A group of freedom fighters in Kanthapura chose him to be their boss. Moorthy brought the Gandhian Movement to Kanthapura. People heard about Gandhi and his ideas from him as he went from door to door. Besides giving out charkhas, he started spinning clothes regularly. In the end, he was able to persuade them that it was important not only for them but also for gaining political freedom. Over time, more and more people joined CPAC. The Congress Committee in Kanthapura was set up by him. The people in the village started to think of Moorthy as Kanthapura's Gandhi. Mahatma Gandhi was known as the "big mountain," and Moorthy was known as the "small mountain." Moorthy worked to help the misfits get better. Even though his mother told him to stop, he didn't. He kept working for the pariahs even after Swami told him he would kick him and his family out of the community. Moorthy was stopped at the gate as he tried to get into the coffee farm. The people who followed Moorthy and the people who followed the owner of the land got into a fight. It caused fights. That made Moorthy think that he had not lived up to Mahatma Gandhi's goals. He fasted for three days because of this. He lived his life without bloodshed, just like the Mahatma told his followers to do. He was a true Gandhian when he was being tried and when he was being jailed by the cops many times. He said that he didn't need a lawyer to protect himself. Except for Venkamma and Bhatta, most of the people in the book are Gandhians. Rangamma, a wealthy widow from Kanthapura, took an active role in the work of the Congress. The Congress party's office in Kanthapura moved into her house. Freedom rebels used to get together at their house to talk about what they were going to do. She worked hard to get the women of Kanthapura to work together and create the Sevika Sangh. Ratna also has a faith in Gandhi. When Moorthy isn't in the town, she takes charge of the freedom fighters. We can see how cruel the cops are. The people of India were fighting against the British government to get their own government. The government did everything it could to crush the Indian crowd. It fought the Gandhian Movement with police and armed power. In a lot of scenes, the cops are shown to be very cruel. The storyteller gives a very detailed account of the horrible things the police did to the people of Kanthapura when they refused to pay their taxes. Police and soldiers were everywhere in the village. After a while, the Gandhian Movement in Kanthapura grew into a large group of people. The villagers, who were made up of men and women of all classes and professions, and the workers on the coffee farm were quick to step up and fight the bureaucracy.

Historical and socio-political context

The historical and socio-political context is crucial for understanding the depiction of national consciousness in Raja Rao's 'Kanthapura'. Set in the backdrop of colonial India during the early 20th century, the novel reflects the socio-political dynamics of the time and the burgeoning nationalist movement led by Mahatma Gandhi. Here's an overview:

Colonial Rule: At the time when 'Kanthapura' is set, India was under British colonial rule. The British Raj had been established in the mid-19th century, and by the early 20th century, Indian society was grappling with various forms of exploitation and oppression under colonial administration. Economic exploitation, cultural imperialism, and political marginalization were rampant, leading to widespread discontent among the Indian populace.

Indian Nationalist Movement: The early 20th century witnessed the rise of the Indian nationalist movement, which aimed at securing independence from British rule and establishing self-rule based on principles of democracy and equality. Various leaders and organizations, including the Indian National Congress (INC) and its prominent leaders like Mahatma Gandhi, Jawaharlal Nehru, and Subhas Chandra Bose, played significant roles in mobilizing the masses and articulating the demands for freedom.

Mahatma Gandhi and Gandhian Ideals: Mahatma Gandhi's philosophy of nonviolent resistance (Satyagraha) and his emphasis on self-reliance, Swadeshi (indigenous production), and Sarvodaya (welfare of all) had a profound impact on the Indian nationalist movement. His methods of civil disobedience and mass mobilization inspired millions of Indians to join the struggle for independence. 'Kanthapura' reflects the influence of Gandhian ideals on the rural community and their participation in the freedom movement.

Rural India and the Gandhian Movement: While the Indian nationalist movement had its epicenter in urban centers, it also found resonance in rural areas. 'Kanthapura' portrays the transformative impact of the nationalist movement on a rural village, depicting how ordinary villagers, particularly women and marginalized communities, became active participants in the struggle for independence. The novel highlights the role of grassroots activism and the mobilization of rural communities in the larger struggle against colonial rule.

Caste and Class Dynamics: Alongside the struggle against British colonialism, 'Kanthapura' also addresses internal social hierarchies and injustices within Indian society, particularly the caste system. The novel explores the intersections of caste, class, and gender, depicting how these dynamics shape the experiences and aspirations of individuals within the village community. The nationalist movement becomes a platform for challenging not only external colonial oppression but also internal social inequalities.

Analyzing 'Kanthapura' in the context of national consciousness involves a close examination of how Raja Rao portrays the themes of identity, resistance, and collective action within the framework of the Indian nationalist movement. Here's an analysis:

Characterization and Symbolism:

Character Archetypes: Rao employs archetypal characters to represent different facets of national consciousness. Moorthy, the protagonist, embodies the spirit of Gandhian ideals and becomes a catalyst for mobilizing the village against colonial oppression. Characters like Rangamma and Achakka represent the resilience and determination of Indian women in the face of adversity.

Symbolism: Through symbolic elements such as the river Kanthapura, the Gandhi Ashram, and the British presence, Rao conveys deeper meanings about the struggle for freedom and the quest for national identity. The river, for example, symbolizes the flow of Indian history and culture, while the Gandhi Ashram represents a beacon of hope and resistance.

Narrative Technique:

Oral Tradition: 'Kanthapura' is narrated in the tradition of oral storytelling, reflecting the communal ethos of Indian society. The use of vernacular language and folklore creates a sense of authenticity and immediacy, allowing readers to immerse themselves in the world of the village and its inhabitants.

Shifts in Perspective: Rao employs shifts in narrative perspective to capture the diversity of voices within the village community. Through alternating viewpoints, readers gain insight into the complex interplay of personal experiences and collective aspirations that shape the villagers' commitment to the nationalist cause.

Gandhian Influence and Ideals:

Satyagraha and Nonviolent Resistance: The Gandhian principles of Satyagraha (truth-force) and Ahimsa (nonviolence) form the ideological foundation of the villagers' resistance against British rule. Moorthy's adherence to these principles inspires others to join the struggle, leading to acts of civil disobedience and mass mobilization.

Swadeshi and Self-Reliance: Rao explores the concept of Swadeshi (indigenous production) as a means of economic empowerment and self-reliance. The spinning wheel becomes a potent symbol of self-sufficiency and resistance to British industrialization, fostering a sense of national pride and autonomy.

Community and Solidarity:

Unity in Diversity: Despite internal differences and conflicts, the villagers of Kanthapura unite in their common struggle for independence. Rao emphasizes the importance of solidarity and

collective action in overcoming divisions of caste, class, and religion, fostering a sense of national unity and purpose.

Empowerment of Marginalized Voices: ‘Kanthapura’ gives voice to marginalized groups such as women, Dalits, and peasants, highlighting their agency and contributions to the nationalist movement. Through their participation and leadership, these groups assert their rightful place in the narrative of Indian history and identity.

Conclusion:

The book ends with the locals being forced to leave Kanthapura and find safety in another village. Moorthy also changes his mind and now supports Nehru. The ending could be seen as the peasants' lost hopes, but Achakka says she believes Gandhi will "bring them swaraj" and gives other people hope by telling her story. There is no doubt that the villagers will always be loyal to Gandhi and the promise of the nationalist movement, which gave them a sense of connection and a shared fate. The book shows how cultural and religious elements can be used to bring together popular pushback and connect with different parts of society. But looking at things in a bigger picture, Kanthapura is about a certain kind of India that is marked by Hindu Brahmin custom. The book is an epic because it's about Gandhi's accomplishments and his fight for India's freedom. In the book, Moorthy is the main character and is a Gandhian. He chose the peaceful road that Gandhi had shown. Gandhi was a brave freedom fighter who helped free India from British rule. Moorthy in Kanthapura scared off the British government and bureaucrats, just like Gandhi did. ‘Kanthapura’ serves as a powerful testament to the resilience, solidarity, and transformative potential of national consciousness in colonial India. Raja Rao's novel not only captures the spirit of the Indian nationalist movement but also offers profound insights into the complexities of identity, resistance, and community in the struggle for freedom and self-determination..

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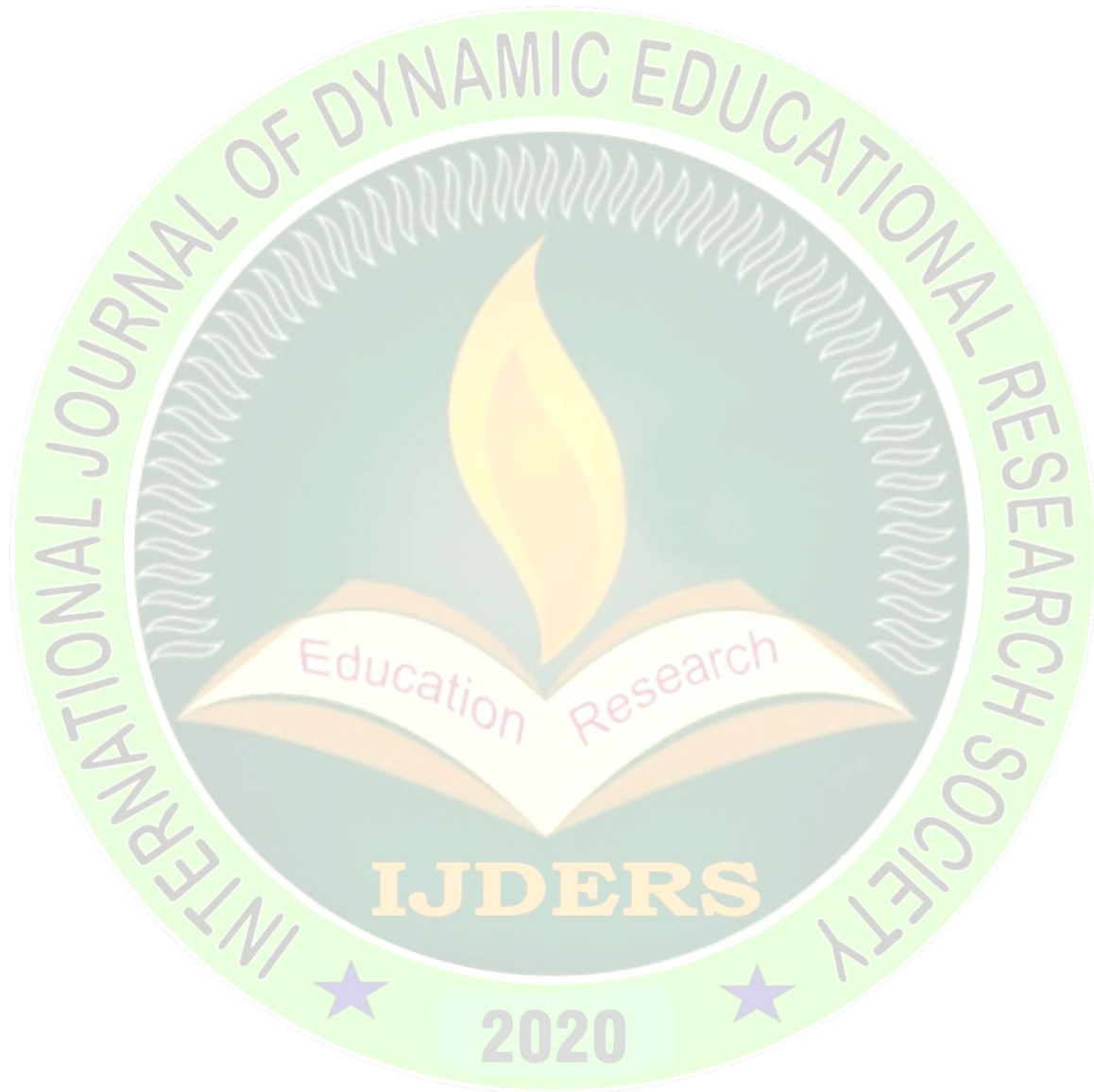
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Study of mistakes made by Hindi subject trainees while expressing their co-curricular activities.

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Abstract

"A man without art is like a beast without a tail."

The researcher is M.D. attached to Kutch University. Hindi language trainees of the current year 2020-22 and 2021-2023 of the College of Education make mistakes in speech, oral expression, writing as well as art and dramatic expression. This research was conducted to find out. A total of 27 trainees were included in the research. Through systematic sample selection, different tendencies of the trainees were observed, and through continuous observation and evaluation, it was found out that the trainees make such mistakes while speaking, reading, writing and performing drama and art. Like, proper mount- Speaking with intonation and gestures, choosing appropriate words, speed of speaking, taking pauses at appropriate places, not taking into account errors in pronunciation and punctuation. Within writing, he makes many mistakes in terms of consistency of content, sequencing, spelling mistakes, using proper punctuation and grammar. Use of appropriate equipment during drama and art presentation Makes mistakes in using appropriate place, appropriate dress as well as presenting the acting with movements and gestures.

Introduction:-

हिंदी में कहा गया है कि,

" अभिव्यक्ति मन की यात्रा का वह पड़ाव है,

जहां पहुँचकर जीव उस दिशा में और ऊपर जाना चाहता है

The main objective of education is related to the all-round development of the individual. All-round development develops aspects of a person like physical, mental, emotional, religious, economic, professional, cultural etc. Therefore, efforts can be made to achieve holistic development of a person through education and education related or non-academic activities. If school classes as well as college classes If such co-curricular activities are planned then the meaningfulness of the objectives of education can be proved. At such a time, if the teacher organizes co-curricular activities, continuously evaluates them, gives understanding of the mistakes seen in the students' work and provides guidance to correct them, then in my opinion, in the true sense, the person gets all round development and becomes a good and excellent

citizen. Can be prepared. This research was conducted with the aim of making an effort to record the invaluable contribution of teachers in the future workforce of India.

Title: -

Study of mistakes made by Hindi subject trainees while expressing their co-curricular activities.

Problem Statement

Study of errors occurring during expression of co-curricular activities of B.Ed. Hindi subject trainees i.e. recitation, reciting, writing as well as drama and art expression.

Objectives

- To know the mistakes made by Hindi subject trainees while speaking.
- To know the mistakes made by Hindi subject trainees while speaking in spoken language.
- To know the mistakes made by Hindi subject trainees while expressing their writing.
- To know the mistakes made by Hindi subject trainees while performing drama and art.

Research questions

- 1) B.Ed. Hindi subject trainees might be making mistakes while speaking?
- 2) B.Ed. Hindi subject trainees might be making mistakes while speaking while speaking?
- 3) B.Ed. Hindi subject trainees might be making mistakes while writing?
- 4) B.Ed. Hindi subject trainees might be making mistakes while expressing their drama and art?

Research Type

In this research, by continuously observing and observing the trainees, they pointed out the mistakes during various programs presented through micro lessons, loose lessons, various competitions and daily prayer programs. This research is of descriptive type. In this research, since the mistakes of the trainees have been separated in descriptive form, it is qualitative research.

Research Method

In this research, the survey method was used because the expressions of the trainees were continuously observed and the mistakes made by them during the evaluation were studied.

Area of Research

In the present research, the mistakes made by B.Ed trainees while expressing their co-curricular tendencies were studied, since the field of research was education-training and since the mistakes made in acting were studied, its field was also drama and art.

Terms

- **Co-curricular activities** Co-curricular activities means activities done outside studies and studies. Such as, poetry, essay, poetry singing and recitation, storytelling, story writing, self-written poetry, drama, one-character acting, self-written poetry, padapurti, various types of dances etc.
- **Trainees-** Trainees means B.Ed. students studying in two-year B.Ed. affiliated to Kutch University. Trainees studying in the first year and second year of college.
- **Expression-** Expression means the coordination of the powerful powers present in a person and its presentation.

Importance of research

- Through the presented research, the mistakes made by the Hindi language trainees during expression will be known.
- Through the presented research, the mistakes made by Hindi language trainees while speaking can be identified and guidance can be given for their improvement.
- Through the presented research, the mistakes made by the Hindi language trainees during speech reading can be known and guidance can be given to improve them.
- Through the presented research, the mistakes made by Hindi language trainees while writing expression can be known and guidance can be given to improve them.
- Through the presented research, the mistakes made by Hindi language trainees while expressing their dramatic art will be known.

Research Limit:-

- The presented research was limited to the trainees of M.D. College only.
- Only Hindi language trainees have been included in the presented research.
- In the presented research, only the trainees of 2020-22 as well as the current year i.e. 2021-23 have been included.

Population

The scope of this research has included 27 trainees of two-year Hindi subject of M.D. College of Education located in Haripar village.

Sample Selection random sampling

Device: - observation

Collection of information

The information was collected by observation during the presentation of co-curricular activities to the Hindi subject trainees.

Separation and interpretation of information: -

In the present research, separation and interpretation was done according to the continuous observation of the trainees and the answers they received.

1. B.Ed. Hindi Subject Trainees may be making mistakes during oral expression?

- The trainees of Hindi subject of B.Ed. are found to have pronunciation defects, gestures as well as lack of reading with ascents and descents, lack of proper speed and proper pauses during oral expression.

2. What kind of mistakes might be made by Hindi subject trainees during dumb reading?

- The B.Ed. Hindi subject trainees used to shake their heads while reading, read while pointing fingers, repeating words, making mistakes in proper pronunciation, uttering 'Na-Na' intermittently while reading, reading with pauses, making mistakes in proper speed and proper pauses. Some trainees even gasped while reading.

3. What kind of mistakes might be made by Hindi subject trainees while writing expression?

- At the time of writing expression of the trainees of Hindi subject, there were gaps in the text, lack of sequential presentation as well as contract, spelling and proper punctuation as well as lack of consistency in the subject matter were seen. Lack of presentation of text keeping in mind the grammar rules was observed.

4. What types of mistakes might be made while presenting the acting of Hindi subject trainees?

- During the acting presentation of Hindi subject trainees, faults were found in body language, presentation of dialogues, acting, dress and make-up. Deficiencies were also seen in the arrangement of stage and efficiency in the use of proper equipment and material.

Conclusions:

The trainees of Hindi subject of B.Ed. were not able to present the statement properly at the time of oral expression.

- The trainees of Hindi subject of B.Ed. were not able to read as per the characteristics of a good reader during blind reading.
- B.Ed. Hindi subject trainees were seen making mistakes in compatibility of content, sequential presentation of content, contract and grammar while writing.
- The trainees of Hindi subject of B.Ed. did not keep in mind the compatibility of the subject matter while expressing different types of acting and the rules of different types of acting while acting.

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LEGAL-POLITICAL NEXUS: AN INTERDISCIPLINARY EXPLORATION IN THE INDIAN CONTEXT

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ABSTRACT

The intricate interplay between legal frameworks and political dynamics significantly shapes societal structures, particularly within a diverse and complex nation like India. This paper, "Legal-Political Nexus: An Interdisciplinary Exploration in the Indian Context," delves into the symbiotic relationship between law and politics, examining how legal institutions influence political processes and vice versa. Through an interdisciplinary lens, this study explores historical, constitutional, and contemporary perspectives to offer a comprehensive understanding of this nexus. Historically, India's legal-political relationship has evolved from colonial legacies to the establishment of a democratic republic, marked by the Constitution of India. This foundational document not only delineates the separation of powers but also embeds political values within its legal framework, ensuring a dynamic interaction between legislative, executive, and judicial branches. The paper further investigates contemporary issues such as judicial activism, the politicization of legal institutions, and the impact of political decisions on legal reforms. Judicial activism in India often blurs the lines between law and politics, as courts step in to address legislative and executive failures. Conversely, political influence on legal appointments and decisions raises questions about the impartiality and independence of the judiciary. Additionally, the study examines the role of public interest litigation (PIL) as a tool for political and social change, illustrating how legal mechanisms can empower marginalized communities and influence political discourse. The intricate balance between maintaining legal autonomy and accommodating political realities is critically analyzed, highlighting both the strengths and vulnerabilities of the Indian legal-political nexus. By synthesizing insights from legal studies, political science, and sociology, this paper aims to contribute to a nuanced understanding of how law and politics coalesce to shape governance and public policy in India. It underscores the necessity for maintaining a delicate equilibrium to uphold democratic principles and ensure justice in a rapidly evolving socio-political landscape.

INTRODUCTION

India, the world's largest democracy, has a rich and diverse legal and political history. The relationship between law and politics in India is deeply intertwined, with each domain exerting significant influence on the other. This interdisciplinary exploration seeks to analyze the legal-political nexus in India, highlighting key historical developments, constitutional provisions, judicial activism, political interventions, and contemporary issues. By understanding these interactions, we can gain insights into the functioning of Indian democracy and the challenges it faces. The interplay between law and politics is a cornerstone of any democratic society. In India, this relationship is especially intricate due to its unique historical, cultural, and socio-economic context. This research explores the legal-political nexus in India, examining how these two spheres influence and shape each other. In order to get a full picture of this situation, the study uses a multidisciplinary method that includes views from law, political science, sociology, and history.

HISTORICAL CONTEXT OF THE LEGAL-POLITICAL NEXUS IN INDIA

India's connection between the law and politics goes back to when the country was a colony. The British colonial government set up a law system that was used to rule and keep people in line. The Indian Penal Code, the Indian Evidence Act, and other laws that came before them set the stage for the current Indian court system. The colonial legal system was made to support British power and silence criticism. This made the connection between law and politics very complicated. The Supreme Court was set up in Calcutta in 1774, and high courts were later built in Bombay and Madras. Putting rules into written form, like the Indian Penal Code (1860), the Indian Evidence Act (1872), and the Contract Act (1872).

POST-INDEPENDENCE DEVELOPMENTS

India became independent in 1947 and quickly switched to a democratic government with a written constitution. The Indian Constitution, which went into force in 1950, set the rules for government and explained what each part of the government could and could not do. By focusing on basic rights, separation of powers, and federalism, the Constitution tried to find a balance between democracy government and the rule of law. After 1947, India put in a lot of work to make its law and political systems more like those in India, combining continuity with change. It is the most important law in the country and was made official in 1950. It reflects the hopes of a newly independent country. Setting up a uniform court system and taking steps to protect the freedom of the courts.

CONSTITUTIONAL PROVISIONS AND POLITICAL PROCESSES

Fundamental Rights and Directive Principles:

There are basic rights in the Indian Constitution that protect people's freedoms and powers. The idea behind India's democracy is based on these rights, which include the right to equality, freedom of speech, and not being discriminated against. If you look at the Directive Principles of State Policy, they tell the government how to support economic and social health.

Separation of Powers: A very important part of the Indian Constitution is the idea of "separation of powers." It spells out what the president, the legislature, and the courts are supposed to do. The government makes the rules, the president carries them out, and the judiciary interprets them and makes sure everyone follows them. This split is meant to keep checks and balances in place and stop power from being centralized.

Federalism: The national government and the state governments in India share power through a system called "federalism." This section is meant to reflect the diversity of the country and make sure that it is run well. But there have been many times when the center and the states didn't get along. There were political and legal disagreements about things like state authority, resource sharing, and the power of the legislature.

JUDICIAL ACTIVISM AND POLITICAL IMPLICATIONS

Role of the Judiciary: The Indian courts, especially the Supreme Court, have had a big impact on the country's politics and law. The courts can throw out laws and acts taken by the executive branch that are against the Constitution through legal review. People have said that judicial activism, in which judges take an active part in policy issues, goes too far and has been praised for protecting rights and criticized for doing so.

Landmark Cases: Several landmark cases illustrate the judiciary's influence on politics. The Kesavananda Bharati case (1973) established the "basic structure" doctrine, limiting Parliament's power to amend the Constitution. The Vishakha case (1997) led to the formulation of guidelines to prevent sexual harassment at the workplace. These cases demonstrate the judiciary's role in interpreting constitutional principles and shaping public policy.

Political Reactions: Judicial activism has often led to friction between the judiciary and the executive. Political leaders have sometimes accused the judiciary of encroaching on the domain of elected representatives. Conversely, the judiciary has acted as a guardian of constitutional values, ensuring that political actions adhere to legal norms. This dynamic interaction highlights the tension between democratic accountability and judicial independence.

POLITICAL INTERVENTIONS IN THE LEGAL SYSTEM

Legislative Interventions: Political interventions in the legal system are not uncommon in India. The legislature has the power to enact, amend, and repeal laws, often influenced by political considerations. For example, the introduction of reservations for economically weaker

sections in education and employment reflects the political objective of addressing social inequities through legal measures.

Executive Influence: The executive branch, particularly the government in power, can influence the legal system through appointments, policy decisions, and administrative actions. The appointment of judges, public prosecutors, and law enforcement officials is a critical area where politics intersects with the legal system. While judicial appointments are intended to be impartial, political considerations often play a role.

Case Studies: The link between politics and the law is clear in a number of well-known situations where politics have affected the legal process. The cases of the Babri Masjid destruction and the Gujarat riots are well-known examples of how political forces affected the result of the law. These stories show how hard it is to make sure fair justice in a highly charged setting.

CONTEMPORARY ISSUES

Electoral Reforms: Electoral reforms are a critical aspect of the legal-political nexus in India. Issues such as electoral malpractices, criminalization of politics, and campaign finance require legal and political solutions. The Election Commission of India plays a crucial role in regulating elections, but challenges persist in ensuring free and fair elections.

Human Rights and Social Justice: The protection of human rights and promotion of social justice are central to India's legal-political discourse. Legal frameworks addressing issues such as caste discrimination, gender equality, and minority rights intersect with political agendas. The implementation of social justice policies often involves navigating complex legal and political terrains.

Digital Age Challenges: The digital age presents new challenges for the legal-political nexus. Issues such as data privacy, cybercrime, and online freedom of expression require legal regulations that balance individual rights with national security. Political decisions regarding internet governance and digital policies have significant legal implications.

Conclusion: The legal-political nexus in India is a dynamic and evolving relationship that shapes the country's governance and societal structures. This interdisciplinary exploration highlights the complex interactions between legal frameworks and political processes. Understanding these interactions is crucial for addressing contemporary challenges and ensuring the effective functioning of Indian democracy. As India continues to navigate its path as a vibrant democracy, the legal-political nexus will remain a critical area of study and analysis.

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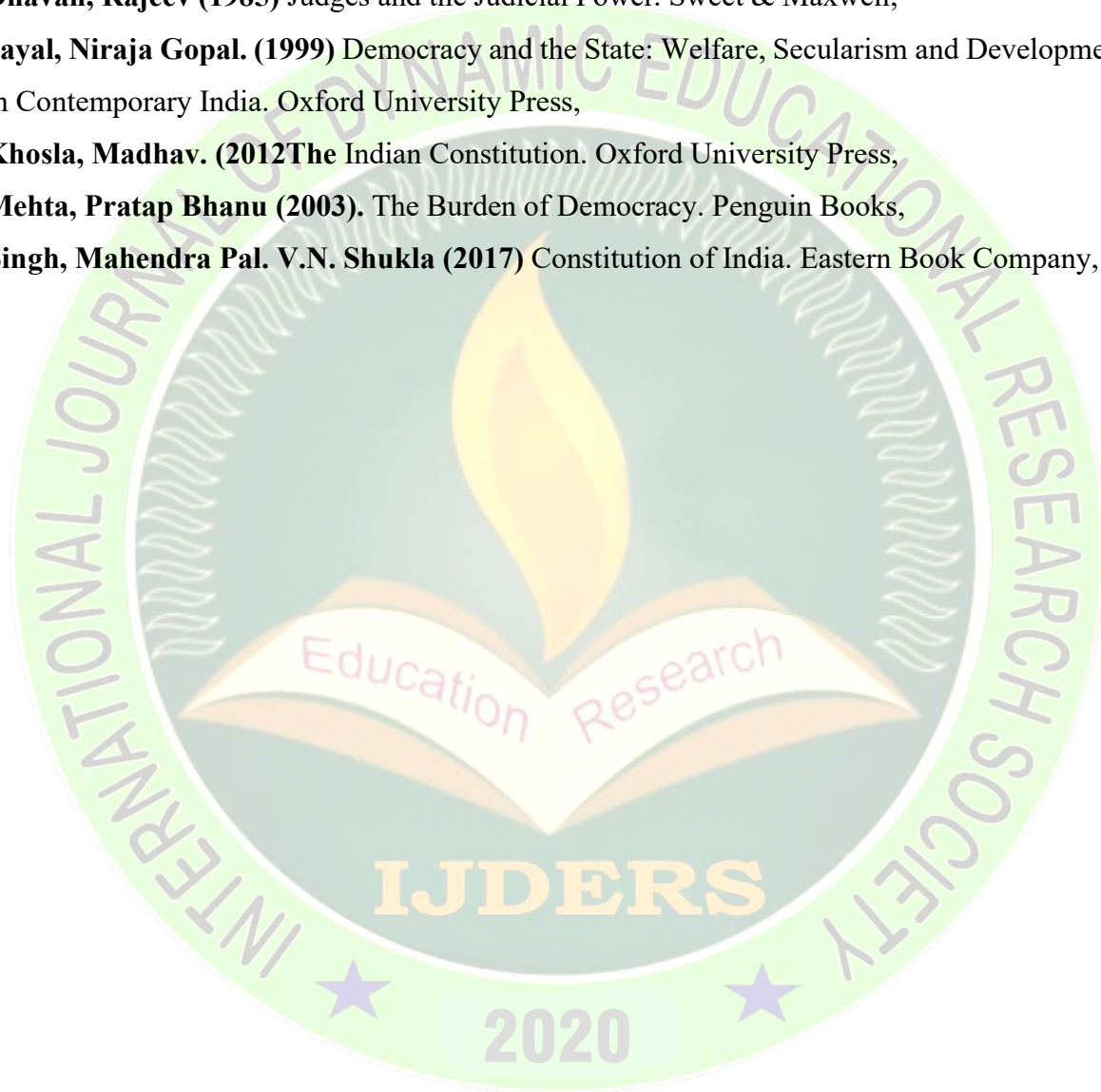
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To Encourage an Inclusive and Equitable Classroom Environment by Brain Based Learning Strategies

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ABSTRACT

Brain-based learning is presented in this study as a technique to support a classroom environment inclusive of college and university-level students with impairments. Considering the population with disabilities as one of the main groups to consider adopting various learning styles to improve disabled kids learning, this study aims at encouraging reflection on the techniques to address diversity in the classroom. The Ministry of Public Education of Uttar Pradesh is switching from a rehabilitative approach to an inclusive education approach within the conceptual approach since education is regarded as a fundamental human right and helps to address diversity in the Indian education system. One approach to increasing knowledge of pedagogical mediation in the classroom setting is brain-based learning. Brain-based learning generates a secure, danger-free environment where relevant material supply and knowledge are suitable for children (Amjad, A. Habib, M., & Saeed, M., 2022). The approach applied clarifies the methods by which students apply the neurological process via the brain using different learning methodologies. It is concluded that attaining an inclusive educational process depends critically on the essential teaching methodologies suggested to suit the educational demands holistically.

Keywords: Brain-Based Learning, Inclusive Education, Equitable Classroom, Diversity, Pedagogical Mediation, activities.

Introduction:

The junction of neuroscience and pedagogy in modern education has produced the idea of brain-based learning, a dynamic method that fits teaching tactics to match how the brain learns most effectively. This research investigates how the ideas of brain-based learning could be a powerful instrument for creating inclusive and fair classrooms. It is clear as we explore this subject that establishing an educational environment that welcomes every student depends on appreciating and using the many cognitive processes of individual students. A one-size-fits-all approach usually rules traditional education, therefore unintentionally ignoring the particular learning styles and skills of each student. Emphasising that no two brains are alike, brain-based learning acknowledges and welcomes the natural variety among students. Knowing the neurological complexities of cognition helps teachers customise their approaches to fit different

learning environments, therefore guaranteeing that every student has the chance to excel academically. This study will investigate how brain-based learning not only helps to correct student cognitive differences but also acts as a driver of inclusiveness and equity. Teachers may foster the potential of every student, regardless of their cognitive profile, by realising the value of personal diversity in the learning process and therefore building a motivating and stimulating classroom. The path into brain-based learning presents a bright future for transforming schools, honouring diversity, advancing equity, and opening the path for a more inclusive learning environment.

Neurodiversity in Education:

In education, neurodiversity offers a complex tapestry of cognitive characteristics, including autism spectrum illnesses from ADHD to dyslexia. Accepting this variety, brain-based learning ideas provide a sophisticated method of instruction fit for many neurological profiles. One important factor is the modification of the instructional strategies. While conventional teaching methods might not appeal to neurodiverse pupils, brain-based learning acknowledges the necessity for customised plans. For visual learners, for instance, adding hands-on exercises for kinesthetic learners or using mnemonic devices for individuals with memory problems. Customised teaching strategies are absolutely essential in building an environment conducive to neurodiverse education. It entails realising personal strengths and difficulties, then modifying educational materials and delivery to fit every student's particular cognitive process. Teachers may help to establish an atmosphere in which neurodiverse pupils feel respected and included, in addition to excelling academically. This flexibility covers classroom structure, evaluation techniques, and group projects in addition to material delivery. It entails encouraging among colleagues and teachers the knowledge that neurological variations are not obstacles but rather aspects of a varied learning community. Basically, the application of brain-based learning ideas in education provides a road map for turning classrooms into neurodiverse-friendly environments and fostering equity by guaranteeing that every student, regardless of their neurological profiles, has access to an education that honours their unique cognitive strengths.

Adapting Curriculum for Varied Learning Styles:

Curriculum adaptation for different learners calls for a deliberate and inclusive strategy to handle multiple learning styles and competencies. Using brain-based learning ideas, teachers may customise curriculum design and delivery to create an atmosphere that promotes involvement and understanding for every student. Understanding that pupils have varied learning styles helps teachers include a range of teaching strategies in the curriculum. Including

visual aids, interactive exercises, and hands-on projects, for instance, helps to accommodate several learning styles and guarantees that material is available to kinaesthetic, visual, and auditory learners alike. This adaptation is greatly aided by personalised learning strategies. Giving students options in how they show knowledge or chances for self-directed research lets them have a more unique learning experience. Technology may also be used to provide adaptive learning tools or resources catered to every student's speed and style. The effects of individualised learning on student engagement and understanding are thus very noteworthy. Students' drive rises when they feel connected to the content and have autonomy, which improves understanding and memory. Moreover, a curriculum reflecting many points of view and experiences improves the general inclusiveness of the learning environment. Finally, using brain-based learning ideas to modify the curriculum for different students calls for a dynamic and adaptable strategy. Teachers help to create an inclusive and interesting learning environment that enables students to achieve by appreciating and allowing various learning styles and capacities.

Technology Integration for Inclusive Learning:

Including technology in brain-based teaching approaches offers a strong way to produce inclusive and easily available learning environments. By using technology, one may accommodate many learning styles and talents, therefore enhancing the dynamic and interesting nature of education. Technology helps inclusive classrooms by providing adaptable learning environments that suit personal requirements. For auditory, visual, and kinaesthetic learners, audiobooks, interactive simulations, and virtual reality can offer substitute approaches to delivering knowledge. Moreover, assistive technologies are very important in levelling the playing field for kids with different capacities. Among the tools that enable students with impairments to fully engage in the learning process are speech-to-text software, screen readers, and adaptable keyboards. There are several successful models of technology-enhanced, inclusive classrooms. Virtual classrooms, group projects enabled by cooperative online platforms, and interactive learning applications let students with different needs connect peer-wise and build a sense of community. Furthermore, gamification of learning via instructional applications may make the learning process more fun and easily available for many different kinds of students. Basically, including technology in brain-based education not only meets different learning requirements but also improves the general inclusiveness of the educational process. The success of this kind of integration depends on the deliberate choice and application of technological tools that fit the ideas of brain-based learning, thereby enabling an environment in which every student may flourish.

Teacher Training and Professional Development:

Providing teachers with brain-based learning methodologies' training is rather important in helping to create a more inclusive and fairer classroom. Professional development in this field helps educators grasp and use the neuroscientific ideas supporting successful learning, therefore promoting a dynamic and flexible attitude towards education. Training in brain-based learning helps teachers customise their teaching strategies by giving them an understanding of the several ways that students' brains process information. This customisation then fits a range of learning styles and talents, therefore enabling an atmosphere in which every learner may flourish. The results of such professional growth affect the whole educational environment rather than only the individual teacher. By being better able to identify and meet the particular requirements of their pupils, teachers educated in brain-based learning help to provide more individualised and successful teaching strategies. This improves student involvement as well as academic performance among many different student groupings. Moreover, a cadre of teachers knowledgeable in brain-based learning ideas promotes inclusive and cooperative classroom environments. It guarantees that the advantages of brain-based learning penetrate the whole educational institution by encouraging the exchange of best practices and the formulation of initiatives supporting fairness. To sum up, a more inclusive and fair learning environment is mostly dependent on funding the professional development of teachers using brain-based learning approaches. It enables educators to be agents of good change, therefore transforming classrooms that honour diversity and offer every student a rich learning environment.

Cultural Sensitivity in Brain-Based Learning:

Encouragement of fairness in education depends on including cultural sensitivity in brain-based teaching strategies. Teachers may improve the efficacy of brain-based learning by recognising and including many cultural backgrounds, therefore fostering a more inclusive and relevant learning environment. Knowing that cultural factors alter cognitive processes, teachers can customise their lessons to appeal to pupils from all backgrounds. This entails including references, tales, and instances reflecting the variety of the student population, thereby enhancing the relevance and value of the learning materials. Furthermore, in brain-based learning, cultural sensitivity acknowledges how learning styles are shaped by cultural standards. For example, certain societies could prioritise solo introspection, while others might give cooperative learning more importance. Teachers who recognise and accommodate these preferences will be able to establish a classroom where many ethnic approaches to learning are honoured. Including elements from several cultures in inclusive curricula not only

acknowledges the kids' identities but also extends their horizons. Since students find themselves reflected in the learning resources, it fosters equity and belonging. Basically, a first step towards establishing a fair learning environment is the inclusion of cultural aspects into brain-based teaching approaches. It guarantees that brain-based learning is not only neurologically sound but also culturally sensitive, therefore creating an inclusive environment wherein every student may shine and feel respected.

Student Engagement and Motivation:

Particularly for individuals having difficulties in conventional learning contexts, brain-based learning approaches are quite important in increasing student involvement and motivation. Knowing the neurobiology of learning helps teachers use techniques that fit different learning environments, therefore enhancing the dynamic and interesting nature of the educational process. One important factor includes multimodal events. Brain-based learning understands that using several senses improves the memory of knowledge. Teachers may build an interesting learning environment that suits different learning styles by combining interactive components, hands-on exercises, and visual aids, therefore raising involvement. Furthermore, underlined by brain-based learning is the need for relevance and practical links. Students develop a natural drive when they can understand how useful what they are studying is. For students overcoming conventional learning obstacles, this is particularly relevant, as it gives the material a physical setting and increases the significance of the learning process. Another advantage of brain-based techniques is their personalisation of learning opportunities. Motivation may be greatly improved by realising personal strengths and customising teaching strategies to fit students' interests and capacities. Those who would feel bored in a conventional classroom environment really benefit from this. Ultimately, by attending to the many needs and preferences of students, brain-based learning strategies help to increase student involvement and drive. Teachers may inspire and empower their students—especially those who might have difficulty in conventional learning environments—by designing an atmosphere that appeals to the neurobiological complexity of motivation.

Assessment Strategies for Inclusive Equity:

Innovative assessment strategies aligned with brain-based learning principles are instrumental in fostering equity in education. By recognising and accommodating diverse learning styles and abilities, these assessments contribute to a more inclusive and equitable educational environment.

1) Alternative Assessment Formats: Investigate tests other than conventional ones, such as performance assignments, portfolios, or project-based examinations. These approaches let

students show knowledge in ways that fit their particular abilities, therefore promoting a more fair assessment system.

2) Formative Assessment Techniques: Implement ongoing, formative assessments that provide real-time feedback. Brain-based learning recognises the importance of continuous feedback to enhance understanding. This approach allows for timely interventions, benefiting students who may require additional support.

3) Universal Design for Assessment: Apply universal design ideas to tests so they may be used by a wide spectrum of students. Think about including several ways of expression, representation, and involvement that fit various learning environments and skill levels.

4) Self-Assessment and Reflection: Urge pupils to think about and evaluate themselves. Brain-based learning recognises the need for metacognition, and self-assessment helps one have a better awareness of their own learning process, thereby supporting a fairer evaluation system.

5) Collaborative Assessments: Add group projects using peer learning's potential. Collaborative evaluations provide students with chances to gain from many viewpoints and collective knowledge, as brain-based learning acknowledges the social aspect of learning.

6) Flexible Timing and Settings: Recognise that students may thrive in different environments and at different paces. Offer flexibility in assessment timing and settings, allowing students to showcase their abilities in conditions that optimise their performance.

7) Inclusive Rubrics: Develop inclusive and transparent rubrics that clearly communicate expectations. This helps ensure that students understand the criteria for evaluation and promotes a fair and consistent assessment process.

Aligning assessment methods with brain-based learning principles involves recognising and accommodating diverse learning needs. By embracing innovative and inclusive assessment strategies, educators contribute to the creation of an equitable educational environment that values and assesses the diverse strengths and abilities of all students.

Conclusion:

The Research on brain-based learning shows how inclusive and fair classrooms may be created. Teachers who embrace the complex interactions between neuroscience and education may customise their methods to fit various learning environments, aptitudes, and cultural backgrounds. Important results highlight the need for individualised learning, the integration of technology, and cultural sensitivity in brain-based teaching approaches. These strategies improve student involvement, motivation, and understanding, as well as helping to create a more inclusive and fairer classroom. The capacity of brain-based learning to acknowledge and

appreciate the individual cognitive profiles of children defines its strength. This awareness creates a setting in which variety is not only appreciated but also used as a strength. It guarantees that every student, from any background or learning style, has access to a rich and fair learning environment, therefore helping to destroy conventional barriers in education. Considering the possibilities of brain-based learning, it is imperative to underline the continuous necessity of study and application. Constant research and improvement of these teaching strategies will help us better know how to apply neuroscience in the service of inclusion and equity. By means of continuous dedication to research and application, we may open the path for a time when brain-based learning becomes the pillar of the building of really inclusive and fair learning environments.

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Exploring Crime from a Sociological Perspective

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Abstract

According to the survey, education is still a real instrument in human resource management and nation building for India. Whatever is to be done in this sector should be done in all sincerity and with great speed for education to fully fulfil its stated aims. Exploring crime from a sociological perspective involves analysing how social factors contribute to criminal behavior and the societal responses to it. This approach examines the impact of social structures, such as poverty, inequality, and marginalization, on the prevalence and patterns of crime. It also considers how institutions like the family, education system, and media influence individual behavior and perceptions of crime. By studying these dynamics, sociologists seek to understand the root causes of crime and to develop effective strategies for prevention and intervention.

Introduction

The sociological study of crime is a vast and varied field of research aimed at comprehending the complicated interaction of people, social institutions, and society standards in forming criminal behaviour. Unlike conventional methods that may concentrate just on personal traits or legal definitions of crime, sociological viewpoints provide a larger prism through which to View the several aspects of criminality.

From a sociological standpoint, understanding crime is seeing how social elements such poverty, inequality, family relationships, and cultural standards affect people's propensity of criminal behaviour. Examining the part social institutions including the family, educational system, economy, and criminal justice system play in both aggravating and reducing crime in society also is important.

One cannot stress the value of social viewpoints in comprehending crime. Sociologists can find underlying trends and basic causes that might otherwise go unreported by realising that crime is profoundly ingrained in societal structures and connections rather than being the product of personal moral flaws. This all-encompassing approach not only offers a more complex knowledge of crime but also guides more successful plans of prevention, intervention, and

rehabilitation. This research paper has two purposes. First of all, it seeks to give a general picture of the sociological study of crime together with important theories, ideas, and research results that have helped us to grasp this phenomena. Second, it aims to underline how important sociological points of view are in clarifying the complexity of crime and defining its wider societal consequences. By means of a thorough investigation of the sociological features

of crime, this research piece seeks to support continuous debates and initiatives meant to solve this ubiquitous societal concern.

Models of Theory: Frameworks

Different theoretical frameworks that provide different points of view on the dynamics and causes of criminal behaviour enriches the sociological research of crime. Social structure theories, social process theories, social conflict theories, and integrative theories help one to generally classify these frameworks. Every one of these points of view clarifies distinct facets of crime and offers insightful analysis of its complexity.

Social Structure Theories:

Strain Theory: Developed by Robert Merton, strain theory holds that people feel stressed when they are unable to reach society goals via just methods. As people search different routes to achievement, this tension can cause a variety of deviations including criminality.

1.Social Disorganization Theory: Developed from the Chicago School of sociology, social disorganisation theory emphasises how crime rates and neighbourhood features interact. It implies that the collapse of social control systems causes societies with weak social ties and institutions more prone to crime.

2.Social Process Theories:

Social Learning Theory: Originally put out by Edwin Sutherland, social learning theory stresses how socialisation and interaction shape criminal behaviour. It implies that, especially from major partners and peer groups, people pick aberrant behaviour through socialising.

Differential Association Theory: Drawing on social learning theory, Edwin Sutherland's differential association theory holds that people turn criminal or delinquent when their exposure to meanings favourable to law violation exceeds their exposure to definitions unfavourable to law violation.

3.Social Conflict Theories:

Marxist Theory: Rooted in the concepts of Karl Marx, Marxist theory holds that laws and law enforcement serve the interests of the ruling class and criminalise activities that question the current power structures. Crime is seen as a result of social inequality and exploitation inherent in capitalist society.

Feminist Theory: Feminist criminology studies how experiences of crime and criminal justice are shaped by interactions between gender disparities and other kinds of social injustice. It draws attention to how stereotypes and patriarchal conventions shape people's criminalization, victimising, and perpetration.

1. Integrative Theories:

Control Theory: According to this view, people are limited by social ties and attachments yet are naturally prone to act deviantly. It underlines how crucial social ties—such as those to parents, teachers, classmates, and parents—are in keeping people from committing crimes.

Developed by Lawrence Cohen and Marcus Felson, regular activities theory: emphasises on the convergence of appropriate targets, motivated criminals, and absence of competent guardians as main elements influencing the incidence of crime. These theoretical frameworks provide valuable lenses through which to analyse and understand the sociological aspects of crime. By examining the interplay between social structures, processes, conflicts, and integrative mechanisms, sociologists can gain deeper insights into the root causes and dynamics of criminal behavior within society.

Social Factors Influencing Crime

Crime is greatly impacted by several societal elements that create attitudes, behaviours, and chances inside society; it is not only the outcome of personal traits. Developing reasonable plans for crime prevention and intervention depends on an awareness of these social factors. The following important societal elements help to explain crime:

Family Dynamics: Parental A child's chance of criminal activity can be much influenced by their parents' quality of life, degree of monitoring, and degree of participation in their lives. Research indicates that a child's likelihood of delinquency and criminal participation can be influenced by family structure including elements like single-parent homes, parental divorce, and parental conflict.

Parental Monitoring: Parents' exposure to dangerous activities and chances for delinquency may vary depending on how closely they watch and control their children's activities.

1. Peer Influence:

Peer Pressure: Peer groups significantly affect personal behaviour including criminal activity participation. Conforming to social norms and expectations might cause people to participate in delinquent activities they might not otherwise contemplate.

Peer Associations: By means of social learning, reinforcement, and peer support, association with delinquent peers or participation in gang activities can raise an individual's chance of criminal behaviour.

Poverty: People living in poverty have many difficulties including restricted access to education, career prospects, and resources, which might increase their vulnerability to resorting to crime as a method of survival or progress.

Inequality: Particularly among underprivileged groups, differences in wealth, income, and social level help to create sentiments of unfairness and alienation, therefore promoting anger and maybe driving criminal activity.

Social Mobility: Restricted chances for social and economic progress might cause people to believe that crime is a realistic path to success or betterment of their situation.

High crime rates in a neighbourhood can foster a culture of violence and lawlessness, therefore exposing inhabitants to more criminal influences and possibilities.

Racial and socioeconomic segregation can concentrate poverty and social disadvantage in some areas, therefore aggravating social issues and increasing the crime rates.

Crime rates can be affected by inhabitants' collective capacity to control behaviour and preserve social order within their community. Reduced crime rates have been linked to strong social links, informal social control, and neighbourhood cohesiveness.

6. Value and Cultural Norms:

Subcultures: Different norms, values, and beliefs developed by subcultural groups that deviate from those of mainstream society will affect opinions towards crime and deviance.

Deviant Subcultures: Organised crime syndicates or gangs or other subcultures that support or glamorise criminal activity can offer a social setting that supports and rewards criminal activity.

Cultural Adaptation: Through alternative cultural practices including criminal activity as a method of resistance or survival, immigrants and underprivileged groups might adjust to perceived injustices or social exclusion.

7. Institutional Factors:

Education: Since education gives people chances for social mobility, skill development, and access to legal ways of succeeding, it is linked with reduced rates of criminal activity.

Employment: Underemployment and unemployment add to the frustration, isolation, and financial stress they cause, therefore raising the possibility of people turning to crime as a source of income or identity.

Crime rates and patterns of criminal activity can be influenced by the structure and operation of the criminal justice system, including law enforcement techniques, sentencing regulations, and rehabilitation initiatives, including law enforcement activities.

These social elements interact and cross in intricate ways to shape people's possibilities, decisions, and results concerning crime. Dealing with the fundamental social determinants of crime calls for a multimodal strategy covering prevention, intervention, and institutional reform

meant to lower disparities, enhance social links, and create chances for positive socializing and empowerment.

Consequences of Crime

1. Beyond the individual act, crime affects communities, people, and society at large and has broad repercussions. Comprehensive addressing the repercussions of crime and applying successful preventive and intervention plans depend on an awareness of these consequences. Following are some main effects of crime:

2. **Personal Results:**

Trauma, anxiety, despair, and post-traumatic stress disorder (PTSD) are among the several psychological consequences victims of crime might go through. These consequences may need professional intervention and support and last long after the crime has taken place.

Stigmatisation: Those charged or convicted of a crime can suffer stigma and prejudice, which can have an impact on their general standard of living, social contacts, and job possibilities.

Crime victims could endure emotional damage, financial losses, and bodily injuries from the criminal deed. Victimising someone might cause one to lose trust in others and challenge emotions of security and safety.

Crime significantly costs society money in terms of law enforcement, criminal justice processes, victim support services, and property damage among other aspects. These expenses could put a pressure on public resources and impede economic growth.

Social Disruption: High crime rates have the tendency to upset community stability and social order, therefore fostering more anxiety, distrust, and social fragmentation. Crime degrades general quality of living, erodes social cohesiveness, and undermines emotions of safety and security.

Crime erodes confidence in law enforcement, the court, and government agencies among other social institutions. People who view these organisations as biased or ineffectual might be less likely to help authorities, document crimes, or take part in neighbourhood projects.

Community Consequences:

Neighbourhood Decline: Driven away by persistent crime, companies, people, and investment can all help to contribute to neighbourhood decline. Further aggravating social issues and crime rates are declining property prices, worsening infrastructure, and limited economic prospects.

Worry of Crime: Regardless of real crime statistics, opinions of crime can cause anxiety and worry in communities that results in citizens engaging in defensive actions include avoiding public areas or putting security cameras in place. Anxiety over crime can compromise social well-being and mental health.

Social Cohesion: Crime may erode trust and social ties among members of a community, therefore impeding group efforts to solve common issues and enhance the state of the local environment. Promoting resilience and crime prevention depends on social cohesiveness being developed via community involvement, teamwork, and support systems. Dealing with the effects of crime calls for all-encompassing plans that give victim care, community empowerment first priority along with social justice. Communities can build resilience, rebuild confidence, and create safer, more unified surroundings for all of their citizens by tackling the fundamental social, economic, and institutional elements causing crime.

1. Challenges and Controversies in Sociological Perspectives on Crime

Crime's sociological research is not without difficulties and conflicts. These problems draw attention to the difficulty of knowing crime in the larger framework of social institutions, inequality, and power relations. The following are some main issues and disputes:

Racial Equity: Constant racial differences in arrest, prosecution, and punishment expose the systematic prejudices and discrimination in the criminal justice system. Black and Hispanic people are disproportionately represented in the criminal justice system, subject to harsher fines and unfair treatment as compared to their white counterparts.

Gender Disparities: Experiences of crime, victimisation, and criminalization cross with gender roles. Though they are also susceptible to gender prejudices within the criminal justice system, women are more likely to be victims of several crimes, including intimate partner abuse and sexual assault.

Economic Disparities: Lower-income people are more likely to be involved in crime; so, socioeconomic level is a major determinant of this behaviour. Economic inequalities help to drive cycles of poverty, inequality, and social exclusion that support criminal activity.

1.Criminalization of Poverty and Marginalization:

Laws and rules that criminalise behaviours such loitering, panhandling, and sleeping in public areas unfairly target homeless people. These punitive policies worsen social marginalisation and prolong cycles of poverty and imprisonment, therefore aggravating the underlying causes of homelessness rather than alleviating them.

- **Substance Abuse:** The criminalising of drug use and addiction upholds a punitive

attitude that gives law enforcement first priority above public health campaigns. Many times denied access to therapy and support systems, people suffering with drug addiction cycle imprisonment and recidivism.

- **Mental Illness:** Since those with mental illness are disproportionately found in jails and prisons, the criminal justice system has evolved into a de facto supplier of mental health treatments. People with mental illness can face stigma, neglect, and punitive reactions inside the criminal justice system instead of getting the suitable therapy and assistance.

2.Role of Power and Privilege:

Elite Crime: Elite people and businesses have great influence and authority inside society which helps them to participate in illegal actions such environmental damage, fraud, and corruption with impunity. Different application of justice lets top perpetrators avoid responsibility and support systematic inequalities. Corporate companies might participate in unethical or unlawful activities damaging consumers, employees, and the surroundings. Notwithstanding the significant social and financial repercussions of corporate crime, regulatory enforcement is sometimes inadequate and fines are insufficient to discourage repeat behaviour.

State Crime: Human rights abuses, war crimes, and acts of state-sponsored terrorism can all be committed by governments and state actors. Significant obstacles to responsibility and justice arise from the use of official authority undermining civil freedoms, democratic values, and the rule of law. Dealing with these issues and conflicts calls for a comprehensive strategy that recognises how race, class, gender, and power interact to define experiences of crime and justice. Sociologists can help to create more fair and reasonable reactions to crime within society by exposing structural disparities, questioning punishing policies, and holding strong actors responsible.

Future Directions for Research in Sociological Perspectives on Crime

1. New issues and events that call for more study in the discipline of criminology surface as society develops. Following sociological viewpoints on crime, here are some possible future paths for study:

Examining several axes of inequality helps one to understand intersectionality and crime. Intersectionality theory stresses how closely social identities—including race, gender, class, sexuality, and more—are entwined. Future studies may look at how experiences of crime, victimisation, and criminalization interact with these overlapping axes of inequality.

Gaining knowledge about how several types of marginalisation and privilege interact to influence people's experiences with the criminal justice system can help one to better understand the underlying reasons of variations in arrest, prosecution, and sentence.

2. Globalization and Transnational Crime: Cybercrime, Human Trafficking, Drug Trafficking, etc. Globalisation has helped transnational criminal networks active in cybercrime, human trafficking, drug trafficking, and terrorism to proliferate. Future studies may look at the political, social, and financial elements causing these kinds of crime as well as their effects on local populations and world security. Investigating law enforcement responses to transnational crime, regulatory systems, and international cooperation policies can assist to solve the issues presented by globalisation and new technology.

3. Technological Advances and Crime: Cybersecurity, Surveillance, Digital Forensics, etc.

4. Technological developments have changed the terrain of crime and criminal justice, offering possibilities as well as difficulties. Emerging technologies such artificial intelligence, biometrics, and blockchain can be investigated in future studies for use in criminal investigations, surveillance, and crime prevention. Examining the ethical, legal, and social consequences of technology developments in fields such cybersecurity, surveillance, and digital forensics helps shape laws and practices that strike a compromise between public safety and personal liberty and privacy issues.

Examining these and other newly developing patterns and events will help sociologists and criminologists better grasp the intricate dynamics of crime in society and guide evidence-based actions and policies meant to support justice, equality, and security for all.

Conclusion

Finally, the sociological research of crime provides insightful analysis of the intricate interaction of people, social institutions, and social structures inside society. We have investigated several theoretical models, social elements affecting crime, repercussions of crime, difficulties and debates, and future possibilities for area of sociological criminology study throughout this work.

Key findings and insights from this research include:

Social elements including family dynamics, peer influence, socioeconomic level, neighbourhood features, cultural norms, and institutional issues greatly impact crime; it is not only the outcome of personal decisions.

Strain theory, social disorganisation theory, differential association theory, and conflict theories including Marxist and feminist viewpoints all help sociologists to better grasp the fundamental causes and dynamics of crime.

At the personal, society, and communal levels, crime has major effects including psychological pain, financial expenses, social disturbance, and a degradation of trust and social cohesiveness.

Experiences of crime, victimising, and criminalising interact with structural inequalities including racial, gender, and economic ones—to underline the necessity of an intersectional approach to grasp crime and justice.

New potential and problems in combatting transnational crime, cybercrime, and handling the ethical, legal, and social consequences of developing technology come from globalisation and technical advancements.

Future studies in sociological criminology should give intersectionality, globalization, and technology developments top priority, investigating how these elements affect criminal justice responses, crime patterns, and preventive and intervention measures.

All things considered, the sociological research of crime provides a sophisticated knowledge of crime as a social phenomenon based on intricate connections between people and their social surroundings. Sociologists and criminologists may help to create more fair, just, and safer societies for all by tackling the fundamental structural disparities, opposing punitive policies, and maximising the possibilities of newly developing technology.

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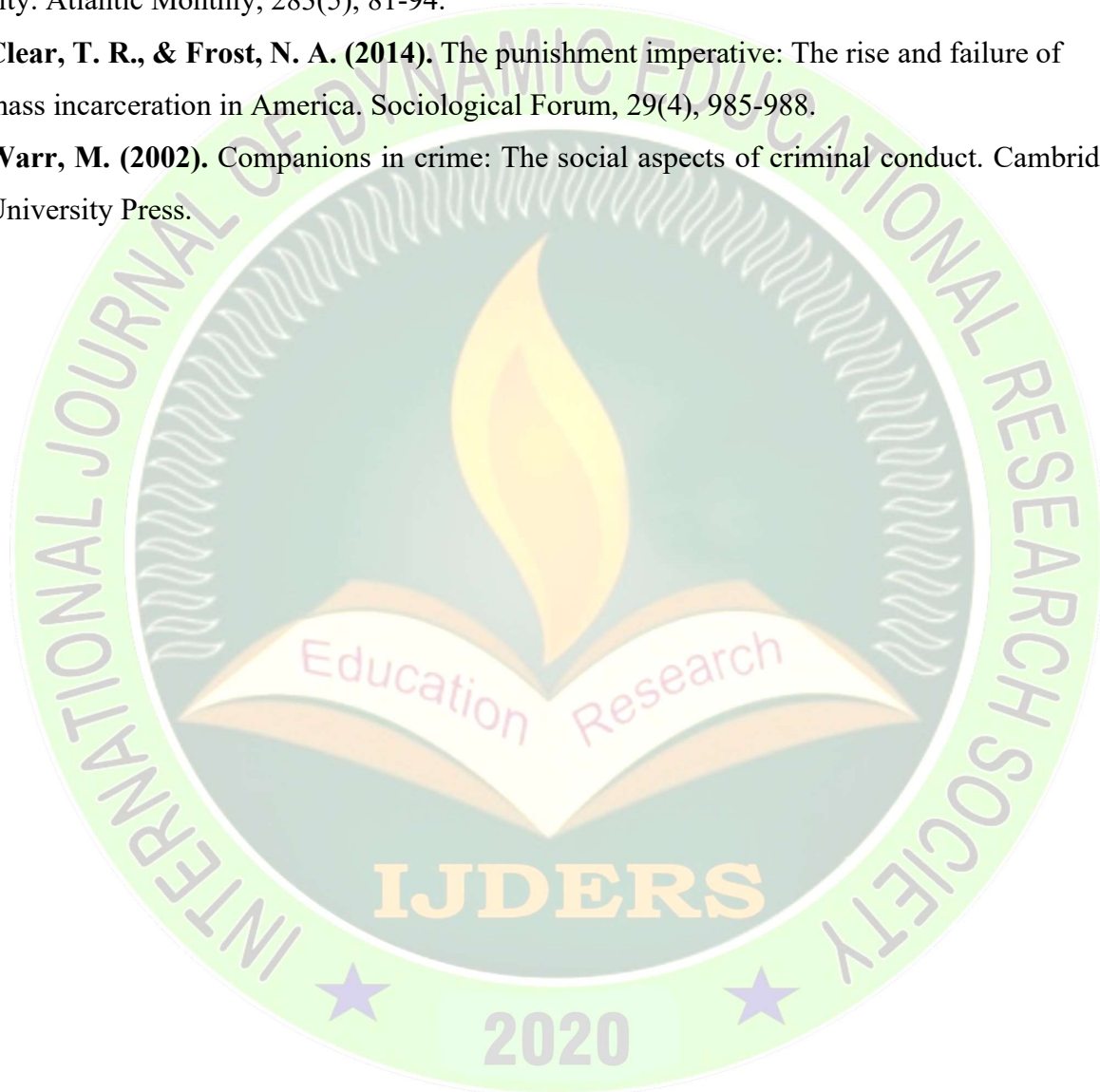
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Human Resource Management in Education: Problems and Prospectives

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Abstract

Efficient management of human resources is vital in the education sector and should not be undervalued. Interacting with it might potentially be risky. The reason for this is because persons working in the education sector play a crucial role in attaining national development and, as a result, educational goals. The presence of human resources is essential for guaranteeing high service quality and rapid socioeconomic development. This study highlights the pivotal importance of a proficient and driven staff, functioning inside a meticulously crafted human resource management plan, in attaining progress. The efficacy of each tier of an educational system is greatly contingent upon the calibre of human resources enlisted to achieve their goals. In the realm of education, human resource management encompasses the responsibilities of overseeing personnel, fostering positive staff dynamics, fostering professional development, recruiting new staff members, and adopting strategies to enhance job performance. Several challenges in human resource management encompass subpar working environment, staffing issues, insufficient funding, and frequent teacher turnover, among several others. Here are many approaches to address the mentioned challenges. If the environment supports the endeavours of educators, education should be engaging. The education sector requires heightened government attention to improve its effectiveness, as education serves as the fundamental basis for the progress of all other spheres in society. Every educator in the field of education should be granted a standardised and fair system of compensation. The research also indicated the necessity of modernising Indian education to conform with the swift socioeconomic transformations taking place in our country.

KEYWORDS: Educational system, human resource management, educational goals, the work force, and staff maintenance.

INTRODUCTION

The term "people resource management" refers to the use of formal processes inside an organisation with the purpose of ensuring that the abilities of its employees are utilised to their fullest potential in order to achieve the goals of the business. According to Gryphon (1997), human resource management is defined as the collection of operations carried out by an organisation with the purpose of recruiting, training, and keeping a labour force that is highly

competent. The term "human resource management" refers to a collection of operations that include recruiting, organisation, support, maintenance, training, placement, promotion, motivation, relationship-building, remuneration, personnel transfers, and disciplinary actions. The accountability of the effectiveness of the organisation is what will influence the decision about the remedy. Management of human resources is the department inside an organisation that is responsible for overseeing and boosting the productivity of personnel working for that organisation. For management, this is one of their primary responsibilities. It is implied by this statement that when staff members at educational institutions are recruited, selected, supervised, inducted, developed, evaluated, and promoted in an efficient manner, they will demonstrate commitment, devotion, and productivity in their job. In its most basic form, this may be understood as the coordination of the actions and efforts of members of the university personnel in order to achieve educational objectives. When it comes to the field of education, human resource management refers to the methodical technique of effectively motivating and inspiring workers to achieve the best level of productivity and optimise their performance from the moment they are recruited from the workforce. Thus, it entails assigning specific responsibilities and duties to persons inside the company (Oduma, 2012). Without a question, human resources are the most important aspect among the essential resources for the production of products and services. The presence of qualified human resources is crucial for achieving efficient socioeconomic advancement and maintaining good service quality (Onah, 2008). Adequate proficient and driven individuals, in conjunction with a well-crafted human resource management strategy, are vital requirements for progress. The effectiveness of each tier of an educational system relies significantly on the personnel hired to achieve their goals. Nwakaand ofojebe (2010) argues that instructors have a pivotal role in determining the effective execution of educational goals and objectives inside the classroom. A manager, regardless of their industry, will not be effective or productive if they underestimate the pivotal role and diminish the importance of individuals in attaining objectives (Oduma, 2012). According to the school curriculum, the teacher is the one who is in charge of understanding and implementing policies in order to achieve educational goals (Omojunwa, 2007). Teachers have the ability to autonomously contribute to the preservation and improvement of educational standards. Thus, the teacher has the utmost importance inside the school. Undoubtedly, these specific devices are the most efficient means of obtaining knowledge. The paucity of instructors or poor management hampers the successful execution of the curriculum. The management of human resources in education is predicated on the concept that the outcomes of the educational process are the primary factor in determining the

efficacy of instructors in terms of enabling learning, encouraging the progress of the country, and ensuring personal happiness.

In the field of education, human resource management focuses primarily on addressing three primary issues:

- i. Determining the level of staffing requirements
- ii. Ensuring that those requirements are met, and
- iii. Ensuring that the services provided by staff are maintained and improved.

In the field of education, the objectives and functions of Human Resource Management are discussed.

The management of human resources in the field of education places an emphasis on the development of the skills and capacities of staff members while simultaneously assuring the accomplishment of certain objectives. The management of human resources is done with the intention of accomplishing specific objectives. These objectives include both strategic and operational aims throughout their scope.

Strategic Function

The effectiveness of an educational system depends on the proficiency of its human resources. In recent decades, human resources, which were formerly seen as inferior, have become increasingly significant. The successful recruitment, selection, supervision, induction, pay, provision, development, evaluation, and promotion of individuals in the workplace is the source of the increased significance of this topic among employees. In addition to devoting their energies to their obligations, they will continue to actively participate in the educational system and make a significant contribution to it. In addition to this, it indicates a distribution of the educational curricula that is quite particular. The capacity of an organisation to effectively manage its human resources has the potential to turn those resources into a valuable asset that may provide the company an advantage over its competitors. The evaluation of a company's human resources should be conducted using the same methodology as the examination of the company's financial, technological, and other resources (Onah, 2008).

Operational Role: Based on the study done by Mathis and Jackson in 1997. Operational activities involve both military and administrative elements. The film Gryphon (1997) is valuable in a practical sense for its examination of several aspects of employee-employer interactions that have been subject to regulation in legal situations. Resources obtained from human sources.

The management's main focus is to ensure adherence to equal employment opportunities and labour rules. This encompasses prerequisites such as candidates possessing familiarity with the

organisation, supervisors possessing a high level of education, resolving safety concerns, and offering suitable remuneration and earnings. Laws and norms, commonly linked to ordinary human life, involve a diverse range of duties that must be carried out accurately. The current strategic focus of human resources management, sometimes referred to as the people function, does not eliminate the accompanying activities that come with it. Due of these characteristics,

The Roles That Human Resource Management Plays in the Educational System

Human resource management in the education sector encompasses the methods and approaches employed to attract, retain, and assist the teaching staff in order to accomplish the institution's objectives and meet its intended aims. Effectively, instructors strive to motivate and organise their activities and efforts in the classroom to elicit the utmost degree of performance from students and therefore achieve the goals of education.

Among the several uses are the following:

1. Staff development
2. Staff interactions
3. Staff maintenance
4. Procurement of staff
5. Job performance incentive

Professional growth of employees

This matter guarantees that the workplace is suitable for employees, with appropriate measures taken to ensure staff safety, security, motivation, promotion and transfer, and health services. Establishing and implementing effective regulations on staff mobility and promotion is of utmost importance in educational institutions to ensure the values of justice and fairness are upheld in the treatment of staff. Given the importance of the duties to be completed at the institution, the man's approach to completing the assignment is equally important. To accomplish optimal and realistic goals, the leader of the institution must prioritise the happiness and well-being of the staff members. This may be accomplished by taking steps to provide a secure and favourable work environment, as well as ensuring timely and equitable distribution of salaries. Implementing a strong communication system in the school can improve staff relations by continuously updating staff members on institutional changes. It is advisable to motivate employees to actively participate in the organization's strategic planning and decision-making processes. Acknowledging employees as unique persons with feelings, interests, desires, and opinions, and treating them with impartiality and courtesy will contribute to the cultivation of their motivation.

Staff acquisition

Performance evaluation is a methodical assessment of employees' performance to identify their essential abilities and skills that need training or development in order to improve their level of performance. It refers to providing appropriate programmes for the development of agendas and training courses. The effectiveness of a school depends on the quality and strength of its personnel. Training empowers individuals to improve their abilities and adapt efficiently. One can do this via engaging in conferences, workshops, seminars, and in-service training.

Staff Acquisition

The human resource management process starts with the recruiting and selection process carried out by educational institutions to find the most competent workers for executing curricular programming. The management of schools is supervised by the ministry of education through many entities operating under the jurisdiction of both the federal and state governments. In the realm of staff acquisition in the field of education, this term pertains to the procedure of identifying persons who possess the necessary knowledge, skills, talents, and expertise to occupy teaching jobs at different institutions.

Performance-based reward for work

This refers to the process of organising and providing incentives for achieving desired outcomes. The issue of the incentive system should be specifically addressed by management, the ministry of education, and its affiliated organisations. The performance of staff workers would significantly increase if their remuneration were proportional to the quality and quantity of their productivity.

Challenges of Human Resource Management in Education

The field of human resource management has become increasingly complex due to the lack of consistency across individuals in doing tasks in a consistent manner. Their fee will be determined based on their credentials, qualifications, and talents. An individual's teaching proficiency significantly impacts their output. Consistency in delivering identical content is not possible. Several factors have led to the emergence of this intricacy. The following elements are included:

Poor Working Condition

It is reasonable for employees to expect remuneration incentives that align with the services they provide. To generate an ideal state, it is necessary to establish a systematic producer that can design an appropriate incentive structure and framework. Typically, a generous compensation serves to minimise conflicts between different groups and grievances from employees, enhance the overall morale of individuals, inspire staff members to strive for

promotions and salary increases, and thereby lessen disparities in staff salaries. Teachers' salaries are not commensurate with those of other public authorities; in certain instances, they are owed many months of remuneration.

Problems of Staffing

Staffing is considered one of the challenging undertakings. There are several concerns regarding the calibre and quantity of professionals hired for the purpose of educating our country. The cause is an inadequate procedure of staff recruitment and selection. Politicians and influential figures have taken precedence. Certain employees seldom visit the remote locations where they are requested to provide their services by the management. They traverse urban areas for their own convenience. Based on the 2000 verification exercise conducted by the Universal Basic Education Commission, Indian primary schools require an additional 275 to 462 teachers for their staffing needs.

Current Call for the Use of ICT in Education

Due to the swift transformations occurring in the twenty-first century, there is a pressing demand for incorporating ICT into classroom instruction. Although the use of ICT in education is still in its early stages in the country, the current demand for its use is significant. Information and Communication Technology (ICT) enables the decentralisation of work and the expansion of the workforce. In the context of education, ICT transforms the role of the teacher into that of a facilitator, supervisor, and guide for classroom teaching. However, Nwufo (2009) highlights that the adoption and utilisation of ICT is still relatively low. Therefore, it is necessary to provide training in ICT to teachers at all levels in order to equip them with the skills needed to reshape society. ICT is the most expensive method for rapid knowledge and communication. While it is true that many instructors cannot afford computers or laptops, it is crucial to prioritise mandatory ICT proficiency for teachers.

Other aspects of human resource management directly impacting the achievement of our set learning objectives are;

- i. Higher staff and student incidences of misconduct
- ii Funding concerns
- iii. Bad recruiting procedure
- iv. poor staff supervision or assessment
- v. poor personnel commitment to work
- vi. constant teacher turnover

RECOMMENDATION

Considering the necessity of education in the field of human resource management, the following recommendations are proposed.

1. It is necessary to create suitable environments for instructors in order to make education more appealing.
2. The education sector requires increased government focus to enhance its functioning, as education serves as the foundation for the development of all other areas of society.
3. All educators in the area of education should have a unified salary structure. Modern Indian education should align with the rapid social transformations occurring in our contemporary Indian society.
4. Computer literacy should be integrated into both new and existing courses in a logical manner to maximise productivity, in line with the process of globalisation.

CONCLUSION

Based on the poll, education continues to be a significant tool in human resource management and the development of the nation for India. In order for education to completely achieve its stated objectives, all actions undertaken in this field must be carried out with utmost sincerity and expediency. Human Resource Management (HRM) in education faces a myriad of challenges but also holds significant promise for improving educational outcomes. The problems identified, such as teacher shortages, inadequate professional development, and the need for effective leadership, underscore the complexity of managing human resources in this sector. However, by addressing these issues through strategic recruitment, comprehensive training programs, and supportive leadership initiatives, educational institutions can enhance teacher retention rates, elevate teaching standards, and ultimately foster better learning environments for students.

Looking forward, the prospects for HRM in education are bright. Advances in technology offer new tools for recruitment and professional development, while innovative HR practices can promote a culture of continuous improvement and collaboration among educators. Moreover, recognizing teachers as valuable assets and investing in their well-being and career growth is crucial for building a sustainable and effective education system.

In essence, while challenges persist, the field of HRM in education is ripe with opportunities to transform schools into centres of excellence. By prioritizing human capital development and implementing strategic HRM practices

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