Vimarsh

2023

UG STUDENTS' ANNUAL JOURNAL

Vimarsh

2023

UG students' Annual Journal

Editorial Board

Aim and Scope of the Journal

Vimarsh - A yearly journal published by XITE College particularly for UG students. It gives students the opportunity to hone their research skills and construct systematic abstractions. It invites papers from a variety of disciplines, both theoretical and empirical. Popular subject areas include literature, economics, psychology, commerce, and business. It attempts to create a platform for students to reflect on certain topics using critical thinking or fresh ideas in order to produce new knowledge through academic writing.

Disclaimer

Message

Keeping up with cutting-edge research, in the subject domain has proven extremely difficult for any student during an academic year. Regardless of the difficulties, students have an ethical obligation to get acquainted with research findings. Given this, the XITE College handholds with students to show them the intricacies of research and educate them on how to do research. This conversation gave birth to *Vimarsh*. I am pleased to introduce to our readers *Vimarsh* 2023, the UG students' Research Journal. *Vimarsh* is the consequence of perseverance, courage, and dedication to research and scholarship. *Vimarsh* 2023 focuses on introducing readers to unexplored realities. It covers a wide range of topics, addressing some of the most pressing concerns regarding our humanity. I hope that this Journal will become a good outlet for rising interdisciplinary issues and will stimulate discussion between many disciplines. I also wish to see the journal become part of good research databases. Further, the journal will help us achieve our vision and would help in the dissemination of original and solution-oriented research in diverse domains. Lastly, on behalf of the College, my heartfelt gratitude to the editorial team, faculty members, and authors for their enthusiasm and dedication to research.

May God bless each one of you!

Dr. (Fr.) E.A. Francis, S. J.
Principal
XITE College

From the Desk of the Editor

A research journal is regarded as a significant and reliable means of academic writing. The investigation is disseminated to others in a certain field through research journals. This enables scholars with similar interests to seek knowledge in their subject, and it aids in the dissemination and application of information. *Vimarsh* is a student's Journal. We are pleased to present the June 2023 issue of the Journal. The journal provides an outlet for students to reflect and do research on their subject-related themes and topics. This issue of the journal contains multiple perspectives, seven full-length articles, and three research ideas. The ten papers that were shortlisted after a screening process covers a variety of relevant topics having a direct impact on the teaching-learning process and our environment.

Aksharirk in his paper examines the relationship between spirituality and organizational commitment. He claims that exercising spirituality enhances organizational commitment among employees and, on the other hand, provides the finest means of coping with stress. The purpose of this study is to emphasize the importance of spirituality in the workplace and its good impact on employee organizational commitment.

Aditi Pasayat's paper analyzes the obstacles that school teachers and students face as they transition from online to physical methods of instruction. According to the findings of the study, most students are finding the transition phase tough and refrain from participating in various class activities, preferring to keep to themselves due to a lack of human connection. In this study, statistics and self-appraisal questionary were used for data collection. As a result, the findings add to the phenomenological knowledge of the respondents.

Another paper by Anil Tamsoy studies, "Impact of Covid-19 on Education in India". He raises the issue of budget allocation by bringing new creative e-learning programs to overcome learning gaps and compensate for class hours among underprivileged students. According to him, the pandemic put the country's

education system to the test. The government established and sponsored various Edu-techs and schemes that promoted distance learning in response to the demand for new learning approaches. In general, the epidemic harmed students' education by widening the gap between the rich and the unprivileged.

In this article, Esha Shaw and Misha Longa demonstrate how civil society is critical to holding the government accountable for its accountability and legitimacy. They investigate the vicious encirclement of corruption. According to them, identifying significant institutional reforms in India and generating support for such reforms must be completely included in the participative process from the start. Such early convergence is likely to achieve a better balance of anti-corruption preventative and enforcement efforts.

Lily Baha Aind in her paper describes a voyage of self-discovery amidst the devastation. She has substantiated her argument from Anne Frank's Diary. In sum, she coveys that Anne's voice was heard when millions of others were silenced during the futility of World War 2. Indeed, Anne's story is heart-touching and deep as she proved that nobody got to control one's growing thoughts even in prison.

Indian Fishery Industry and its Impact on the Economy was studied by Lisa Barha. She investigated that the economic and social consequences of the ongoing fisheries decline have been devastating to fishing communities over the last two decades, particularly those practicing medium to small scale non-mechanized and artisanal fisheries." Previously self-sufficient traditional fishing villages are seeing their natural resource base depleted, leading to impoverishment and migration to new industries and places.

Mehul Aman Raj investigated the impact of Covid-19 on junior school education in the East Singhbhum district in his article. His findings show that there is a greater need to build effective measures to assure the future continuation of education and that it is vital to respond to such crises proactively through resilience and adaptability.

In her paper, Rachel Aditi Joseph argues that battles in abortion law throughout history, as well as competing representations and meanings, are ultimately battles for ethical and political principles, authority, and power, the underlying stakes in which human rights on abortion engage. This essay examines three historical obstacles to abortion and human rights law: morality, health, and justice. In terms of morality, the article concludes that there should be communal faith and trust in the moral judgment of those who are most affected.

Ruchi Kumari's article summarizes how Indians experience an identity crisis in foreign places. The literature and movies lend support to her argument. The paper is a humble attempt to investigate the diasporic sensibility and gauge the immigrant experiences.

Shreya Kujur's paper describes the technique of narrative analysis and says that narrative research is a type of qualitative research that is used to extract people's individual, diverse experiences in the context of their lifeworld. The current study looks at the benefits and drawbacks of this method of data interpretation of research.

I hope that students will find this issue to be a wonderful learning resource. I appreciate your feedback, comments, and recommendations. I like to thank all the reviewers and editors who contributed to making this issue. I thank all the contributing authors for their submissions and hope that this issue of *Vimarsh* would add to the knowledge and understanding of our students. I hope that the presented articles would play an important role to understand the reality that surrounds us. We look forward to more contributions from our serious students in the forthcoming issues.

Happy Reading!

Dr. (Fr.) Mukti Clarence, S. J.
Editor

CONTENT

1. A Study of Challenges Faced by School Teachers and Students of East Singhhum District While Shifting to Offline Classes from Online Classes

Aditi Pasayat

Abstract:

The Covid-19 pandemic has resulted in a transformation in the education system. During the lockdown, people were at home seeking online work and opportunities to educate themselves in online classes. This led to an increase in the growth of online mediums of education. Teachers and students shifted from traditional ways of teaching to online teaching. In order to educate students during Corona, various digital platforms were introduced for teaching purposes. Various challenges were faced while shifting from online to offline classes after the COVID-19 pandemic. Research has been done on teachers and students that shows the challenges faced by them while shifting from online to offline modes of education. This research paper discusses the opportunities that are lacking in the offline medium as well as the challenges that school teachers are facing while shifting to offline mode again. Further, the paper also discusses the methodology that may be used to overcome these challenges.

Introduction:

When COVID-19 struck India, it affected everything including the education system. While the country is fighting against corona, teaching has also changed its mode. The classroom teaching was closed down. Further online teaching started. Teachers didn't want to leave any child. They wanted to do anything to educate their children. So, in order to make students educated during Corona, digital platforms were also introduced for teaching purposes. As virtual education was not so common in India it brought a lot of problems to change the mode of study. However, it brought many opportunities and convenience to the teachers as well as students. Gradually after a year and a half of the pandemic, offline classes resumed with new guidelines. Covid guidelines were followed in schools and colleges like wearing masks, maintaining social distancing, sanitizing, etc.

Students and teachers cooperated with each other during the offline classes. Everything was becoming normal again. Traditional teaching came back to its position.During offline classes after corona, teachers and students faced some difficulties as many things which were easily accessible during online classes cannot be possible in offline mode. Which is again to be evaluated in order to provide a highly beneficial study environment for the students.

Literature Review:

Online education platforms introduced colorful fields and reaches of literacy. It offers different courses for scholars with intriguing literacy styles and gives scholars freedom and independence in the educational process. The freedom in literacy styles handed scholars excellent results. As digital coffers are available at any time and from anywhere, they can be fluentlyaccessible by scholars or Teachers. Digital courses are precious to both scholars and Teachers. It gives occasion to the Teachers for probing and experimenting with colorful technologies. Teachers have changed their tutoring styles, they started using design styles to givea new model of literacy. The online system of literacy requires a multidimensional capability with the literacy of making donations, involving digital content, and encouraging scholars. It allows teachers to stay in touch with the scholars just by sitting at home. Teachers faced enormous problems while having online classes. As they were lacking online tutoring experience. Some were having network issues, or some were having data issues. While some Teachers were facing a lot of difficulties in delivering the information to the scholars in online mode. Also, some Teachers lacked the knowledge of specialized chops, so they weren't suitable to connect to scholars in a free terrain. According to the exploration, low QoL scores were observed before the COVID-19 epidemic, and they dropped significantly during the epidemic, substantially among women and individuals who are under 45 times old. These findings corroborate the decline of Teachers' QoL during the epidemic. This study shows that there are some negative impacts of the COVID-19 epidemicon Teachers' internal and also physical health. The present findings should serve as a resource for further interventions among Teachers to help them ameliorate their QoL (PabloA. Lizana, Gustavo Vega- Fernadez, and Lydia Lera 2021). Another exploration recorded reduced contact hours for learners and a lack of discussion with Teachers when facing challenges in literacy and understanding, which resulted in lowered performance on time-end examinations as well as internal assessment issues (Sintema 2020).

There's a substantial exploration of the impact of new technologies on pupil literacy and good within a classroom (Courduff, 2011; Lin and Yang, 2011; Miller, 2011; Costley, 2014), and pupil literacy and good outside the classroom (Meier et al., 2016; Lissack, 2018; Dienlin and Johannes, 2020), but less so on the relationship between new technologies, online literacy, and good (Pew Research Center, 2015; Halupa,2016). A rapid-fire shift to online literacy is a new miracle that bears little resemblance to designedly designed online tutoring and literacy (Scherman, 2020). The epidemic has not only affected the internal state of scholars but teachers are also affected mentally (Cachón- Zagalaz et al, 2020). Teachers have also assembled a high position of stress since the morning of the extremity.

Recent studies have concentrated that during a lockdown, Teachers have suffered stress in order to give online classes (Besser et al., 2020). This stress has been accompanied by symptoms of anxiety, depression, and sleep disturbance as a consequence of the increased workload performing from-home tutoring. A recent Arab study has shown that this extremity has caused Teachers to suffer problems that are frequently related to an epidemic situation, similar as anxiety, depression, domestic violence, and divorce, all of which circumscribe their capability to educate duly (Al Lily et al., 2020). A study carried out in three metropolises in China during the epidemic assessed the frequency of anxiety among Teachers at a frequency of 13.67, with women being more anxious than men and the aged bones being more characteristic (Li et al., 2020).

In a study conducted in Spain at the morning of the epidemic, Teachers also reported having workloads, psychosomatic problems, and prostration (Prado- Gascó et al., 2020). Also, former studies have shown that working from home using Information and Communication Technologies (ICT) can produce passion of pressure, anxiety, prostration, and dropped job satisfaction (Cuervo et al., 2018), and in times of an epidemic these were the only tools that were available to Teachers.

There's a lot of exploration on how COVID-19 changed the whole education system. That exploration shows how shifting from offline classes to online classes impacted scholars and Teachers. It shows the cerebral impact on scholars and Teachers during online classes. Colorful checks have been done on it.

This paper shows the exploration, of how Covid- 19 affected Teachers while shifting from online classes to offline classes after the epidemic. It shows the actions of the Teachers, the challenges faced by them, and the impact of shifting to the offline mode of tutoring. This exploration is done in East Singhbhum. It's a check on the Teachers of the academy position. It was an online check. In this check, a questionnaire is prepared for the Teachers who have been in the whole phase.

A brief analysis has been done by viewing the results. Online classes cannot take the place of offline or traditional ways of tutoring. The face-to-face commerce of Teachers and scholars along with different styles of literacy and clearing doubts is possible in the offline mode.

While in the online mode it's relatively delicate to get the proper commerce of scholars with the Teachers. But during the long session of the epidemic, teachers have handed scholars different ways of acquiring knowledge. They've given them the freedom to learn and gain knowledge from any part of the world.

This exploration paper is concentrated on Teachers and the challenges that they're facing in educating their scholars. No doubt there's no exploration done on this content. Teachers have faced challenges in their position throughout the whole phase whether it's online or offline. But this paper shows the challenges faced by Teachers while shifting from online to offline classes.

Materials and Methods:

For the research of this paper, 105 teachers are randomly selected in East Singhbhum and given an online questionnaire. This survey was done online mode. The questions were particularly prepared and interpreted the results thereof. There was a total of 10 questions in the questionnaire the last question was for personal suggestion, so that question is excluded from the research view. The rest 9 questions were related to the research on challenges faced by teachers while shifting from online to offline classes. The ninth question in the questionnaire is based on the teacher's view.

It was to know more challenges that the teachers faced from their own perspective. The questions that were asked for the research basis are as followed:

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- Have you faced challenges while shifting from online classes to offline classes?
- What is the growth of students during offline classes when shifted from online classes?
- What is the interaction level of students in offline classes?
- Were you able to manage your personal time and schedule as possible in online classes?
- Is hygiene and sanitization possible and effective in offline classes?
- Is the classroom environment interactive and studious in offline classes?
- Do you see transportation as time taking and making arrangements for teaching beforehand as hectic?
- The behavior of the students after online classes is less focused.
- What are the more challenges you faced while teaching students after the pandemic when offline classes started?

Every question was attended in a range of high to low preferences. The answering system was in Likert format. Only one answer is selected for each question. The questions were very particular and related to the exact challenges faced by the teachers. The results were quite close as expected. For each question frequencies and percentages are calculated and analyzed.

There were 5 options are given in which only one answer which is closer to the situation is answered. Furthermore, the answers were provided by the teachers who had seen the phases of the pandemic and continued their teachings after it in offline mode. They have also provided some of the other challenges that they faced which were not present in the questionnaire.

Results and Analysis:

The results were quite close as expected. The results are provided below with a full description. The answers to the questions asked in the questionnaire are given below. The answers are fully explained.

The graph is explained. And provided with the latest information that is collected first-handedly.

A. Have you faced challenges while shifting from online classes to offline classes?
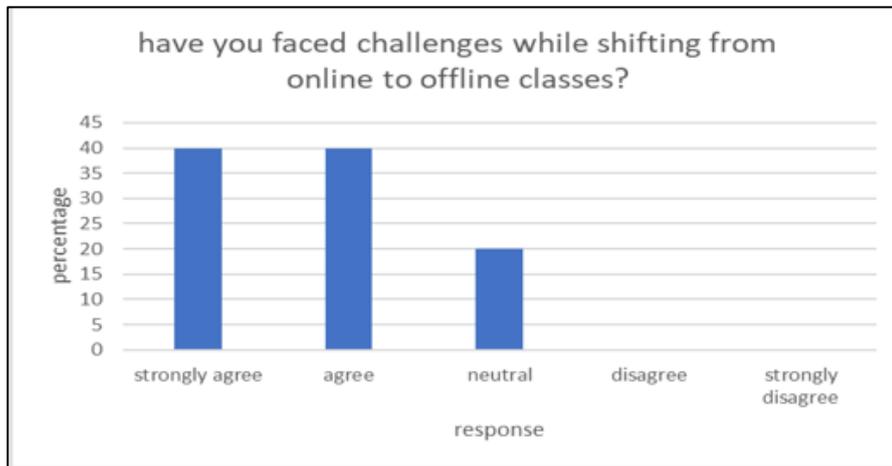
From the above bar graph, it can be easily seen that 40 percent strongly agree and agree, and the others were neutral. Almost every teacher says they strongly agree that they faced challenges while shifting from online to offline classes. It was the first question, which is very basic and totally related to the topic. It was a direct question that was answered and this analysis shows that almost every teacher faced problems while shifting from online classes to offline classes.

B. What is the growth of students during offline classes when shifted from online classes?
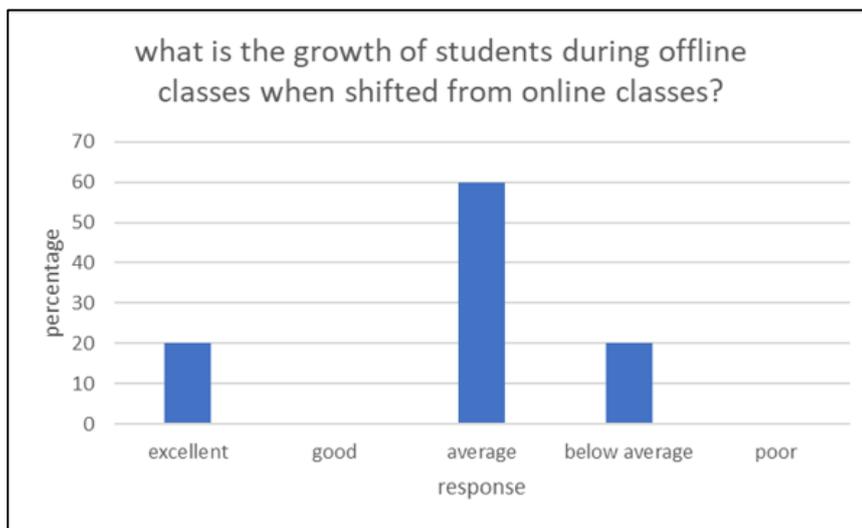
The second question asks about the growth of students in offline classes after the pandemic. And 60percent stated that the students were average in their growth. This question directly concludesthat teachers had seen students becoming average because of mental pressure or a different environment in studies. They became less focused and their growth in studies and other co-curricular activities. 20 percent say that students became excellent and below average.

C. What is the interaction level of students in offline classes?
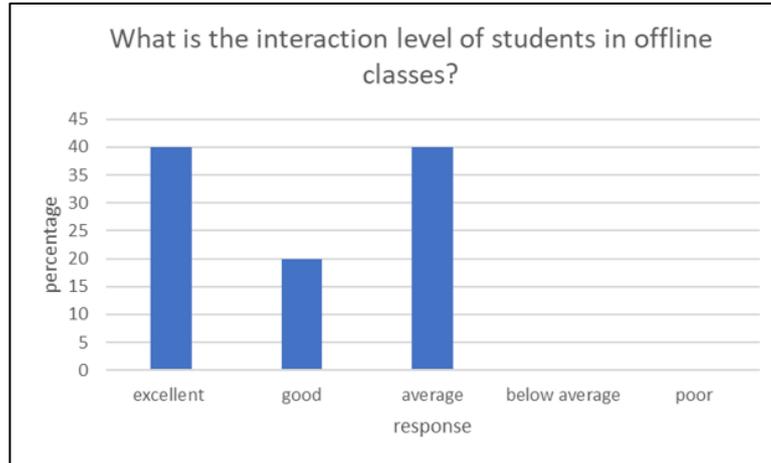
This question asks about the interaction level of students in the offline classes. According to the above graph, 40 percent is excellent and average and 20 percent is good. This states that some students gain their interaction level in offline classes and some loosen their interaction level. Thestudents who are excellent in interaction in offline classes gain more confidence as compared to the other students. Some students feel free to interact in online classes as their flaws andconfidence level are hidden in online mode. So, they were able to ask many questions and interactwith teachers and other students.

D. Were you able to manage your personal time and work schedule while shifting fromonline to offline mode?
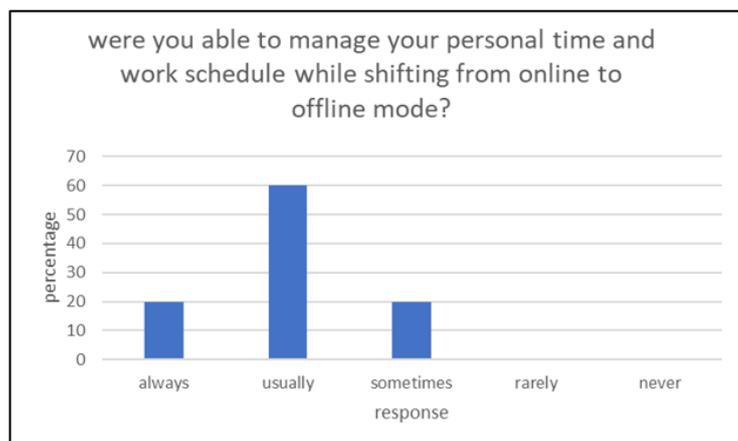
This question asks about the time and schedule followed by the teachers. During online classes, teachers were able to stream classes from any corner of their house, and they were able to do some other work along with teaching. It was saving their time. But in offline classes, they have todo teaching at a strict and particular time. The answers given by the teacher's state that 20 percent always means they were able to manage their time and schedule during the shift ofoffline classes from online classes.

60 percent state that usually, means they were able to manage their time but faced little challenges which can be overcome.

And 20 percent stated thatthey were trying to maintain the balance in their schedule. They sometimes manage their timeand schedule but sometimes they are not able to.

E. Is hygiene and sanitization possible and effective in offline classes?
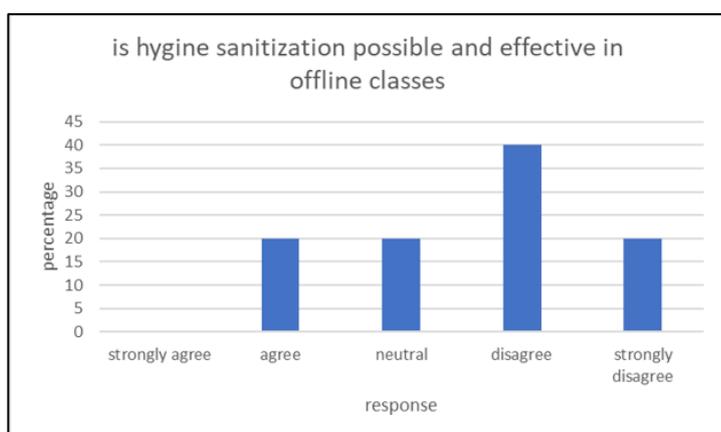
This question asks about the sanitation and hygiene of the classroom and whether students and the teachers and all other staff are possible or not. The pandemic is just over, but the virus is still there. So, to assure a safe environment for teachers and as well as students it is necessary that proper hygiene is maintained on campus and especially in the classrooms. The above graph shows that 20 percent of teachers say that they agree sanitization is on its proper route on campus but the disagreement level is high as compared to others. It says that sanitization and hygiene are not maintained and are also impossible to maintain in offline classes.

F. Is theclassroom environment interactive and studious in offline classes?
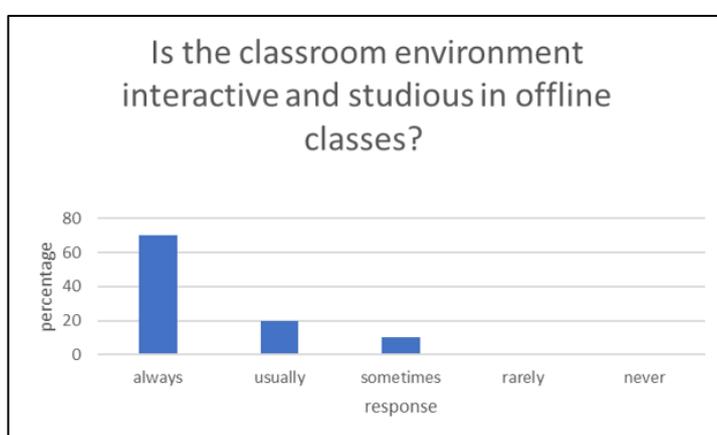
This is a direct question where it is asked about the environment in classrooms. During online classes, students used to spend a lot of time on their phones.

Somehow, it's difficult for the teachers to handle the mental peace of the students. This becomes difficult for students to focus and interact with teachers. To make students studious and interact in class, teachers are facing a lot of challenges. From the above graph, it shows that 70 percent of teachers say that students were interacting and were studious in the class. And 20 percent say that sometimes students interact or sometimes they do not.

G. Do you see transportation as time taking and making arrangements for teaching beforehand as hectic?
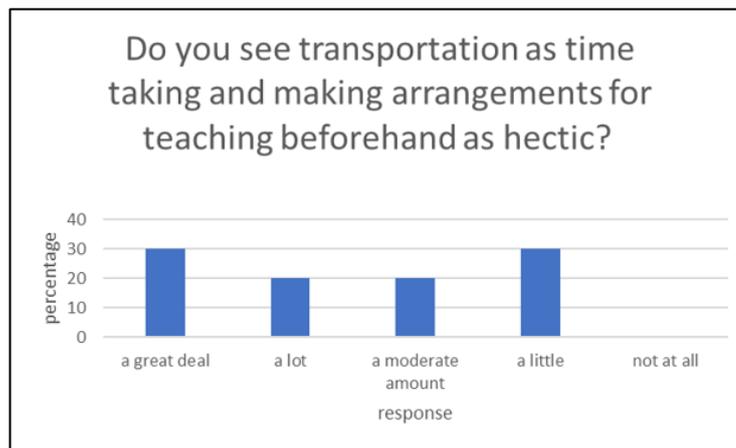
This question asks about the transportation convenience of the teachers and also the beforehand work for offline classes. The above graph shows that 20 percent state that it's a great deal and a lot. And 40 percent is a moderate amount and a little. So we can conclude from here that transportation and working beforehand and maintaining the time is quite hectic for the teachers. The teachers who live far away from their school, college, or university have to put more effort and time into transportation and beforehand preparations.

H. Is the behavior of students in offline classes focused on studies and activities?
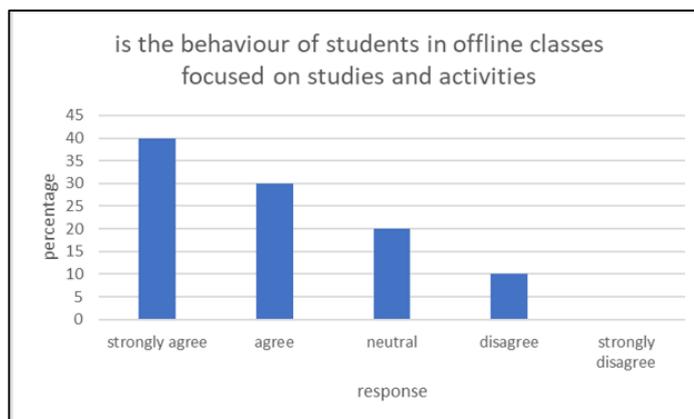
This is a direct question that asks about the student's behavior. Less focused students are not easy to handle and teach by the teacher.

The student's focus level decreases after having a long online class period. In offline classes, teachers feel that pressure to make them focused again in the classroom. From the graph, we can say that 60 percent of teachers agree that students have loosed their focus in offline classes. Which is again a great deal for the teachers to make them focus. To make them educate and sit in classes for a long time is a challenge for the teachers.

I.   What are the more challenges you faced while teaching students after the pandemic when offline classes started?

This question asks about more challenges that teachers face while shifting from online to offline classes. Here teachers have pinned their views on educating the students. The problems that they face are mainly the less attention and focus of the students. They say teachers are putting more effort but on the other hand, students are not able to perform well and all these things are related to the main root that students are less focused and their attendance is also quite low. Some say students are unable to write, they are Pampered. During online classes, many students didn't write anything in their notebooks which is now becoming a problem for them for which the teachers have to work more. They also mentioned that health and sanitization are also a burden for them and their students. As covid is not gone, there are still cases and due to this they have to maintain the guidelines but in offline classes, it's not that possible.

Conclusions:

The COVID-19 pandemic is proving to be an encouraging factor that disrupts by providing an opportunity for restructuring the present conventional classroom-based educational system.

As educators prepare to restart schools in the midst of the COVID-19 pandemic, it is imperative that we transform our ideas of school to match the demands of this historic moment.

It is clear that returning to education offline mode is not impossible and that we must think of "school" in deeply different ways. To accomplish this, our education system needs to transform our ideas of school to match the demands of this moment. This can happen by focusing on authentic learning and equity and improving the knowledge of human development also in learning, and effective teaching accumulated over the last century and needed for the next.

This research paper shows the challenges faced the teachers while shifting from online to offline classes. And it been has shown by conducting surveys on a few teachers who were randomly selected. We conclude from this paper that teachers faced problems like transportation, hygiene and sanitization, and the mental state of students. Students are less focused and their interaction level is also not so impressive after online classes.

This is a great deal for teachers to make them understand the lessons. Teachers are putting more effort into offline classes but the students are notable to cope. Which puts a heavy challenge on the teachers who are teaching regularly. Teachers have to travel 2-3 hrs to reach schools, which is time-consuming and a burden for the teachers.

The COVID-19 pandemic ended but it has impacted a great number of students and teachers. The whole education system has changed. The focus on students and the difficulties of teachers inproviding them with knowledge is becoming a huge problem for teachers.

It is my hope that this work will help enable state, district, and school leaders along with educators to seize this moment to strengthen learning opportunities and close opportunity and achievement gaps.

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2. The Role of Spirituality on Organizational Commitment

Aksharirk Kumar

Abstract:

The purpose of this paper is to investigate the influence of spirituality on commitment. According to the findings, when people have spiritual experiences, they feel more affectively tied to their organizations, have a sense of obligation/loyalty to them, and feel dedicated. Because people react reciprocally towards an organization that satisfies their spiritual needs, allows them to experience a sense of psychological safety, makes them feel valued as human beings and that they deserve respectful treatment, and allows them to experience senses of purpose, self-determination, enjoyment, and belonging, the spiritual climate of the workplace is likely to increase commitment.

Keywords:

spirituality; commitment; Job satisfaction; loyalty; inner peace.

Introduction:

In this age of cut-throat business competition where value systems are at stake, utilitarianism reigns, the demand for a commitment from employees to realize the organizational goal is found as one of the most challenging tasks. However, it has been noticed that paradigm shifts are taking place in organizational practice these days. Organizations are moving from authoritarian leadership to servant modal leadership; change from an economic focus to a balance of profits, quality of life, a shift from self-interest to service and stewardship, a shift from self-centeredness to interconnectedness. At the same time, research findings have enunciated that the spirituality at the organization is an important means to enable the employee to feel complete at one's work.

Encouragement of spirituality in the workplace may lead to benefits in the areas of personal fulfilment, commitment, creativity which will ultimately lead towards increased organizational performance (Krishnakumar & Neck, 2002).

Although the literature and interest on spirituality are growing rapidly, there is confusion around how spirituality influences organizational commitment. In this paper, we consider the meaning and implications of spirituality within the context of the organization. Here, we shall discuss how the person with spiritual values and philosophy perform well in their work field.

Our search, then, is that when people perceive their workplace as facilitating the satisfaction of their spiritual needs and the search for meaning at work, they increase their affective and normative commitment and decrease continuance commitment.

Spirituality:

When the attention of spirituality is growing there is strong contention as to what exactly this concept "spirituality" means. There seem to be divergent views on spirituality. An argument can be made that there are multiple definitions for the meaning of spirituality because of very strong personal nature of this word itself. Spirituality encompasses the way an individual lives out his or her sense of interconnectedness with the divine and the world. Spirituality is the basic feelings of being connected with one's complete self, others, and the entire Universe (Turner, 1999). The study has been conduction to find out the application of spirituality in the organization. Ashmos & Duchon (2000) illustrated spirituality at organization into three dimensions 1) Inner life 2) Meaning and purpose in work 3) A sense of connection and community. They proposed that organization should provide an environment where the employee experiences inner life, purpose in work and community. They emphasized spirituality from the organization perspective. It is an internalizing organizational value and manifesting the experience of transcendence through the work process, facilitating sense of being connected via a feeling of compassion and joy, presence of certain values and cultural traits (trust, benevolence, justice, respect, humanism, meaningful work, hope, dignity, and honesty (Giacalone & Jurkiewicz, 2003).

Spirituality is about membership where people experience a sense of belonging, connectedness to one another and their workplace community. Workplace spirituality involves the effort to find one's ultimate purpose in life, to develop a strong connection to co-workers and other people associated with work, and to have alignment between one's core beliefs and the values of their organization (Mitroff & Denton, 1999).

Findings of Milliman, Czaplewski, and Ferguson (2003) confirms that spirituality in the workplace is a potential entry through which individuals can recognize themselves as spiritual beings, whose aspiration need to be instilled through providing with a satisfying and challenging work profile. Even it includes sharing, through which some common attachment, attraction, and togetherness with fellow colleagues in work units and the establishment as a whole (Karakas, 2010).

Commitment:

Commitment refers to an attitude on the part of the employee towards the organization where he/she is working. A committed employee has a strong desire to remain a member of an organizational and accepts its values in addition to readiness to exert considerable effort on behalf of the organization (Wainaina, Iravo, & Waititu, 2014). Thus, it makes it clear that the employee who is committed and especially affectively committed to an organization are less likely to leave and more likely to attend regularly perform effectively, and be good organizational citizens.

Meyer and Allen (1993) describe three broad themes, segregating the concept in Affective, Normative, and Continuance components. Affective construct deals with commitment as the identification made with the organization's goals and values, which push one to put an extra effort.

Continuance commitment refers to the exchange between individual and organization, and the normative commitment deals with loyalty and value congruence (Mowday, Porter, & Steers, 1982).

Organizational commitment helps to motivate individuals to pursue collective goals rather than individual outcome. In sum, commitment is viewed as an employees' psychological wedding to the organization i.e., an employee continues to serve the same organization throughout his work life (Sing, Gupta, & Venugopal, 2008).

The Spirituality-Commitment Connection:

Spirituality in an organization can be seen from two perspectives. One can be understood as the organization centered and the other individual centered. Organizational centered spirituality refers to organization takes responsibility to promote spirituality via policy and practices. And person-centered spirituality consists individual who is intrinsically spiritual. It applies to human persons, living and acting according to their fullest intrinsic potential-thus ultimately, in the fullness of interpersonal, communal, and mystical relationship (Frohlich, 2009).
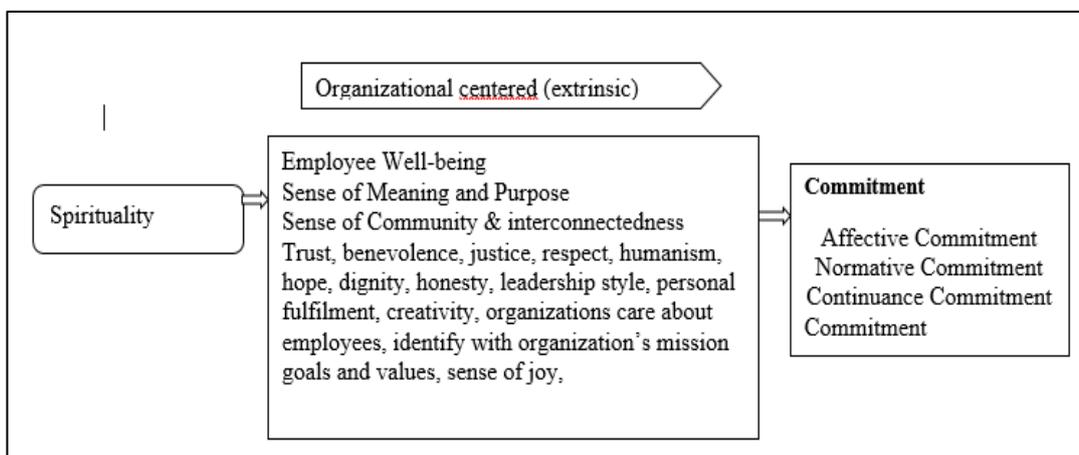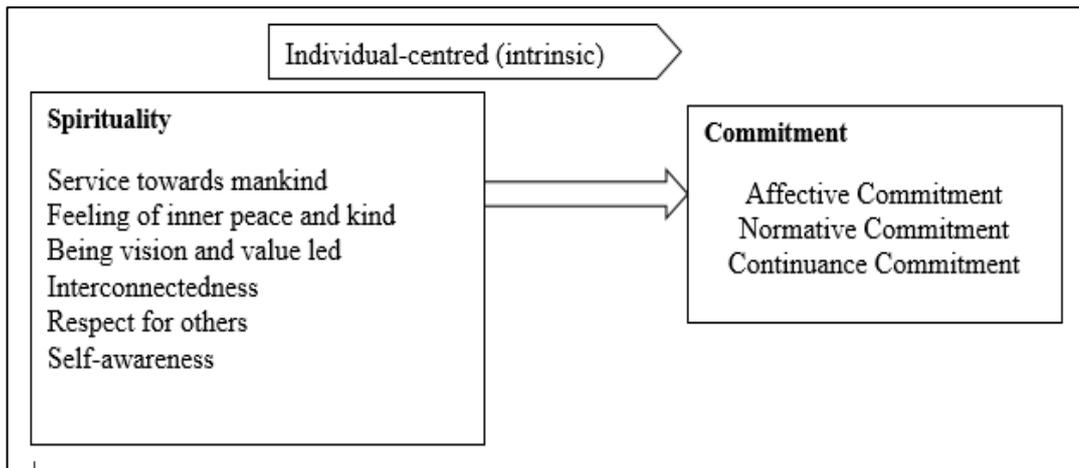
Spirituality Promoted by the Organization:

Organization with a sense of spirituality in their value system, creates a feel in its employees that their organizations not only provide them with jobs for their livelihood, but also offer them a conducive environment where in the professional will have a regard to his job as purposeful and important (Mohrman, Galbraith, & Lawler, 1999). Several authors stressed that leaders who are more developed regarding their spirituality are also more effective (Fry, Vitucci, & Cedillo, 2005). Brown (2003) asserted that workplace spirituality is a kind of cure for the ills of modern management and a way to recapture the trust between employer and employee. Ashmos & Duchon (2000), studied that spirituality boosts loyalty and enhances morale. According to Rutte (1996), the spiritual individual is creative, ethical and have the deep sense of belonging. According to Zinnbauer, et al., (1997), people who assess themselves as a spiritual were more likely to feel interconnected, and exhibit self-sacrificing behavior. Research suggest that who score high in spirituality they have sound physical and mental health, good at personal growth and sense of self-worth. Spirituality addresses human activities such as learning, compassion, personal development, search for a higher purpose, personal fulfillment, etc. (Gull & Doh 2004). In sum, spirituality is associated with many positive organizational variables like organizational performance and productivity, honesty, trust, and intelligence (Burack, 1999). Spirituality has the negative influence on variables like the intention to quit (Milliman, Czaplewski, & Ferguson, 2003) and absenteeism (Giacalone & Jurkiewicz, 2003).

The Spirituality and Commitment:

Enough study has been done on the antecedents of commitment. But in the present study, I have focused only on one variable which leads to commitment, and that is spirituality. The study indicates that spirituality and commitment are interrelated. A study done by Krishnakumar and Neck (2002) proposed that encouragement of spirituality in the organization may lead to benefits in the areas of commitment, fulfilment, and creativity. Therefore, organizations have discovered spirituality as a tool to foster commitment and performance (Mitroff & Denton, 1999). Spirituality has less to do with rules and order and more to do with meaning, purpose and a sense of community (Ashmos & Duchon, 2000).

Freke, 2000, in the encyclopedia of spirituality, considers self-knowledge, selflessness, love, personal growth, morality, humility, acceptance, positivity, and forgiveness as part of spirituality. Understanding spirituality begins with acknowledging that people have both an inner and an outer life and that the nourishment of the inner life can lead to a more meaningful and productive outer life (Fox, 1994). Therefore, if an organization encourages spirituality via its policies and practices, then it is encouraging the people to bring their whole self to work (Neck & Milliman, 1994). Encouraging spirituality is one of the steps towards ultimate personnel fulfilment and satisfaction. Spiritual people are aware of their inner movements and realize their wellbeing depend on the reciprocal relationship with an organization. Therefore, they move towards commitment and effectiveness. This result in making good profit, service, and work becomes sacred (White, 2001). By focusing on the spiritual side of a person, organizations experience an increase in the commitment level (Krishnakumar & Neck, 2002). In short, evidence exists that spirituality leads to increased commitment to organizational goals (Delbecq, 1999).

Conclusion:

Human beings, in general, are most unpredictable. To find out exactly why they do, what they do is quite an uphill task. Nevertheless, research in psychology and organizational behavior are making their efforts to pin certain point behaviors of the human and organization. My present reflection is based on the insights borrowed from the field of psychology and organizational behavior. The present study seeks to answer is that spirituality is significantly related to various aspects of organizational behavior and performance, and if so, how. Consequently, this illustrates the significance of establishing ways of commitment. People are spending most of their lives in their working environments. Therefore, this study is relevant because it tackles the issue of spirituality in the organization and its relation to organizational commitment.

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3. Impact of Covid-19 on Education in India

Anil Tamsoy

Abstract:

This paper attempts to study the overall impact of COVID-19 on the various components of education in India. The authors first identify the various factors that promote the building up of a dynamic, relevant, and resilient education system and then use descriptive analysis to measure the impact of the pandemic on these causative factors. The study mainly focuses on measuring the impact on the education system in India and finds that across all factors, the COVID-19 pandemic has significantly impacted the status, dynamism, and resilience of the education system in India. It was also noticed that a significant effort was mobilized by the government to fight back and that the country has shown a promise of fast recovery.

Keywords:

COVID-19, Education, Dynamic, Relevant, Resilient

Introduction:

Education is an unquestionable privilege. It helps to form opinions and makes people less vulnerable to undesirable influences. An educated individual makes a responsible and dutiful citizen and also a compassionate social being. Thus, an educated society strives for excellence and creates an efficient society. However, to derive the benefits of education, an investment of both time and money becomes necessary. Individuals, being of different financial capabilities, sometimes find it difficult to invest the required resources. In a democratic setup, it therefore becomes the Government's responsibility to aid such investment. The pandemic which came in 2020 disrupted all such plans, both at the individual and administrative level. The education system which is the foundation structure for the demography of the economy was faced with a massive challenge of its continuity in the unprecedented time. The government had to fix this serious dilemma on how to arrest the spread of the coronavirus without compromising the education of the country. Due to the nationwide lockdown the government had closed down all the institutes of the country retarding all the learners of progressive education. Stopping education would risk a series of generations from advancing to a better future.

Accordingly, the government, scholars, leaders, bureaucrats and policy makers were demanded to take the optimal decisions to mitigate this grave problem of saving the nation from falling to the face of illiteracy and slow economic development. Consequently, the government leveraged this occasion to come up with e-learning programs and rethought the conventional learning methods with these viable solutions. The paper is divided into 6 sections. Section-1 talks about the literature review. Section-2 points to the state of public finance in the country. It highlights how the budget is increasing but still lower than the target figure. Section-3 talks about the impact of COVID-19 in on the student's foreign education.

Section-4 talks about the impact of loss of class hours and learning gaps created by the pandemic. Section-5 reveals the issue of learning gap among the instructors. Section-6 talks about alternative education during the pandemic.

Literature Review:

1. Banerji and Wadhwa (2021) report took the opportunity to meet the children of the village of Karnataka and evaluated how the school closure due to the Covid 19 epidemic affected learning. The learning gap widened due to the difference in income among students. 2. Baruah and Sahay (2022) found that the increase in school education budget is due to an increased allocation for the national education program, known as the Samagra Shiksha mission.

This includes funding for teacher training and adult education components. 3. Budget 2022 Increases Education Spending, Samagra Shiksha Scheme Key for School Reopenings (2022), this article found that the government increased the budget for a key education program, Samagra Shiksha.

The overall school education budget increased by 15.6%. The budget for Samagra Shiksha has grown by 20% but still lower than the government's plans. 4. Chaudhry (2022) found that more than seventy percent of Indian students who wish to study outside the country were willing to opt for hybrid programs to cut down on expenses in the post-pandemic scenario.

It found that the USA was the favorite destination for post-pandemic study. 5. Coronavirus effect: 61% of Indian students postpone plans to study abroad, finds survey (2020), many students decided to postpone their education abroad for a year. 6. Kalra (2021):

Online teaching resulted in new teaching methodologies. The teachers' role was redefined, activity-based learning was introduced, parents were involved in helping the teachers, holistic approach for the assessment were made, teachers were given training, etc. 7.

One of The Youngest Populations in the World – India's Most Valuable Asset - IndBiz | Economic Diplomacy Division (2021): With an average age of just 29, India has one of the youngest populations in the world. 8. Roy (2022):

The learning outcomes of younger children, particularly those in government schools, have been severely impacted. 9. Satpute (2022): The absolute amount of the education budget in several states was increased, but the proportion of the total national budget allocated to education is lower, even if the total national budget increased. 10. Teri (2022):

International universities did their best to make sure Indian students feel welcome and safe on campus. 11. World Bank Document (2022):

If illiteracy is high, it means that many people are not able to read or write, and this means that they may not be able to take part in global education goals or other sustainable development goals.

Public Finance in Education in India:

Education is perceived as a human right and in a democratic set-up, the government is expected to ensure access to basic education. This results in a rise in the basic literacy levels and hence a higher degree of development in the country. Public financing of education also helps to make education accessible to all income groups and removes inequality in opportunities. In the long run, it also helps to build a skilled and empowered workforce. Therein lies the importance of public financing of education for a developing nation like India.

Talking about the present situation of public financing of education in India, the education budget has been increased from Rs.93,224 crores in 2021-22 to Rs.1.04 lakhs crores in 2022-23. There is a 12% increase in the budget allocation. The rise in the budget allocation is due to the increase in the amount for Samagra Siksha, Digital India e-learning components, Supplementary Teaching and to promote Digital University.

The budget for 2022-23 is set to revive the pandemic-induced lockdown and the closure of the schools and universities. The budget is aimed to bridge the learning gaps, especially for the children living in the rural areas belonging to Scheduled Caste (SC) and Scheduled Tribe (ST) communities and other Economically Weaker Sections who have lost almost 2 years of formal classroom education. The education budget for 2022-23 is 3.1% of the total GDP of the country, although the NEP 2020 proposed that 6% of the GDP should be allocated for the education budget. The government's spending on education has resulted in over 10 lakh government schools of nearly 24.8 crore children being poorly educated.

The education budget is divided into two parts i.e., Department of School Education and Literacy and the Department of Higher Education. According to an article published recently by the Times of India, "37% of students in rural and 17% in urban areas doesn't study at all". This justifies that the government spending on school education is much more important than higher education spending.

Due to its contribution to the development at an early stage for an individual, it can increase incomes and can help to live a healthier life in the later stage. (World Bank) Over the years, the budget has been consistently increasing in both school education and higher education. The overall school education budget increased by 15.6% in 2022-2023 as compared to 2021-22. The government increased the budget for Samagra Shiksha, to Rs 37,383 crore in the 2022-23 budget, up by 20% from Rs 31,050 crore in 2021-22.

Despite the central funds for Samagra Shiksha, it is 64.5% which is lower than what was asked by the education ministry last year. Uttar Pradesh and Bihar allocated much lower shares at 13% and 15% respectively. However, this increase from 52% last year needs to be sustained in the coming years to overcome the challenges in the education sector in the coming years. ("Budget 2022 Increases Education Spending, Samagra Shiksha Scheme Key for School Reopenings") However, a further increase in public expenditure on education is desirable because even though the central and state spending on education has been increasing since 2014, the percentage of the total budget hovers around 10.5% for education (Figure 1) (Baruah and Sahay).

Year	Education Spending as a percentage of GDP (%)	Education Spending as a percentage of total government spending (%)	Government spending on Education (Central and State spending) (in INR trillion)
2014-15	2.8	10.8	3.54
2015-16	2.8	10.4	3.92
2016-17	2.8	10.2	4.35
2017-18	2.8	10.7	4.83
2018-19	3.1	10.5	5.81
2019-20	3.1	10.6	6.43

Figure 3.1; (Source: Economic Survey, 2019-20)

The other aspect to ponder is the impact of the recent COVID-19 pandemic on education financing. According to a survey, in the first year of the pandemic 14 out of 21 states reduced their education budget as a proportion of their total budgets (Figure 3.2).

Due to the growing need for health financing, the education budget was reduced that year although 8 out of 14 of these states had increased their total expenditure that year. In the second year of the pandemic 12 of these 21 states further reduced their allocation to education as compared to the previous year (Satpute).

Education spending as the proportion of state budgets:

State	Budget Estimate 2020-21 (%)	Revised Estimate 2020-21
Delhi	22.76	20.52
Maharashtra	15.02	16.83
Rajasthan	17.73	15.47

Figure 2; Source: Policy Tracker by National Coalition of Education Emergency

Therefore, it can be concluded that the government spending on education is increasing slowly and at a rate lower than the growth rate of the nation and is underspending concerning the investment proposed by NEP 2020. Although the state governments had reduced their spending during COVID-19, the central government has currently infused additional funds to recover that gap. Special attention is being given to government schools justified by the fact that students belonging to low-income group families cannot afford to send their children to private educational institutes.

Impact on Student's Foreign Education:

Each year, many Indian students go abroad for higher education. The reasons are various; flexibility and competitiveness of courses, enhanced employment prospects globally, and better research opportunities. Students from other countries come to India for education for similar reasons. During the current pandemic, this sector too suffered a slowdown. The educational institutes around the world had to be shut down during the multiple lockdowns and closure of the borders. According to a survey of 11,310 Indian students by the Quacquarelli Symonds (QS), which brings out the World University rankings every year, it was found that 61% of the Indian students who had planned to study abroad decided to lay off their studies by a year.

Out of these 49% of them planned to study MBA. 19% planned to study for master's and do their Ph.D. and 29% wanted to study at the undergraduate level. According to the survey, 48% did not wish to study online.

Only 17% were extremely interested or very interested in the online program. 82% of the students stated that due to classes being held virtually they expected a reduction in the tuition fee. Only 5% did not have a problem paying the same fees as they would have from an on-campus program.

Out of the ones who demanded a fee reduction, 24% expected to offer a nearly 50% reduction in tuition fees till the face-to-face classes commenced. 19% wanted a reduction of 40% college fee and 20% wanted universities to offer waivers of up to 30%. ("Coronavirus effect: 61% Indian students postpone plans to study abroad, finds survey") (Banchariya) During the lockdown as most of the offices were operating at under capacity level, getting the right documents and conducting entrance tests also became difficult.

Therefore, the universities had relaxed some of the requirements for GMAT, GRE, IELTS, TOEFL, and SAT. It was also found that the majority of the students had difficulties understanding the visa guidelines relating to foreign studies due to the fluctuations in the policy changes from time to time.

The USA, the favorite choice of the Indian students (Chaudhry) and the country with the second most Indian overseas students, saw a considerable decline of 13.2% from 2019 to 2021. The situation was repeated in New Zealand and Australia, two other popular study destinations for Indian students. Before the pandemic, Australia used to have a 20% share of the Indian students but after the pandemic, it has been decreased to 9% (Teri). However, post-COVID, the situation is back to normal.

International Indian Students in the USA

Year	International Students	% Change
2018-19	202,014	2.9
2019-20	193,124	-4.4
2020-21	167,582	-13.2

Figure 3.3; Source: opendoorsdata

India as a destination for the study was affected by the onset of the pandemic too. According to the data of the ministry of external affairs on the arrival of foreigners on a student visa in India, there was a 70% decrease in foreign student inflow to India due to the pandemic. However, post-pandemic there is a 14% increase in the same. This shows that there was a heavy impact of COVID on studying abroad.

Impact of Loss of Class hours & Learning gap in Students:

Although in the age of the internet, online education is picking up big time, the usefulness and importance of classroom interaction cannot be ignored. Classroom interaction is deemed to increase motivation, self-confidence, and self-esteem. It encourages peer assistance, welcomes curiosity, and motivates enthusiastic learning along with peers. An absence of this could create learning gaps. The COVID-19 lockdown created such learning gaps in students.

According to the Annual Status of Education Report (ASER) which covered 46,021 children aged between 3 to 16 years in 28 districts of Chhattisgarh in 2021, it was found that the learning gap was more apparent in the backward districts. The data suggested that the students in private schools were less impacted than those studying in government schools. For example, 70.7% of children in class 2 of government schools in the country could read the letters in 2014, it rose to 77.1% in 2016, dipped marginally in 2018 to 76.3%, and in 2021 went down to 57% (Roy). This education inequality was created when the weaker and economically backward students were unable to access digital learning resources and did not have adequate learning desirable at their age. This resulted in widening the gap between students from different income and regional groups (Banerji and Wadhwa). Again, during the pandemic, there was a shift from private schools to government schools as private education became unaffordable to families going through a loss of income. According to the ASER findings, the percentage of students aged between 6 and 14 years enrolled in government schools was 69.9% in 2018 but increased to 72.6% in 2020. Further, Primary education is deemed to be of high importance as it promotes the development of foundational skills like reading, counting, writing, etc; and is much less adaptive to the learning methods that were conventionally used during the lockdown period. Foundational skills are the building blocks for further learning and the overall development of a student. The younger students need to have a physical classroom form of education because they require better cognitive development.

According to the World Bank, children who lost months of school education may experience a lower income later in their lives. For students in higher education, online education created similar issues of impaired adaptability. Based on the facts presented above, it may be concluded that the loss of class interaction during the pandemic created substantial learning gaps across the academic community.

Adaptability Gap in Instructors:

According to the survey published in Sage Journals, teachers who provided online classes needed to invest in the technology that they may or may not possess consistent internet connectivity and a reliable power source. According to that survey, 60% of the teachers had poor connectivity or no internet connection at all. The teachers needed to have the burden of financial costs, especially living in the tier-II or tier-III cities and especially the rural areas where the salary of these teachers was low. Government school teachers were not fully equipped digitally in comparison with private schools. The majority of the schools provided online class training and their teachers and it helped them with online teaching materials and assignments. The teachers living in tier-II and tier-III rural areas compared to the teachers living in tier-III cities were found to have a digital skill gap. Teachers had to switch between online platforms like PowerPoint, Google classrooms, Zoom, Microsoft's teams, and several others. They needed to develop new curriculum plans, assessments, and learning materials. They faced a challenge and it was difficult for them to become efficient at using new technology in a very short period. According to the report, only 54% of the total 288 teachers have been trained to search a random situation. Only 84% of the teachers received support from schools and helped develop new classroom materials, out of these 72% were from private schools and 27% from the government schools.

According to the survey 15-25% of teachers had reported a lack of preparedness in conducting online education. 19% of the teachers only had sufficient financial resources. The teachers faced several issues while maintaining student engagement in the classes. The primary concern for a teacher was that they were monitored by the parents or the headmaster. The private school teachers were much more anxious than government teachers because they had less job security as compared to government school teachers. The problems faced at the senior level were different. But for senior students and large batches, it became a challenging task for the teacher to restrain the prohibited technological devices such as microphones, cameras, and so on. It was difficult to monitor the senior students in large batches, as some students would be sleeping or were not attending the class while being present from their devices. Some teachers were known to have been bullied by the students, sometimes even they were kicked out of the virtual classrooms and it was a difficult task to keep them in control.The survey discloses that teachers were having challenges with an online infrastructure of communication. The schools supported the teachers and invented new ways of teaching and designing the curriculum. The teachers faced several issues in the online platforms and therefore it was sometimes uncomfortable for the teacher to engage themselves in the classes. The teachers faced several issues in the online platforms and therefore it was sometimes uncomfortable for the teacher to engage themselves in the classes.

The teachers had problems switching from traditional classroom teaching to online teaching. The teachers must be trained in both forms of teaching.

Alternative Education During the Pandemic:

To support continuous learning, the government provided several portals for e-learning. The government made huge efforts to revive learning through collective efforts with NGOs, Khan Academy, and the Azim Premji Foundation. The education sector responded responsibly to provide easy access to learning during the school closures with variation among different states. Gujarat focused on distributing QR codes in the textbooks, Bihar and Uttar Pradesh focused on learning through TV channels, Assam distributed worksheets and mid-day meals to ensure the continuity of learning, Kerala focused on textbook distribution and education through WhatsApp groups, and Odisha used radio as online classes failed to reach all the students due to poor mobile connectivity. According to the survey, the most used channel of remote learning was WhatsApp.

Whatsapp was used by 47% of the students aged between 5 to 13 years. Radio learning was not effective as it was used by a very low percentage of the students, as the radio medium was neither interactive nor tailored to meet all the student needs. In March 2020 the government school teachers were asked to fight against the virus as frontline workers.

The government school teachers would be required to work at quarantine centers after their daily online routing of teaching. The teachers were required to distribute rations from the school to the people in neighboring communities. On top, salaries for government and private school teachers were not paid for several months.

According to the ASER 2020 survey, schoolchildren received school-related help from family members. It was found that mothers had a higher involvement than fathers with younger children. The father's impact on the children's education was positive and should be promoted further. As millions of children turned to online education, they were vulnerable and had to face cyberbullying. The nutrition was required by the students and for their safety of immunity during the COVID-19 outbreak, the state government provided dry rations such as rice and eggs to the students' homes through Anganwadis. There had been a focus to safeguard the well-being and protection of the children during the lockdown. It was expected that the leaders of Panchayat must play a crucial role in protecting the rights of the children in their communities and should reasonably protect them from child marriage and child trafficking.

The schools were reopened in a phased approach except for the contaminated zones. While it was reopening, distance learning was the preferred mode of teaching and learning. Attendance was not enforced and was dependent on the parents' consent. The schools needed to have fully sanitized, cleaned, and infected because the schools were used as quarantine centers. Schools were expected to have health and safety supplies such as thermometers, disinfectant soaps, and handwashing facilities.

The schools were expected to provide more priority to the well-being of the students, both physical and emotional support to the students. The teachers were concerned with the students from the poorest households as they were vulnerable to dropping more. Unfortunately, it was apparent that there were concerns that the teaching and learning requirements were not fulfilled as it was not matched with the expectations.

The role of the teacher was dynamic and had to reconstruct the whole syllabus not only to aim to complete the syllabus but was determined to make the curriculum more interesting and pleasing for the student. The teachers had to create questions so that they wouldn't be searchable on the internet which not only focused on keywords but the understanding of the concept of the students. The teachers adopted innovative methods to explain difficult concepts without the lab. For instance, the teacher started to find alternative modes of explaining the same concept through easily available things in the home. The student-teacher interaction became interesting when the teachers got interesting ways of giving assignments rather than doing the same thing on paper and pen. The online classes made the teacher spend more time planning a lecture than delivering it. The teacher missed explaining some topics while explaining with a whiteboard and colorful markers during the online classes, then the teacher would have to replace them with multimedia content and then the teacher would have used online worksheets and assignments as homework during the classes. Online education helps create and explore holistic approaches toward assessments as compared to pen and paper-based tests. The teachers were requested to use more tech tools for teaching assessment and research. It was expected from the teachers to increase and improve collaboration with the students in the online classrooms. Online learning brought the liberty to teachers from working from home at unscheduled school during class hours. (Kalra)

Conclusion:

The pandemic tested the education framework of the nation. The government made tough decisions by balancing both the pandemic and the education system. It was compelled to increase the budget by bringing new innovative e-learning programs to bridge the learning gaps and to compensate for the class hours among the unprivileged students. The government was partially successful in fulfilling its goals by failing to redistribute necessary digital infrastructures like low internet connectivity in the rural area and less distribution of tablets and mobile phones. India's abroad students' demand was greatly reduced due to the restrictions on the foreign borders, and it regained its default state when the lockdown loosened. The pandemic tested the resilience of the education system of the country. It can be concluded that the education was on the verge of failing as very poor students saw school dropouts and retardation of the learning because the digital infrastructure was not good enough. The teachers firstly were not comfortable in imparting digital education, because of a lack of training. The teachers shall be trained in digital teaching to prevent such future disasters. Due to demand for new learning methodologies, the government launched and suppoted several such edu-techs and schemes that promoted distant learning. Broadly, the pandemic was detrimental to the education of the students as it increased the gap between privileged and unprivileged and the government has put some effort to get the education back on track.

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4. Combating Corruption in India: The Role of Civil Society

Esha Shaw and Misha Longa

Abstract:

The term corruption is used in everyday language, so most of us are familiar with it. In our minds, various images emerge. "Corruption is another type of tyranny" said Joe Bidden, America's 47th president. According to the statement, corruption is on par the cruel and tyrannical government rule. Corruption, on other hand, is a struggle that common men or women encounters every day in order to maintain his or her fundamental rights and another benefit as human beings granted by the constitution. Corruption in public life is a means of obtaining personal benefit through illicit means and the abuse of public means and property. Private sector corruption is all about making unjust profit by exploiting employees and consumers while skirting government regulations. Corruption exists in every sector and at every level of government in the country, large or little. People in public and private sector employee corrupt methods and unfair methods to complete a variety of large and minor tasks.

This is because the desire to make a lot of money without putting a lot of efforts. Despite that fact India's ranking in global corruption index 2018 has improved by three places, it still ranked 78 among other countries. India is a long way from being a corruption free country. As per research conducted by transparency international in 2005, more than 62% of Indians have paid the bribe to public officials at some time in their lives. Another report of 2008 found that the half of the Indians has first-hand experience paying bribes or using contact to get service from government agencies. In India anyone can enter politics and form political party. The education qualification of the person is not a part of eligibility criteria. Ministers have been appointed who have never attended school and have little knowledge of Indian political system.

There are also some people convicted of crime. Corruption is unavoidable when such people oversee the government. There is various explanation for our country's high level of corruption. The quality of available employment on the market is smaller than the number of competent young people. While many young people today are unemployed or working in the position that far below their qualification. Dissatisfaction among these individuals, as well as their desire to gain, more money, has led them to dishonest methods. People in our country get away with corrupt practices such as paying and receiving bribes, not paying income taxes, running enterprises by unscrupulous means, and so on. Corruption is less frequent in the country where people are educated. When people are uneducated, they count on unequal and unscrupulous methods to make a living. The vast majority of people still do not recognize the value of education, which contribute to an increase in corruption.

Keywords:

corruption; India; civil society; behavior; government.

Introduction:

Fighting corruption has emerged as a key development issue in India in these years. More and more policymakers, businesses, and civil society organizations have begun to confront the issue openly. At the same time, the general level of understanding about corruption has risen markedly. Until recently it was not uncommon to hear someone discuss anti-corruption strictly in law enforcement terms. By contrast, most people working in the field today acknowledge that public education and prevention are equally important. The field has also come to appreciate how critical the role of civil society is for effective and sustained reform. A number of factors explain this growing emphasis on fighting corruption. Expansion and consolidation of democracy at the grassroots level have enabled citizens to use the vote and new-found civil liberties to confront corruption, prompting leaders and opposition figures to show a stronger anti-corruption commitment.

Internationally, since the end of the Cold War, donor governments have focused less on ideological grounds for foreign assistance and concentrated more on trade and development, both of which are undermined by corruption. Countries with high levels of corruption, like India, have found themselves less able to attract investment and aid in a competitive global market.

At the same time, a business within the country has faced ever stiffer competition with the globalization of trade and capital markets and has become less willing to tolerate the expenses and risks associated with corruption. Corruption encompasses a wide range of behavior, including accepting bribes, double-dealing funds laundering cash, and other assets, etc. Corruption is an ancient problem. In a treatise on public administration back to the 4th century BC in India.

Literature Review:

Heineman and Fritz (2006) discussed in their article that the corruption in developing countries. After describing the corruption effects on the national economics, the author discusses the demand and supply side of the corruption. They suggest the different strategies to mitigate corruption including consideration of culture dimensions of problem, understanding the cultural aspect, help strengthen enforcement, prevention and state building. After giving an overview of existing international legal treaties to fight corruption the author contented the ensuring compliance with these treaties is important and call for more rigorous monitoring to determine whether the government lives up their commitments. At same time, the transnational corporation which are often a source of corruption and a target for extortion, should be fundamental in an anti-corruption strategy. In conclusion the author underlines that corruption inhibits development and economic growth and undermines assistance program.

Raballand and Bilangna (2010) report that public sector corruption is a problem without easy solution. Much of academic literature describe the problem and its impact on the organization, but fails to offer possible solutions, especially ones that are social scientifically sounds in that can be benchmarked and measured over time. In this paper the author presents the formulation, implementation, and the evolution of use of performance contact between customers Director General and frontline officers conducted at the Cameroon customs.

Anderson and Cherly (2007) in their analysis say that corruption in several Eastern Europe countries in 2002- 05. The author assets that during this period customer related bribery decreases in many countries due to systematic effort to combat corruption that included in the revision of legislation, implementing risk analysis, random audit, and strong enforcement and sanctions mechanisms. Drawing from the project on trade and transportation facilitation in southeast Europe led by the US, the world bank, the EU and eight participating governments, the author also note a positive impact of international corporation for streamlining procedures in these countries in which they assert lead to improve efficiency and lower corruption.

Robert (1998) wrote that the principal agent – client framework to explain the phenomenon of corruption, where the principal (a policymaker) authorizes his agent (a civil servant) to provide services to client (service recipients). Within this framework Kligard defines three conditions under which corruption is more likely to occur: a monopoly of power by agents (e.g.: - custom officers) over clients (e.g.: - traders/taxpayers) discretionary decision power by over provision of services from the side of agent and level of accountability of agent in front of principals. Within this framework Kligaard identifies the cost and benefits as well as incentives and sanction for corruption.

Using case studies, he answers more practical questions related to the policy in order to combat corruption: he describes the policies instruments to deal with expected gains of the corrupt act, the enforcement mechanism and profitability of being caught.

Objective of the Study:

To study the postive and negative impact of corruption

To study the methods of measuring the size of corruption

Hypothesis:

H1: The more people trust in government and trust in other citizens the less likely they are to engage in corrupt behavior

H2a: The more positively the people define a corrupt behavior the more likely they are to engage in it

H2b: The more whisper the people perceive a corrupt behavior to be, the more likely they are to engage in it.

Methodology:

In recent years significant improvements have been made in the measurement of corruption, In the construction of composed corruption indices, and in the design implementation of surveys. beyond applying improved empirics through a multi-prolonged approach to surveys, it is now possible to construct a framework linking the analytical and empirical research with operationally relevant utilization.

we can effectively utilize empirical analysis in the design and implementation of action programs the economic development institute at the world bank in collaboration with the transparency international and local NGOs, has developed a methodological approach integrating within one empirical framework the various components identified so far for understanding and combating corruption. This overall empirical approach links worldwide database and analysis, the country action program. In this research paper, the world bank framework is used to understand and explain the civil society in combating corruption in India and consider recent initiatives for an effective action plan in this regard.

Effects of Corruption:

The cause of corruption in India includes excessive regulations, complicated tax and license systems numerous government departments with opaque bureaucracy and discretionary power, monopoly of government-controlled institutions on certain goods and services delivery, and the lack of transparent laws and processes. The impact of corruption goes beyond the corrupt individuals, the innocent collagenous, who are impacted, or the reputation of the organizations they work for. Ultimately Victorians are the ones who lose out. Corruption eroded the trust we have in the public sector to act in our best interest. It also wastes our taxes or the rate that has been earmarked for important community projects-meaning we have to put up with poor quality service or infrastructure. *On economic level:* Hindering the development of the economy, which affects the short-term goal of development plans. Wasting states resources, which prevents their optical use. Shutting out local and foreign investments due to lack of infinitives. Weakness of the state income due to customs smuggling and tax eversions by means of fraud and manipulation. Misusing public expenditure in large projects prevents key sectors from befitting from those resources. *On political level*: Undermining the government's role in implementing the state's public policy and development plans. Spending mistrust in the rule of law and states institution. Weakening of democratic reforms which damage political stability. Depriving the rights of people holding high positions, which increases hatred affects cooperation with state institutions. Undermining the monitoring of public and private sector activities. *On social level*: The collapse of social structure and spread of hatred among society's classes due to injustice and inequality. Undermining national security and the social ladder, directly and indirectly, due to a corrupt economy and political repercussions

Data Analysis and Interpretation:
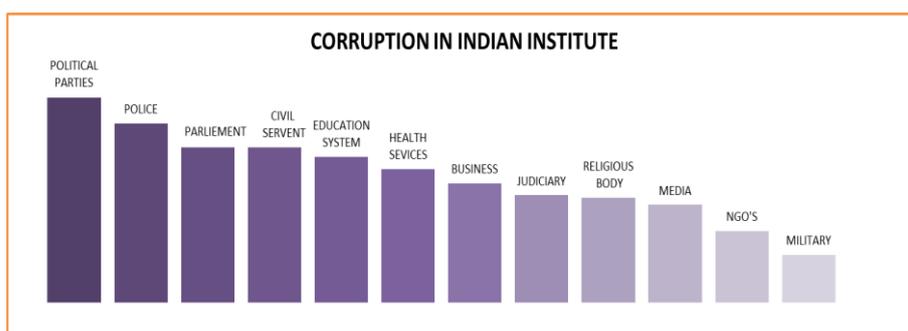
Data based on 2021

This data represents the Indian institution of 2021 a life issue that the highest rate of corruption is in the political institution therefore every good person who wants to change the situation of the country doesn't want to enter the political line, as it is seen as the most corrupted industry of the society. The least corruption is in the line of NGOs and the military. The military is seen as the very less corrupt area because the law and punishment of this industry are very strict therefore the people working under the center are very disciplined this shows if the rules and policies of the particular industry are meant in the world the punishments equally provided to the people then the corruption rate of the industry will be much lesser.
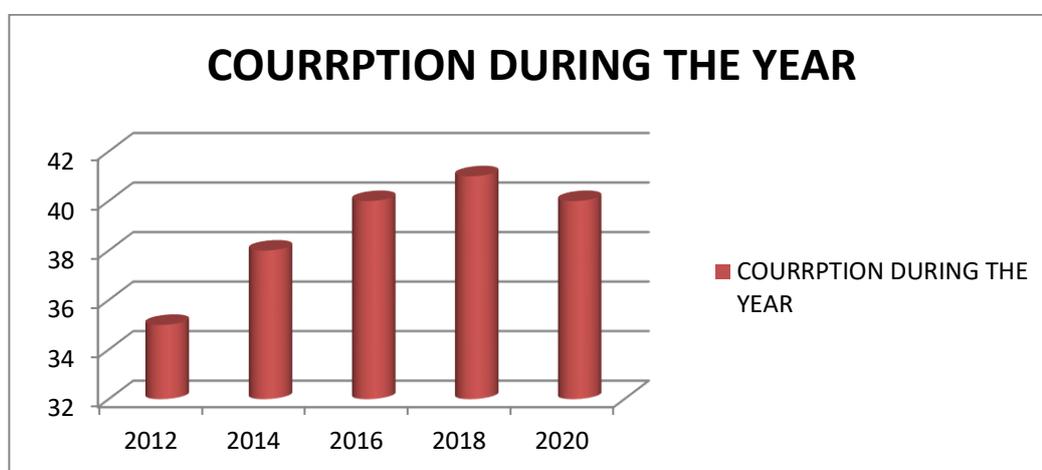
The graph represents the corruption scenario from the year 2012-2020. This shows that there is a lower rate of corruption in 2012 but in the upcoming year, it goes on increases and reached the highest level i.e., up to 41% in 2018, showing an increase in income inequality and poverty. In 2020 it came down to 39.5% signifying the improvement in the corruption rate of the country.

Findings and Recommendations:

Corruption demoralizes governments and weakness the whole endeavor of policy formation and implementation. Corruption takes many forms and is found in many contexts. Corruption undermines trust and corrodes legitimate community expectations.

The frequency of bribes is decreased if the firm has an effective resource through a government channel or a managerial superior to obtain proper treatment without making unofficial payments. Determining the corruption level during the year and underlying causes beneath them.

Recommendations:

Strengthen institutions and preserve check and balance. Close the implementation gap between anti- corruption legislation, practice, and enforcement. Empower citizens to speak out and hold governments accountable. Project press freedom so no journalist has to fear for their lives when reporting on corruption.

Conclusion

Corruption occurs not only just in India but everywhere in the world, especially in places where the risk of getting caught is low and the reward is high. It is not a matter of whether it is unlawful or illegal but a question of personal integrity. It is unethical to hoard money and gain an advantage by wrongdoing.

It results in social inequality, widens the gap between the rich and the poor, makes the administration slow, and makes the country shameful in the eyes of the world. It is vital for the people of India to realize that what starts as greed and selfishness turns into corruption one day.

Apart from the remedies suggested above, the mindset of the people has to change, and the people themselves can only do that. There is no medicine, no book that can teach the same to them. The root of greed and selfishness must be from their brains.

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5. Unveiling Self-Discovery Amidst Turmoil: Analyzing Anne Frank's Diary of a Young Girl

Lily Baha Aind

Abstract:

Have you ever felt confined physically and mentally? Have you ever experienced war within you? Have you ever longed to have a friend? To answer all these questions, I will tell you about a 15-year Young girl who changed history by writing an extraordinary diary giving a glimpse into the futility of World War 2 and how it could lead to destruction and devastation, Hitler's ruthless laws to reduce Jewish community, isolation, and disconnection from family, tackling complicated relationship, falling in love, self – discovery and finding true identity and enhancing one's passion by writing a diary and too optimistic in times of despair and uncertainty. The girl is undoubtedly Anne Frank, whose diary became a classic of war literature, decoding the horrors of the Holocaust and accounts her innermost thoughts and sufferings as she finds her diary as her source of comfort, "Because paper has more patience than people". (Frank, pg 6, 1942). Therefore, this research takes a close look at Diary as a source of historical events, how The Diary of a Young Girl is an example of a wartime diary, the historical background of the diary, Anne Frank's internal turmoil and finding her true self, Editing, Adaptation, case study and reviews of the diary, implications, and conclusion.

Keywords:

Anne Frank; Diary; Literature; Solitude; Lonely

Introduction:

Writing is known as a therapy to reduce stress, but have you ever written a diary? But firstly, let's understand, "What is a diary?". According to British writer Walter Scott, "What is a diary as a rule? A document useful to the person who keeps it. Dull to the contemporary who reads it and invaluable to the student, centuries afterward, who treasures it". In simpler terms, the diary is a genre of literature that is written by an Individual to record his or her activities or reflections. A diary also stores individuals' emotions, thoughts, or feelings. The occurrence of the term diarium in Latin derives from the word dies which ultimately means day.

This form of literary genre blossomed in the late Renaissance when the value of chronicling social and political history became apparent. Dairies were also written to record the historical events witnessed by individuals so that they could not be forgotten. An excellent example is – "A Journal of the Plague Year" by Daniel Defoe who is known as the shadowy author of Robinson Crusoe. Defoe has given an extraordinary account of the devastation and human suffering inflicted on the city of London by the Great Plague of 1665. His narrative that for its vivid and gruesome detail seems possible only from an eyewitness.

Diaries as a Source of Historical Events:

If we take a closer look at human history, War has been a part of human culture since its birth. War diaries are eventually preserved in order to provide an accurate historical record that can be used in fighting reconstruction. The tradition of keeping accurate war diaries dated back a thousand years which are an invaluable historical source to historians. Hayashi Ichizo, a Japanese Kamikaze Pilot's Disturb, the Japanese term Kamikaze means "divine wind" and refers to the Japanese practice of sending young men on suicide missions in planes equipped with incendiary devices during the second world war. Hayashi Ichizo, a 23-year-old student was forced to join it and kept a diary to express his thoughts. In one of his entries, Ichizo admitted, "To be honest, I cannot say that the wish to die for the emperor is genuine, coming from my heart. However, it is decided for me that I die for the emperor" (Ichizo, 1945). An additional heart-rending entry, Ichizo desires to be back with his mother as a little child: "I dread death so much and yet, it is already decided for us … Mother, I still want to be loved and spoiled by you. I want to be held in your arms and sleep." (Ichizo, 1945). Another tragic diary of a sixteen-year-old Russian high school student who experienced the Leningrad siege, Lena Mukhina who started keeping a diary in May 1941 when she was 16 years old. She wrote about the agony of seeing her family perish as well as the struggles of growing up. The adolescent described how she endured the complete 900-day Nazi blockade of Leningrad, but not before witnessing her mother starve to death and witnessing multiple bombing strikes by German troops. The recently released diary has received praise from historians and specialists for vividly writing accounts of starvation, desperation, and death. Lena's touching diary not only recounts atrocities like having to eat the family cat to avoid famine but also more typical fears and hopes. These traces from the wartime diaries give an excellent gruesome picture of the frightening visions of the war and confronts the readers like us about the misery faced by them. These traces of wartime diaries give horrifying Consequences of war on individuals who had experienced it and confront the readers like us about the gruesome effects of wars.

The Diary of a Young Girl as an Example of a Wartime Diary:

The Diary of a Young Girl is often considered one of the most famous wartime diaries reflecting the life of Jews during the second world war under the dictatorship of Adolf Hitler. This diary is written by a young Jewish girl named Annelies Marie Frank or famously known as Anne Frank, who was born on June 12, 1929, in Frankfurt, Germany. When Anne was only four, her family left Germany in 1933 to avoid the Nazi anti-Jewish policies. But slowly in 1940, the Nazis began to impose anti-Jewish measures in Holland also.

In her diary, Anne listed some of the facilities which were restricted for the Jews: "Jews were required to wear a yellow star, Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride cars, even their own; Jews were required to do their shopping between 3:00 and 5:00 PM…

Jews were forbidden to go any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8:00 P.M. Jews were forbidden to visit Christians in their homes;

Jews were required to attend Jewish schools etc." (Frank, pg 8, 1942).

On June 12, 1942, Anne received a red and white checked diary for her 13th birthday in which she began to write her thoughts and experiences in the form of letters to an imaginary friend named Kitty in the hope to find comfort and support:

"I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support." (Frank, pg 1, 1942)

One month later her family went into a hiding place in Anne's father, Otto Frank's business premises at Prinsengrach 263. When Anne's elder sister, Margot received a call-up to report to the 'labor camp' on 5th July 1942 which was a trap for the Jews in order to lead them to Death camps and an inhuman agenda to depopulate the Jewish community.

Over 25 months, Anne kept a diary of her adventures hiding from the German troops. Her diary captures both humorous and happy moments as well as the worries and emotional difficulties of people huddled together in secrecy. She gave pseudonyms to the people hiding along with her family - Auguste Van Pels, Hermann Van Pels, Peter Van Pels, and Fritz Pfeffer as Petronella Van Daan Hermann Van Daan Peter Van Daan, and Albert Dussel. Her diary captures her Daily employment in the secret Annex, her feelings of being left out and isolated, and her romantic relationship with Peter Van Pels, she also mentions her dreams and her aspirations (to return to her lessons at school, to breathe in the fresh air, to become a mother and to be a journalist) birthdays celebrated while hiding, her complicated relationship with her mother and her inner turmoil amidst the war. The passages are frequently centered on Anne's emotional development and her discoveries about her herself. Therefore Delinda C. Hanley describes the young girl's excellence as "mature and insightful penetration into the human mind". Apart from it Hanley also suggests that the diary "Provides an intimate examination of daily life of Nazi Occupation".

"A Thesis submitted by Ranjana Regmi "Traumatic Experiences in Anne Frank 's The Diary of a Young Girl" published on September 2009, states that " Anne's diary describes the two arduous years she spent in seclusion before her tragic death at the age of 15. Most readers and critics are spellbound by the fact that such a young girl, in confinement and under extreme mental conditions, could pen down her diary with such intelligence. Perhaps more than any figure, Anne gave a human face to the victims of the Holocaust, which makes her diary a worldwide success." This before getting into detail about Anne Frank, let us know about the historical background during which she wrote her diary.

Historical Background:

Anne Frank emerged as a powerful emblem of the Nazi genocide that killed nearly Six million Jews and roughly five million non-Jews between 1939 and 1945. She was one of the many millions of Jews who were slaughtered by the Nazis. But she is undoubtedly the most well-known victim of the Shoah, her words and her life have come to represent it in powerful ways. The second world war serves as the backdrop for Anne Frank's diary. After the devastation of WORLD WAR 1, the Treaty of Versailles was signed on June 28, 1919, at the Palace of Versailles outside Paris, France because according to the Allies, Germany was responsible for starting the war and therefore in return Germany was required to pay a heavy fine, reduce their military strength and gave up all of its overseas colonies.

But socialists and the entire Jewish Population were held responsible for the loss. When Adolf Hitler and his Nazi party surged to power with full control by the Enabling Laws, on 23 March 1933. All the other political parties were instantly declared illegal, which was achieved by a policy known as 'Gleichschaltung', meaning forcible coordination. In order to implement his new regulations, Hitler also established State Secret Police, the 'Gestapo' (Geheime Staatspolizei). At the same time, the government confiscated radio, newspapers, and even motion pictures to spread Nazi Propaganda and it became dangerous to oppose or criticize the government in any way. The education system was closely controlled so that children could be indoctrinated with Nazi opinions. The school textbooks were rewritten to fit in with the Nazi theory. History was skewed to meet Hitler's belief that great things could be accomplished by force. The Nazi race doctrine governed human biology. Teachers, Professors were constantly monitored to ensure that they should not voice thoughts that differed from the party line, and many lived in fear of being denounced to the Gestapo by children of committed Nazis.

Hitler delivered a speech in Nuremberg on September 1935:

"In our eyes, the German youth of the future must be slim and slender, Swift as the Greyhound, tough as leather, and hard as Krupp steel. We must educate a new type of man so that our people are not ruined by the symptoms of the degeneracy of our day". (Hitler, 1935)

Hence by this speech, it's pretty much clear that German youths were really important to him as they were required to join at the age of 14, while girls joined the League of German Maidens. The administration purposefully sought to undermine conventional relationships such as family loyalty: Children were taught that their first duty was to obey Hitler, who took on the title "Führer" meaning leader or guide. The popular motto was "The Führer is always right". Children were even encouraged to betray their parents to the Gestapo and many did so. But it was worse for the Jews, as Hitler started his efforts to purify Germany by removing all races, except the Pure Aryan race because he had a strong belief in ethnic cleansing. All Jews and others were suspected as 'enemies of the state'. False arrests, torture, wrongful detention, and even murder were frequent occurrences. Hitler intended to exterminate the entire Jewish race, which he called 'the final solution'. It is believed that out of a total of 9 million Jews about 5.7 million had been murdered by forcibly sent into 'the five killing centers' in German occupied – Poland- Chelmno, Belzec, Sobibor, Treblinka, and Auschwitz – Birkenau. The Jews were locked in Gas Chambers, brutally beaten, and starved and women were frequently violated and raped.

Anne Frank's Internal Turmoil and Finding Her True Self:

In order to escape the Anti – Semitic laws made by the new dictator of Germany i.e., Adolf Hitler, Otto Frank along with his family left Germany and moved to Amsterdam, Netherlands. But after Anne's elder sister, Margot received a call-up to report to a labor camp in July 1942. They went hiding in the abandoned offices located behind Otto Frank's office building. Before going into hiding her diary contained details about her teenage experience, writing about her friendship with other girls, her interest in boys, and her admirers. But her tone completely changed after hiding for over two years living with the seven other people. Anne's diary shows her internal suffering and cries for independence and liberation in plain language.

Being the youngest among the other seven people in hiding, it was difficult for her to adjust to being trapped and restricted from the outside world. Being safe at the hiding place makes Anne feel that she is quite fortunate and luckier than millions of people as she mentions, "Terrible things are happening outside. At any time of night and day, poor helpless people are being dragged out of their homes… Families are torn apart; men, women, and children are separated.

Children come home from school to find that their parents have disappeared. Women return from shopping to find their houses sealed, their families gone" (Frank, Pg 83,1943) She also adds the destructive situation of the Grim War that was spread worldwide, "The Christians in Holland are also living in fear because their sons are being sent to Germany. Everyone is scared. Every night hundreds of planes pass over Holland on their way to German cities, to sow their bombs on German soil. Every hour hundreds of people are being killed in Russia and Africa. No one can keep out of the conflict, the entire world is at war, and even though the Allies are doing better, the end is nowhere in sight". (Frank, Pg 83, 1943) On September 16, 1943, Anne recorded that she was fighting anxiety and depression, "I've been taking valerian every day to fight the anxiety and depression, but it doesn't stop me from being even more miserable the next day". (Frank, pg 137, 1943)

Living together in a confined place, Anne and her mother's relationship became problematic. Their personalities were mismatched, and they frequently clashed. Therefore, Anne made negative remarks about her mother in the diary,

"We are exact opposites in everything, so naturally we are bound to run up against each other. I don't pronounce judgment on Mummy's character, for that is something I can judge. I only look at her as a mother, and she just doesn't succeed in being that to me.

I have to be my own mother. I've drawn myself apart from them all, I am my own skipper and later on I shall see where I come to land. All this comes about particularly because I have in my mind's eye an image of what perfect mother and wife should be, and in her whom I must call "mother". I find no trace of that image." (Frank, pg 61,1942)

Frank desired for her mother to be a true mother, friend, and guide, in order to alleviate the anguish of being isolated from the rest of the world. Rather than understanding Frank's inner and psychological sufferings, her mother imposed on her philosophy and harsh discipline that ultimately made her feel more depressed.

As Frank's loneliness grew more and more, she decided to confide in Peter Van Daan, whom she assumed to be a "Rather soft, shy, gawky youth; can't expect much from his company." (Frank, pg 30 ,1942)

But soon Frank falls in love with Peter, "As for Peter…. I don't want to give him up. He's so sweet and I admire him so much. He and I could have a really beautiful relationship." (Frank, Anne pg 241,1944)

Gradually Frank's desire for Peter dried up as she realized that Peter would never become the friend she had hoped for.

Franks develops an understanding of the inner source of happiness and she beautifully quotes,

"I don't have much in the way of money or worldly possessions, I'm happy, and I intend to stay that way! I was born happy, I love people, I have a trusting nature, and I'd like everyone else to be happy too." (Frank, Anne pg 237 ,1944)

She even tries to develop patience, and acceptance towards her mother and the adults and at such a tender age writes the most remarkable quote, "People are truly good at heart." (Frank, pg ,1944)

Frank has gone through self-discovery and found two personalities residing inside her,

" I'm split in two. One side contains my exuberant cheerfulness, my flippancy, my joy in life, and, above all, my ability to appreciate the lighter side of things. By that, I mean not finding anything wrong with flirtations, a kiss, an embrace, a saucy joke. This side of me is usually lying in wait to ambush the other one, which is much purer, deeper and finer. No one knows Anne's better side, and that's why most people can't stand me…I'm afraid that people who know me as I usually am will discover I have another side, better and fine side. I'm afraid they'll mock me, think I'm ridiculous and sentimental and not take me seriously… the deeper Anne is too weak. If I force the good Anne into the spotlight for even fifteen minutes, she shuts up like a clam the moment she's called upon to speak, and let Anne number one do the talking. Before I realize it, she's disappeared". (Frank, pg 332-333, 1944)

This was the last entry before her arrest, according to the Afterword provided in *The Diary of a Young Girl* - on the morning of August 4, 1944. Sometimes between ten and ten-thirty, a car pulled up at 263 Prinsengracht. Several figures emerged and arrested the eight people hiding in the Annex.

Editing, Adaptations, Case Study and Reviews About Anne's Diary:

According to Otto Frank, after the arrest, Hermann Van Pels (Van Daan) was gassed to death in Auschwitz shortly before the Gas Chambers were dismantled. Auguste Van Pels (Petronella Van Daan) did not survive the concentration camp. Peter Van Pels (Van Daan) was forced to take part in the 16th January 1945 "Death March 'where he died three days before the camp was liberated. Fritz Pfeffer (Albert Dussel) died in the Neuengamme Concentration camp. Edith Frank (Otto Frank's wife) died in Auschwitz – Birkenau on January 6, 1946, from hunger and exhaustion. Margot and Anne Frank were transported from Auschwitz at the end of October and taken to Bergen – Belsen, where the Typhus epidemic broke out and killed thousands of prisoners, including Margot and a few days later, Anne. Among the eight only Otto Frank survived and was liberated by the Russian troops.

Meip Gies and Bep Voskuijl, the two secretaries working in the building found Anne's diaries strewn all over the floor. They tucked them away in a desk drawer for safekeeping and waited for Anne to return. When it was clear that Anne did not survive. Meip handed over the unread diaries to Otto Frank, who decided to fulfill his daughter's wish and published her diary. He selected materials from versions a and b.

Later edited them into a smaller version known as version c and omitted several passages dealing with Anne's sexuality, unflattering passages about her mother and her menstruation period. Today the diary is read by millions of readers over the world and is famously known as *The Diary of a Young Girl*. The diary has been translated into more than 65 languages and is widely read as Diary of the Holocaust. The English translation was published in 1995 which contains materials that were edited out of the original version and made it nearly one–third longer than the first one.

Diary on Screen:

The story of Anne Frank has been made widely available throughout the years through several adaptations of the diary for film, television, music, theater, dance, graphic diaries, and exhibitions. Meyer Levin advocated for the diary's release and distribution in the English – speaking world, and began to work on a stage version of Anne Frank material in 1952. But his version was not well received by theater producers. The Pulitzer Prize-winning 1955 play of the same name was based on the posthumously published diary of Anne Frank, which served as the basis for the 1959 historical drama film "The Diary of Anne Frank". It was the first movie adaptation of the play and the original plot was directed by George Stevens the screenplay was written by Frances Goodrich and Albert Hackett. According To one review, they converted Anne Frank's diary into a witness of "a pure heart in a time of horror", as the theatrical version was more popular than the book edition and this became the dominant image of "Anne Frank: the girl who despite everything believes in the good in people "remarked by Otto Frank at the close of the play who himself watched it.

Finally, some 60 years after the first dramatization, Leon de Winter and Jessica Durlacher's "Anne" brought an entirely new play to the stage in 2014. The drama was set inside a framework plot: after the war, Anne Frank informs a publisher about her diary, transporting the audience back to 1942, when she is handed the notebook for her 13th birthday. While Otto's position is pushed further into the background, the depth of the mother-daughter bond is highlighted in de Winter and Durlacher's version. The tale extends beyond the Diary as well. The raid on the Secret Annex is witnessed by the audience, who watches as the eight persons in hiding are brought away. Anne Frank's life has been adapted for film regularly in a variety of nations and with varying aims.

The award-winning docudrama "Meine Tochter Anne Frank" (My Daughter Anne Frank) depicts the story from Otto Frank's point of view. Friends of Anne Frank, as well as Otto Frank, Hannah Goslar, and Buddy Elias, talk in the video, which combines narrative and documentary aspects. Hessian, West German, and Berlin-Brandenburg Broadcasting Companies co-produced the film.

A year later, on February 16, 2016, the literary film adaptation of "The Diary of Anne Frank" premiered at the 66th Berlinale film festival. The film, directed by Hans Steinbichler, focuses on Anne's personal development as she goes through puberty in the hidden annex under critical and dangerous conditions. Anne's texts are converted into scenes in this film. The Diary entries are frequently spoken literally, with Anne staring directly at the audience. The film aims to use this modernized rendition of Anne Frank's narrative to reach a new generation of young people.

Case Study of Anne Frank:

An updated graphic version rendition of Anne Frank's diary was first released in 1947 in the language Dutch, which was reviewed by Ruth Franklin in a lecture series available on YouTube, called "Acts of Remembrance: Shaping Holocaust Memory in the Twenty–First Century". According to Franklin, Anne Frank was indeed one of the first to contribute to the public shaping of Holocaust Memory and Anne's diary is a landmark in the canon of Holocaust Literature.

She explains and critics what Meyer Levin author of "Compulsion" had reviewed about "Anne Frank: Diary of a young girl "which was published in the New York Times Book Review with the headline, "The child behind the Secret Door" that emphasizes Anne's youth and innocence According to Levin "Because the diary was not written in retrospect, it contains the trembling life of every moment … surely, she (Anne Frank) will be widely loved, for this wise and wonderful. A young girl brings back a poignant delight in the infinite human spirit." (Levin, Meyer, The Child Behind the Secret Door; An Adolescent Girl's Own Story of How She Hid for Two Years During the Nazi Terror, The New York Times, June 15, 1952, Section BR, page 1)

Franklin comments on this review that it does not really focus on the testimonial aspects of the book; but much more about Anne as a kind of typical adolescent, depicting the trials and tribulations of going through puberty, extremely unusual and difficult circumstances. Several decades later, in 1986, Harry Mulish, a Dutch writer republished in the New York Review of Books where he calls it,

"The work by this child is not simply not a work of art, but in a certain sense, it is a found object. It was after all literally found among the debris on the floor after the eight characters departed" - Mulisch, Harry, Death and Maiden, July 17, 1986) But Ruth Franklin strongly registers an absolute disagreement with Mulisch, as according to her, Anne was not a child at the time she wrote the diary. Anne was fully aware of the agency's going around her and her controls deliberately in constructing her book and its alteration from a private diary into a public work.

Individuals who have ever read the diary will also suggest this because it's really iconic, how a 15-year-old managed to put down her thoughts so beautifully in an absolutely clear manner. People may misinterpret her as a child, but she was really mature enough among the futile adults living with her and she really had a different spectrum to see the world so positively in the gloomy environment. While other girls were getting ready to marry, she was working hard rewriting and editing her diary in order to become a journalist and telling tales about her hiding in the Secret Annex. Yet her dreams never came true but her father successfully published her diary in front of a broad audience.

Implications:

An archetypal Jew, Holocaust Victim, a young diarist, and a female voice. These attributes either fit Anne perfectly or completely explain her significance. In the poem "The Darkling Thrush", written by Thomas Hardy, this girl is actually portrayed as a symbol of hope, her never giving up spirit is commendable, and her ability to seek positivity in a melancholic situation.

"I don't think of all the misery, but of the beauty that still remains"

British author Graham Greene in his book, "Ways of Escape "put into words what most writers know: "Writing is a form of therapy; sometimes I wonder how all those who do not write, compose or paint can manage to escape the madness, melancholia, the panic and fear which is inherent in a human situation" (Greene 9)

It is noted that the above lines are actually effective as these work as a mood elevator and when we talk about Anne Frank, these really worked for her as a therapy to pen down her emotions and face reality.

A rhetorical question often arises in our minds,

"What if Anne Frank never chose to write?"

Answering this might be difficult because she never chose to write her diaries. Then we would never be able to read about this young passionate writer, which was written within the course of 2 years. Her story would have remained underground and would never have been an inspiration for millions of people to write a diary.

On June 12, 2020, during the first wave of Coronavirus, Tanushree Singh published an article in the Times of India, in which she emphasized to everyone to read Anne Frank's Diary. Compare her forced confinement to lockdown in many ways. Tanushree Singh, suggests the readers to re-read the diary so that they could feel better and blessed because Anne's situation was worse than ours. But still, Anne remained positive as writing diaries and reading books serves as a way of escapism from reality. Anne constantly told her diary about what she was reading. How a funny series lightened her mood, and how mythology fascinated her despite being away from school. She never stopped herself from being educated or learning something new. It's interesting that we could learn so much from this young girl.

Anne's voice was heard when millions of others were silenced, thanks to her diary, which was saved by one of the Secret Annex's volunteers, Miep Gies, and published by her father, Otto Frank, who survived the war. She was a young woman fleeing persecution whose life was brutally cut short. Anne and the majority of her family and 6 million other Jewish people were slaughtered by the German Nazi regime for being different. They had been victims of evil. They were the targets of hatred.

Conclusion:

At the end of the research, I would like to conclude that "Diary of a young girl" is not just a mere book written by a teenage girl. But it's an extraordinary account of the glimpse of not only World War 2 or the cruel laws of the Nazi party. But also deals with complex topics such as human growth, sharing experiences with others, and learning lessons through pain. Reading Anne's diary allowed us to understand what it feels like to be prisoned, mentally frustrated, and to share a room with a stranger. Anne's story is really heart-touching and deep as she proved that nobody got to control one's growing thoughts even in prison.

On May 3, 1960, 'Anne Frank's House' was inaugurated as a museum for visitors to preserve her legacy. Otto Frank, Anne Frank's father who was the sole survivor of the eight people hiding in the Secret Annex as well as Anne's childhood friend Hannah Goslar who also survived the concentration camp were invited. Reporters say that Otto Frank was emotional during the ceremony. A few years later Hannah Goslar enclosed her testimony, "Anne wrote in her diary on November 27, 1943, about me. She asked why should I (Anne Frank) be chosen to live and she (Hannah Goslar) probably died.

Ironically the opposite came true. Now I am a happy grandmother in Israel, and it was Anne who died. Because of this irony, I feel obliged to tell as much as I can about Anne Frank. Anne wanted to be famous and live on after her death. By telling what I remember, perhaps I can add a little to her fame, though Anne never would have dreamed how famous she is now …" - (Scholastic Website, May 1997 and 1999)

But in my opinion, Anne Frank still lives inside millions of hearts who were moved by her story and took her as an inspiration. She is a sensation and is a person who is an answer to the bitter truth that forced her to stop writing her diary and her diary proves that history is a source of suffering and has stored the pain of uncountable people like Anne.

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6. Case Study on Crisis in the Indian Fishery Industry and its Impact on the Economy

Lisa Barha

Abstract:

The fishing sector has been highlighted as a significant contributor to India's economic success. The goal of this paper is to highlight the multifaceted economic ramifications of the unprecedented circumstance for the fishing industry. Some ways for mitigating the effects of economic crises are presented. The current paper made use of both primary and secondary data. Fish prices rose due to a demand-supply imbalance. The current study evaluates and investigates the influence on fisher livelihood, income, and food access, as well as offers methods and decision support. Furthermore, through examining numerous journal publications, this study attempts to reflect on the current situation of the Indian seafood industry. It also offers certain recovery methods, such as creating alternative seafood networks and raising domestic production.

Introduction:

As the FIFA World Cup started, Qatar banned Indian seafood when Qatar detected bacteria i.e., microbial contamination on shrimps that are imported from India. The Ministry of Qatar urged all consumers that if they have recently purchased fresh or frozen Indian shrimp in the last three days, they should immediately return them to the outlets, and if they are unable to do so, the shrimp should not be consumed. Qatar imports 53% of seafood from India. Another large importer of seafood from India is USA which takes 43% of the produce. A ban or reduction in imports by these nations will therefore have a large impact on India's fishery industry and thereby on her economy. Previously in 2012, China had put a ban on Indian seafood citing an issue with the quality of the exports. We know that Fisheries play a vital role in boosting the Indian economy. India is the second largest fish producing country in the world accounting for almost 8 per cent of global production. India is home to more than 10% of the world's fish and shellfish species. It shares about 1.24 per cent of the country's gross value added and contributes more than 7.28 per cent to the agricultural sector. The sector has grown at an impressive annual rate of 10.87 per cent since 2014-15 with record fish production of 145 lakh tons in FY 2020-21. It supports the livelihood of over 28 million people in India; mostly belonging to the marginalized and vulnerable communities. The sector also recorded an impressive export earning of ₹ 46,662.85 crore during 2019-20 and the export revenue from this sector had seen tremendous growth over the last few years. This news of Qatar obviously degraded India's reputation worldwide. The COVID-19 situation has already disrupted the seafood trade and had serious implications for the economy and employment. This explorative article deals with the preliminary findings of the impact of a crisis in the fisheries sector on the Indian economy.

The findings realized that a significant reduction in seafood export from India affect the economy of our country negatively.

Literature Review:

According to Degner et al., (1994), Asians have a higher demand for seafood. Asian nations consume the maximum part of the global produce. Cheng and Capps Jr (1988) proposed evidences that household size has a direct relation to seafood consumption. Families with larger number of members consume more seafood than others. Cheng and Capps Jr (1988) and Degner et al., (1994) and Manrique and Jensen, (2001) have found that consumption of shellfish is positively related to household income. Further, as noted by Huang and Bouis, (1996) and Delgado et al., (2003), urbanization induces increased seafood consumption.

Impact on Indian Economy:

In spite of COVID-19, the export of marine products did not suffer much. Various government initiatives such as *Pradhan Mantri Matsya Sampada Yojna* (PMMSY) addressed productivity gaps, introduced innovation and cutting-edge technology, improved infrastructure and management to help modernize and strengthen the sector. The government aims to increase fish production from 140 lakh tones to 220 lakh tones by FY 2025 through the use of deep-sea vessels, modern and effective fishing methods, better cold storage facilities, ice plants and more fish product units. However, this will be effective only if India can continue to increase its export market as planned. Any fall in the exports will immediately dampen such expected growth. Thus, when Qatar banned Indian seafood, it immediately impacted the sector and through it, the economy.

A look into the causes revealed the nature of the problem. There are about 250 fish and shrimps farm across the nine highest-producing states and one union territory. Fresh and brackish water farms in Andhra Pradesh, Tamil Nadu, Puducherry, Gujarat, west Bengal, and Orissa, and freshwater farms in Bihar, Jharkhand, Chhattisgarh, and Assam. As per news sources, Tamilnadu was found to have the worst water quality for fish farms, while Andhra Pradesh, west Bengal, and Puducherry exhibit high-level public health hazards. The farms in Tamil Nadu, Bihar, and Orissa were found to be the most harmful to the environment. This lack of proper waste disposal and management creates a toxic cycle in the water environment. This could have caused the quality of the product to be compromised and therefore resulting into a ban by the importing countries.

However, according to some news reports, at times although the cited reason for the ban may be related to quality, the actual reason may be much more political. Political rift between nations may cause them to reject import shipments by camouflaging it with quality standards. For example, in May 2022, Nupur Sharma, a former BJP spokesperson made controversial comments about the Prophet Muhammad. Many Islamic nations took offense at her comment and held grudges. 34 countries spoke out and the major counties were Qatar, Turkey, and Iran. Soon after this in November 2022, Qatar temporarily banned seafood imports from India citing microbial contamination detected in some consignments. This seemed to be more of a political attack and soon afterwards in February 2023, this ban was lifted paving the way for enhanced export and improved bilateral relations with the country.

Suggestions for Policymakers:

As literature suggests that Asian nations consume the maximum part of the global produce, India should look towards Asian markets for increasing exports. Literature also suggests that families with larger number of members consume more seafood than others. Hence nations which tend to be overpopulated and with less population control can be targeted as favored export destinations for relatively low-cost seafood products. Since it has been found that consumption of shellfish is positively related to household income, India's target export destination for shellfish should be countries with high per capita GDP.

Further, as it has been found that urbanization induces increased seafood consumption, hence more developed nations can be targeted for high end seafood products. Strict regulatory control over the fish farming sector is required to assure that the quality of the produce is export ready and hygienic.

Additionally, policymakers need to focus on the smooth movement of fish products through international supply chain logistics and also revive the sector by providing economic packages. Good political relationship with export destination countries can also help to keep the exports boosted.

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7. Impact of Covid-19 on Junior School Education – With Special Reference to the East Singhbhum District

Mehul Aman Raj

Abstract:

The unusual circumstance created by the COVID-19 epidemic has caused significant changes in the Indian education system, compelling teachers and students to adapt to new social conditions in the online learning process in a short amount of time. Before the pandemic, East Singhbhum students and teachers rarely used the e-learning system; nevertheless, the research shows that students have quickly accepted online learning, even if they believe it is less effective. The impact of COVID 19 on the East Singhbhum District's Junior School education system is examined in this article. The study is essential since the pandemic is not yet over, and specialists predict that the COVID 4th wave will hit India in June or July 2022. The study not only addresses the pandemic's impact on the Junior School education system but also the opportunities and solutions to mitigate the negative effects. The study is based on a poll based on a questionnaire prepared for junior high school students and teachers, and it is studied from two perspectives: teachers and students. Non-probability sampling was used to choose the participants. The findings reveal that there is a negative impact on junior high school education.

Keywords:

Covid 19, e-learning, Teaching methodology, Education system

Introduction:

No one would have thought that a virus-like Covid19 would come in and change people's lifestyles without being differentiated. Thanks to Covid19, many changes have occurred in our world and it has taken some time for everyone to embrace the new normal. The impact of Covid19 was widespread and led to the closure of schools and other educational institutions. First, most governments have decided to temporarily close schools to reduce the impact of Covid 19. It was then reopened in some classes, increased in infections, and then closed again. Although the school is closed, students attend classes through various educational initiatives such as online classrooms and radio programs.

The fast international unfolding of the brand-new coronavirus (COVID-19) has created unprecedented demanding situations for safety, health, education, the economy, and task stability. According to UNESCO statistics, in May 2020, 1.21 billion students, respectively 69.3% in their overall number, couldn't go back to faculties and universities [1]; thus, the closure of tutorial establishments generated considerable social and financial costs. According to UNESCO, the primary consequences generated through the closure of faculties were:

- Interruption of the education process
- Compromise nutrition
- The burden of teaching with a new set-up
- Parents need to facilitate their ward with virtual set-ups
- Increased drop-out rates
- Increased exposure to violence and exploitation

When the schools closed the students went on a kind of "vacation", and therefore they abandoned the daily routine: they refused to wake up at the same time, do homework, participate in extracurricular activities, etc., without knowing what will happen in the future. The long break from life that all creatures experienced may have had negative psychological effects.

The aim of the paper is to perform an analysis of the e-learning system implemented in East Singbhum District of India, during the pandemic to highlight the perception of the main actors involved in the educational process (students, teachers, and parents) of junior schools. The analysis will be based on a questionnaire.

Literature Review:

Lockdown and social distancing measures due to the COVID-19 pandemic have led to the closures of schools, training institutes, and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. Online learning, distance, and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and learners.

Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for.

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). While adapting to the new changes, staff and student readiness need to be gauged and supported accordingly.

Learners with a fixed mindset find it difficult to adapt and adjust, whereas learners with a growth mindset quickly adapt to a new learning environment. There is no one-size-fits-all pedagogy for online learning.

There are a variety of subjects with varying needs. Different subjects and age groups require different approaches to online learning (Doucet et al., 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & Kvavadze, 2020).

As schools have been closed to cope with the global pandemic, students, parents, and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers, and health officials are doing their best to slow down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020).

The use of suitable and relevant pedagogy for online education may depend on educators' and learners' expertise and exposure to information and communications technology (ICT). Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas, and Blackboard, which allow teachers to create educational courses, training, and skill development programs (Petrie, 2020). They include options for workplace chat, video meetings, and file storage that keep classes organized and easy to work. They usually support sharing a variety of content like Word, PDF, Excel files, audio, videos, and many more. These also allow the tracking of student learning and assessment by using quizzes and the rubric-based assessment of submitted assignments.

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos, and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers (Doucet et al., 2020). This is a very effective way of encouraging skills such as problem-solving, critical thinking and self-directed learning. Virtual classroom platforms like videoconferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, Big Blue Button and Skype are increasingly being used.

Objectives

- To understand the effects of COVID-19 on the educational system
- To identify the challenges and opportunities for junior schools due to COVID-19

Problem Statement:

The research is focusing on issues of COVID-19 in the education system and institutions. This is a very serious issue as it is not only affecting the students but also the teachers and families. Moreover, it will have far-reaching economic and societal consequences. This research is an attempt to study the effects of this pandemic on the junior school education system of the East Singhbhum district.

Research Methodology:

For the current research, a descriptive design has been applied for collecting the data using the questionnaire method. The study was based on a quantitative questionnaire to reach conclusions.

Sampling:

Sampling was done using the non-probability method as the researcher has chosen the sample of students and teachers from the entire population according to their own connivance. For the current research, the researcher has selected a sample of 100 teacher respondents and 30 junior school students and shared the questionnaire to gain knowledge of their opinion.

Data Collection:

The collection of data for the present research was done using the primary method as the researcher has applied descriptive design, quantitative type, and indicative approach.

Reliability and Validity of the Research:

To maintain the reliability and validity of the research, questions related to the subject matter have been asked, and eliminated the wrong responses. To improve the validity of the study, the data has been from authentic sources and managed the analysis in proper ways. The research has focused on ethical standards also.

Analysis Technique:

It Is an Important Part of The Research, And the Data Has Been Analyzed by Using the Thematic analysis method. According to this method, the researcher has done the frequency distribution and analyzed the response of respondents by developing graphs and tables. This kind of approach has helped the readers of the study (Cuervo-Cazurra et al., 2017). The thematic analysis has also improved the reliability and eliminated the biases in the study.

Research Questions:

For Students:

- How was your School delivered distance learning?
- Do you have high-speed internet at home?
- Do you have access to a device for learning online?
- Are you satisfied with the technology and software you are using for online teaching?
- How helpful your School has been in offering you the resources to teach from home?

For Teachers:

- Do you have all requisites at home to conduct online classes?
- Are you satisfied with the technology and software you are using for online teaching?
- How stressful do you find teaching remotely during the COVID-19 pandemic?
- How were your experience teaching students from home as compared to teaching at school?

- What kind of feedback have you got so far from your students regarding online teaching?
- How important is face-to-face communication for you while teaching remotely?
- How often do you have a 1-1 discussion with your students during online sessions?
- Do your students still learn as much as they did prior to implementing remote learning?

Data Analysis:

Student's Responses:

The responses which were collected from the junior school students reveal that most of the students got an opportunity to study online during the pandemic. However, most of the students admitted that internet speed and connectivity were the major hurdle that have faced during the classes.

However, they all have an access of gadgets of their parents to attend the classes. Most of the students also admitted that there were disciplinary issues during the sessions and they also had difficulties in understanding the contents which were delivered by the teachers.

The responses which were collected from teachers are as follows.

Q.1. Do you have all requisites at home to conduct online classes?
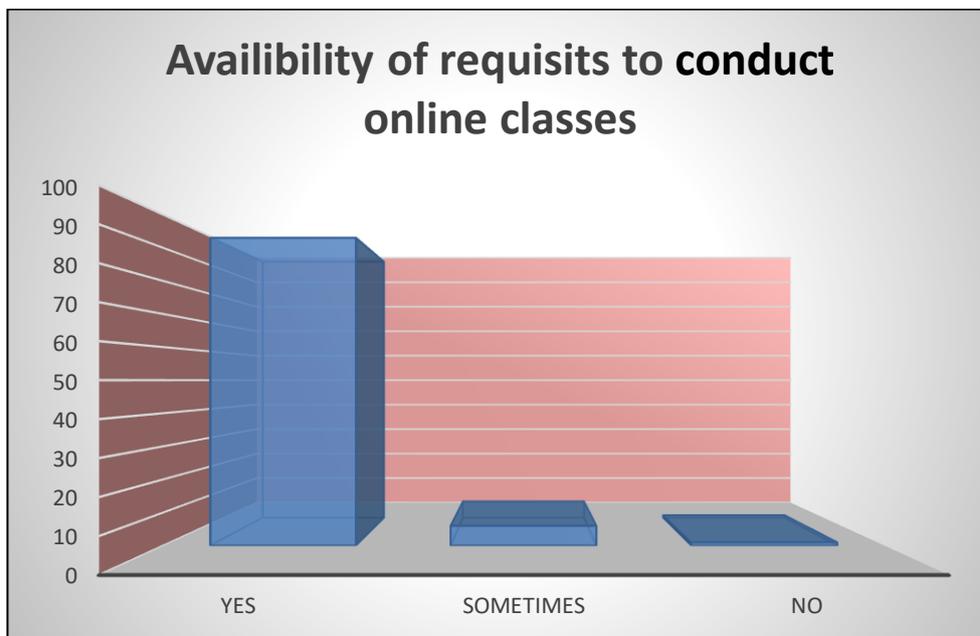

As the chart showing above 97% of the teachers have said that they had all required things to conduct online classes. Only 6% of the total respondents have said that they do not has all things all the time available and 1% of the total respondents said that he did not have all the requisites with him to conduction of online classes.

Q.2.Are you satisfied with the technology and software you are using for online teaching?
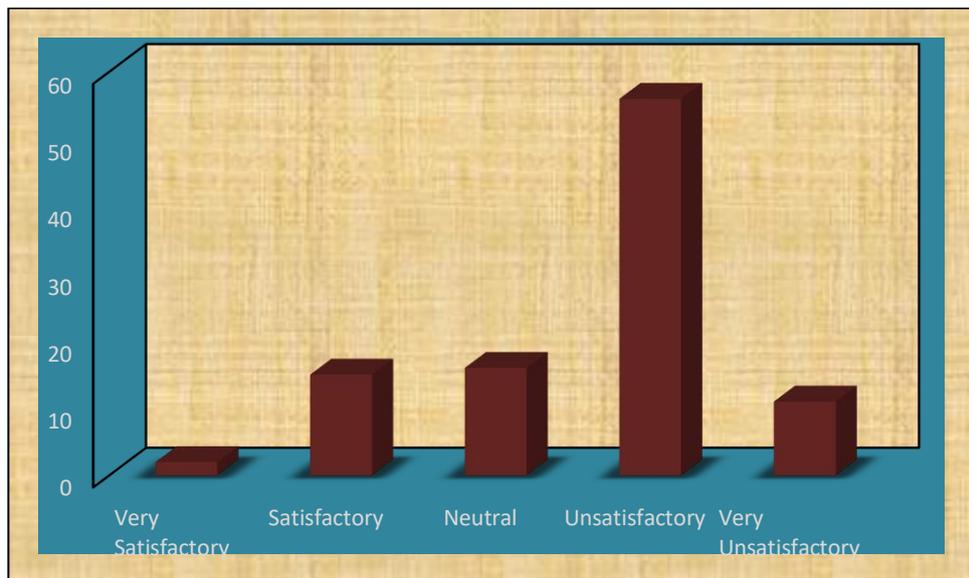
The above diagram shows 56% of the total population was not satisfied with the availability of software and technology for the conduction of online classes and 11% was highly dissatisfied. However, 16% were neutral and 15% were satisfied. As overall interpretation we can say the availability of technology was not satisfactory for conducting classes and effective classroom atmosphere.

Q.3 How stressful do you find teaching remotely during the COVID-19 pandemic?
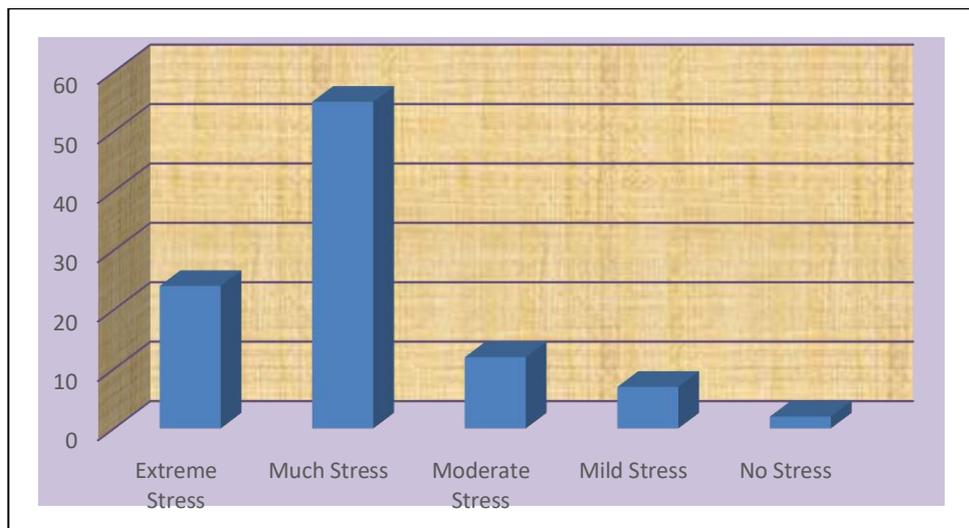
The above graph explains 24% of the total respondents feels that the teaching remotely was very stressful for them and 55% percent also admits that it was much stressful. 10% says the stress was moderate.

Only 7% said that the stress level was mild and 2% believes that there was no stress during pandemic while teachers were supposed to teach remotely. As an overall interpretation, we can say teaching from home and ensuring a quality teaching-learning process was difficult for teachers and stressful as well.

Q. 4. How were your experience teaching students from home as compared to teaching at school?
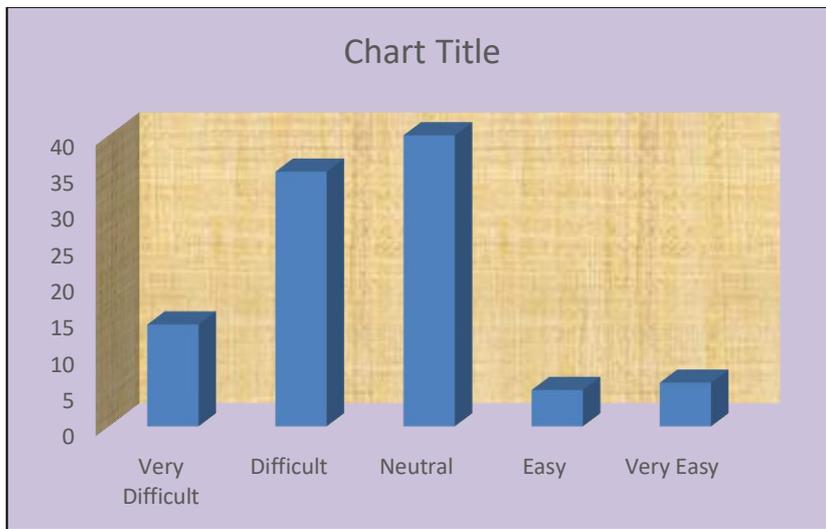
In response of the above question 40% was neutral, 35% believed that it was difficult and another 14% was find it very difficult. 5% said it was easy and another 6% of the respondents said it was very easy. As the mean is 3.4, we can interpret that the difficulty level was moderate.

Q.5. What kind of feedback have you got so far from your students?
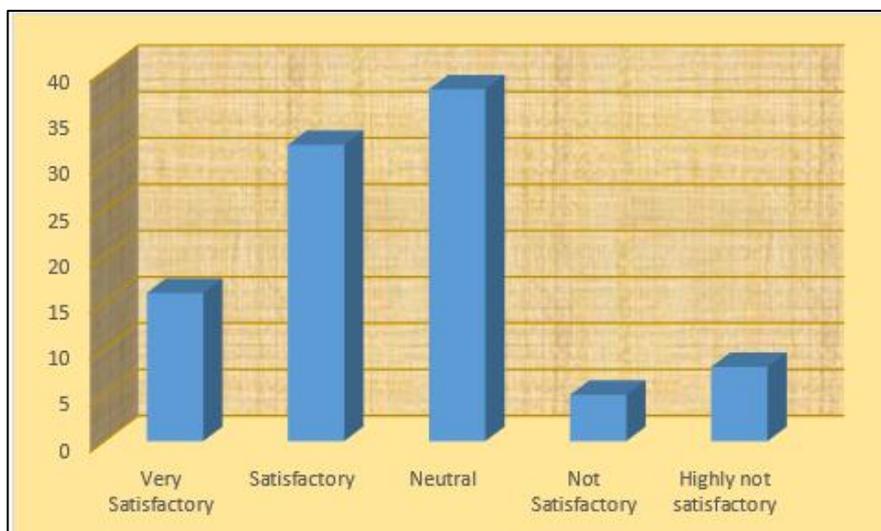
In response of the above question 38% was neutral, 32% believed that it was satisfactory and another 16% was find it very satisfactory. Onl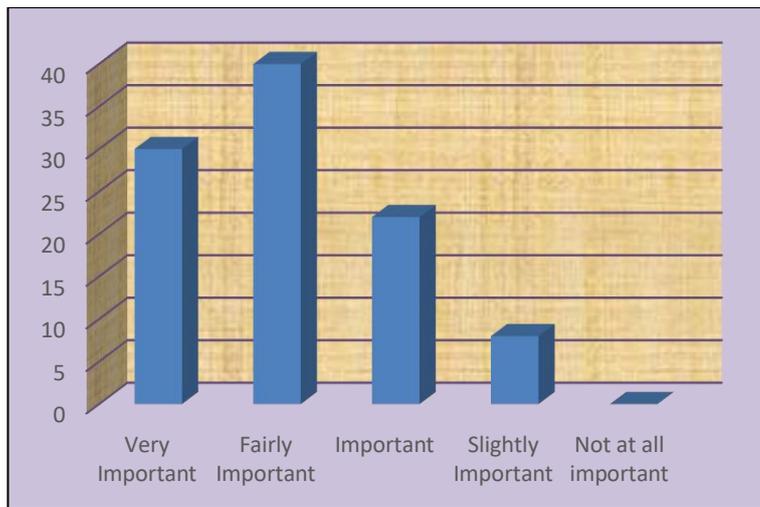y 5% said it was highly unsatisfactory and another 8% of the respondents said it was not satisfactory. As the mean is 3.6 we can interpret that the feedback was neither very good nor so bad.

Q.6 How important is face-to-face communication for you while teaching remotely?

30% of the total respondents feels that it is very important to communicate face to face and another 40% also believes that it is important to communicate face-to-face for effective class room teaching while teaching to junior students. 22% of the respondents has a belief that it has a moderate level of importance and a very few i.e 8% believes that it's slightly important. Therefore, as an overall interpretation, we can say all the teachers believe that face-to-face interaction is very important for an effective teaching-learning process.

Q.7. How often do you have a one-to-one discussion with your students during online sessions?
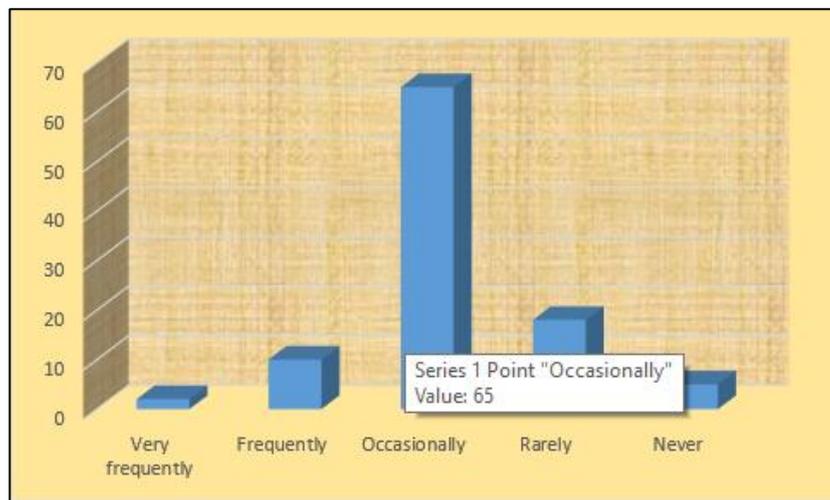
The graph indicates 65% of the total respondents interacted with the students one to one occasionally. 18% says rarely the scheduled any interaction session one to one for students and 5% says they never do so during pandemic while the mode of teaching was online. However, 10% teaches said they interacted one to one frequently and another 2% said they did so very frequently.

Q. 8. Do your students still learn as much as they did prior to implementing remote learning?
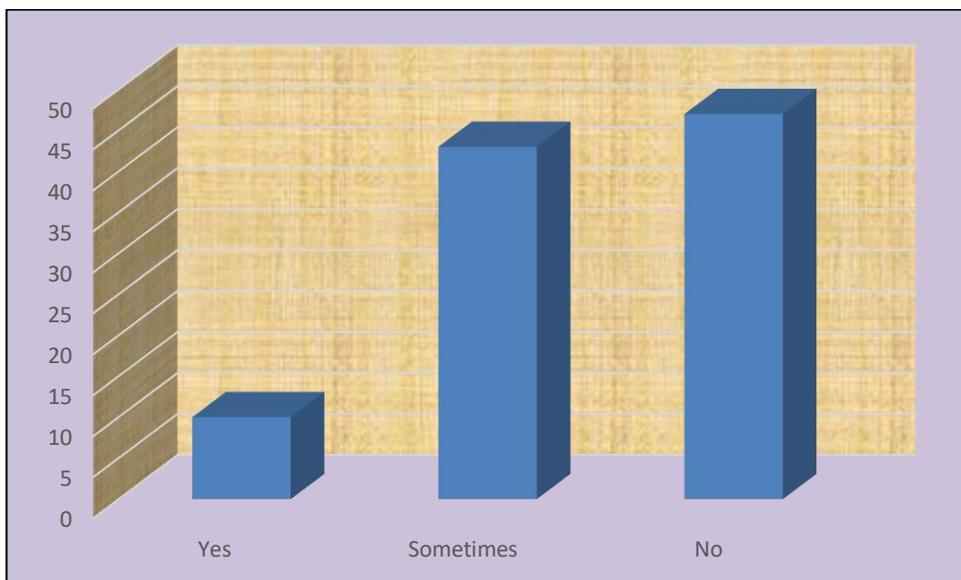
The above diagram says that only 10% teachers from the respondents believes that there was no compromise in studies during online classes but a major chunk of the respondents believes that the level of learning was compromised as 43% said that only sometimes the learning was appropriate and 47% of the respondents' fees that the students could not study as much as they would have study during offline classes.

Interpretation:

COVID-19 was a challenging year for all the people but everyone surpassed it with strength and safety. The challenge was for both the students and teachers for educating and being educated. Some say that the online teaching procedure was satisfactory whereas some say that face to face interactions is the best method for teaching. The parents also supported their children in this learning process so that their ward could learn all the things that are being taught and by this the parents also got to know about the new teaching methodology of this generation. Many students face problems in this because of lack of technology and lack of internet connectivity as in our country there are a lot of people who are below the poverty line who were even unable to afford their daily needs and were painfully managing their children to get educated and as in this time there was no other option but to getting connected to the teachers with internet with proper device was a big challenge for them.

The teaching staff also faced a big problem as they were also new to this technology and teaching process and with all this, they were managing their households.

It was a big challenge for not only the students but also for the teachers in maintaining the work life balance.

The teachers also provided one on one assistance to the students and did their best for the students to be attentive in the class and grasp as much as they could. This was a big challenge but everyone passed it with good result.

Suggestions:

As COVID 19 is still in effect, it is still possible to return to online learning. Therefore, it was crucial to research the effects of online education during a pandemic. If junior high students are ever taught online, the following recommendations might be taken into account.

- In order for students and teachers to gain competences, they must learn how to use technology through sessions with specialists.
- The school needs to create a virtual platform where students can access sessions that have been recorded and use it to get answers to their questions.
- In order for teachers to determine each student's unique learning needs, there needs to be particular interaction sessions for both parents and students.

Conclusion:

The closing of schools has interfered with student learning as well as internal and external evaluations for qualifications. The online teaching approach has taken the place of the conventional teaching method. On the one hand, online learning gives small children the chance to learn, but on the other, the innovative teaching approach comes with a number of problems. Education institutions are still juggling to make up for the lost learning while looking for solutions to the problems brought on by the lockdown. There were numerous issues faced by the schools for ensuring effective teaching-learning process.

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8. Abortion Rights: Fight for Women's Right on Her Own Body

Rachel Aditi Joseph

Abstract:

Abortion is a topic that is widely debated in our society today. It has been a highly controversial and emotionally charged topic that has been debated for decades. It involves the termination of a pregnancy by either surgical or medical means and is often viewed through religious, ethical, and political lenses. This research paper aims to provide a comprehensive analysis of the issue, looking at its various aspects and implications.

At the beginning of the paper, we will explore the reasons why women may choose to have an abortion, including unintended pregnancies, health concerns, and social and economic factors. Then we will study the impact of abortion on women's physical and mental health including the risks and benefits of different methods of abortion and the long-term effects on women's health. In addition to the above, the paper will also explore the history of abortion laws surrounding abortion. This will include a detailed analysis of the different perspectives and laws shaping abortion discussions. In conclusion, the paper will offer implications for promoting abortion rights for women and also for promoting awareness about reproductive health and reducing the need for abortions. Overall, this research paper aims to contribute to the ongoing discussions about abortion by providing a balanced study of the issue. By examining its various aspects and implications, the paper seeks to inform and educate readers about this complex and controversial topic.

Keywords:

abortion, justice, mental health, ethics

Introduction:

"No woman can call herself free who does not control her own body." - Margaret Sanger

Abortion is the ending of a pregnancy before birth. An abortion results in the death of the embryo or fetus and may be either spontaneous or induced. In a spontaneous abortion, also termed a miscarriage the fetus passes from the women's body. Many spontaneous abortion results from natural causes. When this occurs before the 16th week of gestation as it does in fully 75% of the cases the fetus if it were at all present almost always has died 2 to 5 weeks before expulsion of the abortus. In about 50% of abortuses, no fetus is found only an abnormal placenta is present. If expulsion does not follow the separation of the placenta or the death of the fetus, the condition is called missed abortion and usually requires surgical removal of the abortus. It is estimated that about 12% of recognized pregnancies are aborted spontaneously. In an induced abortion, the fetus is removed by artificial - usually medical means. When a woman is faced with an unintended pregnancy, she may decide to terminate the pregnancy by inducing an abortion.

An induced abortion is the termination of a pregnancy before the fetus is viable: the prestige might be legal or illegal, depending on the law that exists in the country. There are two main types of methods used by healthcare providers to induce an abortion: The surgical method, such as manual vacuum aspiration, and, the medical method, using either a drug called misoprostol or a combination of mifepristone and misoprostol. This procedure is done in a hospital or a specialized clinic. Induction abortion may take up to several hours or more than a day to be completed.

Reasons Why a Woman May Choose to Have an Abortion:

The reasons why women may choose to have an abortion are varied and complex. The term "unintended pregnancy" does not always explain the reasons for a person's decision. People may choose to end a pregnancy for a range of reasons, and there is no invalid reason to have an abortion. Some primary reasons why an individual may choose to have an abortion are mentioned ahead. Unintended pregnancy is a very common reason, often due to a lack of access to contraception or inadequate sex education. Health concerns such as the risk of birth effects or maternal morality may also influence the decision. Some people may also not be emotionally ready to have a child. They can be mentally unprepared and ready for a child and may not feel mentally stable enough to raise one. Additionally, social and economic factors such as poverty or financial issues, lack of social support, and career or educational goals play a major role in one's decisions.

Impact of Abortion on Women's Physical and Mental Health:

Lack of access to safe, affordable, timely, and respectful abortion care, and the stigma associated with abortion, pose risks to women's physical and mental well-being throughout the life course.

Inaccessibility of quality abortion care risk is a violation of the rights of women and girls, including the right to life; the right to the highest attainable standard of physical and mental health; the right to benefit and to be able to use scientific progress and its realization; the right to decide freely and responsibly on the number, spacing, and timing of children; and the right to be free from torture, cruel, inhuman and degrading treatment, and punishment.

Each year, about 4.7 – 13.2% of maternal deaths can be attributed to unsafe abortions.

It is observed that 30 women die for every 100,000 unsafe abortions and the number further raised to 220 deaths per 100,000 abortions. Physical health risks associated with unsafe abortion include:

- Incomplete abortion (i.e., failure to remove or expel all pregnancy tissue from the uterus);
- Hemorrhage (heavy bleeding);
- Infections
- Uterine perforation (caused when the uterus is pierced by a sharp object) and
- Damage to the genital tract and internal organs as a consequence of the insertion of dangerous objects into the vagina or anus.
- Death

Common Side Effects of abortion on women are:

- Bleeding (average of 14 to 21 days)
- Cramping
- Dizziness
- Drowsiness
- Nausea / Vomiting

These symptoms may take from a week to a very long time to resolve.

Case Studies:

The Negative Effects of Restricting Women's Access to Abortion (2012:)

Background: In 2012, the Republic of Ireland had strict anti-abortion laws in place, which only allowed for abortion in cases where the mother's life was at risk.

This case study focuses on the tragic story of Savita Halappanavar, a 31-year-old dentist, who was denied an abortion despite her deteriorating health.

Situation: Savita Halappanavar was 17 weeks pregnant when she was admitted to University Hospital Galway in October 2012, experiencing severe back pain.

Doctors determined that she was miscarrying, and her fetus had no chance of survival. However, because the fetus still had a heartbeat, the medical staff refused to perform an abortion, citing the country's strict abortion laws.

Outcome: Savita's condition worsened over the next few days, and she developed septicemia, a severe blood infection. Despite the medical staff's efforts to save her, Savita passed away on October 28, 2012.

Her death sparked outrage and protests across Ireland and the world, highlighting the negative effects of restrictive abortion laws on women's health and well-being.

Impact: Savita's tragic story led to significant changes in Ireland's abortion laws. In 2013, the Irish government passed the Protection of Life During Pregnancy Act, which allowed for abortion in cases where the mother's life was at risk, including suicide.

In 2018, the Irish public voted overwhelmingly to repeal the Eighth Amendment of the Irish Constitution, which had given equal rights to the mother and the unborn child. This historic referendum paved the way for more accessible abortion services in Ireland.

Conclusion: Savita Halappanavar's case demonstrates the negative effects of restricting women's access to abortion. Her death was a turning point in the fight for reproductive rights in Ireland and serves as a reminder of the importance of ensuring that women have the right to make decisions about their bodies and health.

The Negative Effects of Restricting Women's Access to Abortion (2019)

Background: In 2019, the state of Alabama in the United States passed a law that effectively banned abortion in almost all cases, including rape and incest. The law only allowed for abortion if the mother's life was at risk. This case study focuses on the story of "Jane Doe" (a pseudonym used to protect her identity), a woman who faced severe consequences due to the restrictive abortion laws in Alabama.

Situation: In 2020, Jane Doe, a 22-year-old college student, discovered she was pregnant after being sexually assaulted. She was unable to access abortion services in Alabama due to the state's strict abortion laws. Jane Doe, unable to afford to travel to another state for an abortion, felt she had no choice but to carry the pregnancy to term.

Outcome: Jane Doe experienced significant emotional and psychological distress throughout her pregnancy, as it was a constant reminder of the traumatic event she had experienced. She struggled with depression and anxiety, which affected her academic performance and personal relationships. After giving birth, Jane Doe faced the challenges of being a single mother while trying to complete her education and cope with the emotional aftermath of her assault.

Impact: Jane Doe's story highlights the negative effects of restrictive abortion laws on women's mental health and well-being. It demonstrates the importance of ensuring that women have access to safe and legal abortion services, particularly in cases of rape and incest. Her experience also underscores the need for comprehensive support services for survivors of sexual assault, including mental health care and financial assistance.

Conclusion: This recent case study illustrates the negative consequences of denying women the right to abortion. Restrictive abortion laws can have long-lasting effects on women's mental health, educational opportunities, and overall quality of life. It is crucial to advocate for reproductive rights and ensure that women have access to the healthcare services they need.

Abortion Laws for Women and their Rights According to the Years:

1971: The Medical Termination of Pregnancy Act (MTP Act) was enacted in India, which allowed abortions only in cases where the life of the mother was in danger. The act was enacted to address the issue of unsafe abortions and maternal mortality rates in the country. Before the MTP Act, abortions were only legal if they were deemed necessary to save the life of the mother.

2002: The MTP Act was amended to allow abortions up to 12 weeks in cases where the pregnancy was a result of rape or contraceptive failure, or if the continuation of the pregnancy would cause physical or mental harm to the mother.

This amendment aimed to provide more options for women who became pregnant as a result of sexual violence or who were unable to use contraception effectively. It was also an acknowledgment of the fact that women have a right to make decisions about their own bodies and reproductive health.

2003: The MTP Act was further amended to allow abortions up to 20 weeks in cases where the pregnancy was a result of rape or contraceptive failure, or if the continuation of the pregnancy would cause physical or mental harm to the mother or the child. This amendment aimed to provide more options for women in cases where there was a risk to the health of the fetus. It recognized that the health of the mother and the child are closely linked and that both need to be taken into consideration when making decisions about abortion.

2017: The MTP Act was amended again to allow abortions up to 20 weeks in cases where the health of the mother is at risk or in cases of fetal abnormalities. This amendment expanded the circumstances under which abortion was permitted and aimed to reduce maternal mortality rates by ensuring that women had access to safe and legal abortions. The amendment also recognized that fetal abnormalities can have a significant impact on the mental and emotional well-being of the mother and that women should have the right to choose whether or not to continue with such pregnancies.

2021: The Supreme Court of India allowed a woman to terminate her pregnancy after 24 weeks, despite the legal limit of 20 weeks. The court made this decision because the fetus had a severe abnormality and was unlikely to survive after birth.

This decision highlighted the need to consider the unique circumstances of each case when making decisions about abortion and the importance of ensuring that women have access to safe and legal abortions, regardless of the legal limit. The case also highlighted the need for more awareness and education about the law and women's reproductive rights in India.

2022: In April, the Rajasthan High Court passed a landmark judgment allowing a 16-year-old girl to terminate her pregnancy after the legal limit of 20 weeks. The girl had been raped by a family member and was unable to access abortion services earlier due to the COVID-19 pandemic. The court's decision was based on the fact that the girl's mental and emotional well-being was at risk due to the pregnancy and that denying her the right to terminate the pregnancy would violate her fundamental rights.

The judgment was seen as a significant step forward in the fight for women's reproductive rights in India, particularly in cases of sexual violence. This decision also highlighted the impact of the COVID-19 pandemic on women's reproductive health and the need to ensure that access to safe and legal abortion services is not interrupted during emergencies or crises.

Reduced Stigma: Abortion is a stigmatized topic in many societies, which can prevent women from seeking out reproductive healthcare services and can lead to feelings of shame and isolation among women who have had abortions. By promoting abortion rights and reducing the stigma surrounding abortion, society can help women feel more supported and accepted, reducing the social and cultural barriers that prevent women from seeking out reproductive healthcare services. Overall, promoting abortion rights is crucial to improving women's health and promoting gender equality

By ensuring that women have access to safe and legal abortions, we can empower them to make informed decisions about their bodies and lives and provide them with the resources and support they need to live healthy and fulfilling lives.

Conclusion*:*

"The decision whether or not to have an abortion is one of the most intimate and personal decisions a woman can make. It is her right, and hers alone. Women must have the right to make these decisions." - Barbara Levy Boxer

To wrap things up, supporting abortion rights for women is super important to make sure that women can make choices about their bodies and lives. Having access to safe and legal abortions can help stop unwanted pregnancies, reduce reproductive health problems, and make sure that women get screened and treated for things like cervical cancer. By giving women the power to make informed decisions about their reproductive health, promoting abortion rights can also help make things more equal for women. They can go after education, jobs, and other things they might not be able to do if they were pregnant unexpectedly. Another big reason why supporting abortion rights is so important is that it can save lives. In some countries, women can't get safe and legal abortions, which can put their health and even their lives at risk. By making sure women have access to safe and legal abortions, we can make sure that they have access to good healthcare and that they don't have to use dangerous methods to end pregnancies. Supporting abortion rights can also help make things less hard for women who have had abortions. Sometimes people think badly about women who have had abortions, which can make them feel alone or ashamed. By being more open and accepting about abortion, we can help women feel more supported and less alone. This can help more women feel like they can get the healthcare they need to stay healthy and happy. To sum up, supporting abortion rights is important because it helps women make choices about their bodies, promotes equality, can save lives, and helps women feel less alone. Leaders and healthcare professionals need to make sure that women have access to safe, legal, and affordable reproductive healthcare services.

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9. Identity Crisis Experienced by Indians in Foreign Lands

Ruchi Kumari

Abstract:

Identity Crisis is a common challenge faced by many people who move from their own country to a foreign country. Especially, Indians face a lot of shifts when switching from one country to another. While they must endure discrimination in lands abroad, based on their race, skin color, accents, or cultural practices, they are no longer considered the normal "typical" Indian Citizens, in the eyes of their people, generally distinguishing them as NRIs (Non-Resident Indian) with different cultural beliefs, practices, and customs than the people of the country, marking them with the "tag" of being more like foreigners than Indians. This turmoil leads the "moved out" Indians to feel alienated, and isolated and can be accompanied by the sense of not belonging and Identity Crisis.

To promote the discussion of the concept in the Indian context, it becomes important and a matter of utter significance, to make a mention of "The Namesake", a novel published by an American author, Jhumpa Lahiri. The experience of an identity crisis for Indians in foreign lands can be complex and multifaceted. These are the result of various discriminations and varying behavioral characteristics faced by the Indians in the outside world. Whenever the issue of identity crisis faced by Indians in foreign lands is brought into perspective and attention of the public, it is a common notion, for the thought/issue to be questioned by the First-World nations. These issues regarding the different treatment faced by the citizens of a few Third-World nations are generally recognized as nothing more than a fallacy. There have been instances of discrimination and prejudice towards Indians and other South Asians in Western countries. This paper highlights the cultural and racial discrimination made towards Indians in foreign lands and the different treatment offered to them in their homeland, despite them being a citizen of the country themselves.

Keywords:

Identity crisis, alienation, isolation, cultural and racial discriminations, Indian diaspora, post-colonial conceptions, and Western impacts.

Introduction:

The publication of Johann Wolfgang von Goethe's novel "The Sorrows of Young Werther", in the year 1774, introduced the concept of Identity Crisis to the world. However, the novel simplifies this concept and does not explore the widened perspective that is generally (in modern times) associated with it. Werther, the protagonist, grapples with issues of a personal sense of loss of identity, impacting his relationship with the societal norms surrounding him and later leading him to question his sense of self-worth. His struggles have reverberated with readers for the following centuries and have served as a citation as well as a key influence on later literary movements including Romanticism.

Here, it is important to note that this also served as the introduction of the concept in the Western part of the world. In India, however, the term didn't attract any attention until the late 20th century, when she was introduced (to the concept) through the work of Amitav Ghosh in 1988, named, "The Shadow Lines". The novel, dealing with the psychological segment of the human consciousness, talks about "the theme of identity crisis in the context of the Partition of India and the subsequent riots and displacement of people." After the introduction of the concept, many Indians, residing in foreign countries, began relating their tumultuous life in different lands and comparing it with that of Tridib, the protagonist of the novel.

This evaluation of the novel led to the rise of a simple question among the masses. What is Identity Crisis? This brought down the definition of the term, more to psychological grounds than any other area. Erik Erikson, a well-known psychologist of the 20th century, defines the term as a stage in life when "individuals may question their values, beliefs, and goals, as well as their place in society. They may struggle to determine their true identity and may feel lost, confused, or uncertain about who they are and what they want in life" (Erikson, 2005). Erikson's theory of psychosocial development states the theory that an identity crisis is a normal stage of development that occurs in adolescence/growing up teenagers. However, it becomes important to note that this "confusion about self" not only takes place in adolescents but also serves as a major disorder in people of varying age groups. Resuming the discussion of the concept in the Indian context, it becomes important and a matter of utter significance, to make a mention of "The Namesake", a novel published by an American author, Jhumpa Lahiri. A reader familiar with the story of Gogol Ganguli, the protagonist of the novel, would know that he is of Indian-American origin, and is named after the Russian writer Nikolai Gogol. And it is due to this "naming" of this individual, that "he (Gogol) experiences a sense of disconnection from both cultures, leading him to question his identity and search for a sense of belonging" (Mona Verma, Richland Library, 2020).

This novel brings into perspective the struggle faced by Indians who reside or have migrated to foreign lands, where they live as "outsiders", never fully accepted and welcomed "as their own" by the citizens of those countries. However, the problem of "acceptance" into and by society, does not end here. When these "Indians" return to their motherland, they carry with themselves from abroad, the tag of being an "NRI". This further leads to an issue of isolation and alienation from society among the conscience of these Indians. They get this feeling of "not-belonging" to any nation, of not having the support and identity of any state/country as their backbone, neither of the host country nor their own.

Whenever the issue of identity crisis faced by Indians in foreign lands is brought into perspective and attention of the public, it is a common notion, for the thought/issue to be questioned by the First-World nations. These issues, regarding the different treatment faced by the citizens of a few Third-World nations, are generally recognized as nothing more than a fallacy.

The experience of an identity crisis for Indians in foreign lands can be complex and multifaceted. These are the result of various discriminations and varying behavioral characteristics faced by the Indians in the outside world. There have been instances of discrimination and prejudice towards Indians and other South Asians in Western countries. This includes the impact of the post-colonial influences on Third-world nations.

Historically, there have been several factors that have contributed to this. One major factor is racism, topping every other factor on the list, which has been prevalent in many Western countries and has often led to discrimination against people of varying colors. Another factor is cultural differences, which can sometimes lead to misunderstandings and stereotypes among other citizens, or sometimes, more preferably referred to as the "immigrant" class. Additionally, the varying perspective of the people on economic and political factors also contribute to tensions between Western countries and India, which can impact the way that Indians are perceived and treated by the people of foreign lands. For example, issues related to trade, politics, immigration, and geopolitical tensions can all play a role in shaping the perspectives, viewpoints, and ideologies of Indians and other groups.

When mention is made of causes related to Racism as a major contributing factor in the psychological concept of Identity Crisis in humans, it becomes almost important to highlight the racial discrimination faced by Indians in foreign lands. Case studies done by major writers and psychologists of our times, do contribute to highlighting this major factor. For example, "the tragic shooting of Srinivas Kuchibhotla", an Indian software engineer, in a Kansas City bar in February 2017. The incident occurred when a man named Adam Purinton, who was, according to the local news agency, drinking at the bar, suddenly started yelling out racial slurs at Srinivas and his friend Alok Madasani, both of whom were of Indian descent. Purinton then escalated his outrageous behavior further by pulling out a gun and shooting both men, killing Srinivas at the sight and gravely injuring Alok. The incident was widely condemned in both countries, the United States as well as in India, and was seen as a hate crime motivated by racism, xenophobia, and intolerance. The local newspaper reported the event, "The shooting sparked outrage and concern among the Indian-American community, as well as among many other immigrant communities in the United States" (Times of India, 2017).

It becomes almost important for the colored communities around the world, experiencing this discrimination, to note that this case of racial discrimination, however, is neither the first nor would it be the last of its kind to happen in these First-World nations. It is therefore important to move forward to another pressing issue that asks the question, why are NRIs not fully accepted as their own by the Indian Society? Well, in an attempt to answer this question, Anand C. Paranjpe, a renowned Indian Psychologist, says that "The issue of acceptance of Non-Resident Indians (NRIs) by Indian society is complex and multi-faceted, and there is no one-size-fits-all answer to this question". (Paranjpe, 2015). He then gives certain parameters that generally act as contributing factors that ultimately result in this aloofness faced by the NRIs. One of the primary reasons why NRIs may not be fully accepted as their own by Indian society is due to their "lack of physical presence in the country" (Paranjpe, 2015). Many NRIs live, educate themselves, work, and serve these foreign nations abroad for extended periods, which can lead to a sense of disconnection, and sometimes even abandonment, from the day-to-day realities of life in India. This ultimately results in making the normal day-to-day things challenging for them to fully understand, grasp, and relate to the experiences and concerns of those living in India. NRIs may also face cultural differences, resulting in discrimination and challenges when they return to India. While they might have tried to retain a strong connection to their Indian roots, their time spent abroad ultimately results in a "blending of cultural influences" (Rao Ramakrishnan, 2015). This often makes it difficult for them to fit in with the cultural norms and expectations of Indian society.

There is a notion that often marks the NRIs to be seen as being privileged, given their financial status and the opportunities that they receive for educational purposes and career advancement abroad. This perception of privilege can sometimes lead to resentment, discontentment among the masses, and a sense of alienation from the broader Indian society. In recent years, there has been growing polarization and political divisions in India. NRIs may hold differing political views than those in India, and this can sometimes result in a sense of alienation or conflict. These are a few of the points mentioned by Anand C. Paranjpe in his work, "Self and Identity in Modern Psychology and Indian Thought", related to the identity crisis in the Indian context.

Review of Literature:

Identity crisis is a major theme in the Indian Diaspora of literary works because of the unique experiences and challenges faced by members of the Indian diaspora. The Indian diaspora consists of people of Indian origin who have migrated to various parts of the world, including North America, Europe, and Australia. These individuals often experience a clash between their Indian heritage and the culture of their adopted country, leading to questions of identity and a search for a sense of belonging.

Literary works by Indian diaspora authors explore these themes of identity and belonging through various perspectives and experiences. These works often address issues such as cultural dislocation and displacement, alienation, and the struggle to reconcile different cultural identities. The characters in these works may feel torn between their ancestral culture and the new culture they are adapting to, and may struggle to find a sense of identity and purpose in their lives. Furthermore, the Indian diaspora is diverse and multifaceted, with members coming from various regions of India and holding different religious and cultural beliefs. This diversity can create additional challenges in terms of identity, as individuals may struggle to reconcile their unique backgrounds with the broader cultural norms of Indian society. The several literary works that inspire and influence this paper are, namely, *"The Shadow Lines" (1988) by Amitav Ghosh; "Interpreter of Maladies" (1999), "The Namesake" (2003), "Unaccustomed Earth" (2008) and "The Lowland" (2013) by Jhumpa Lahiri; "Americanah" (2013) by Chimamanda Ngozi Adichie; "The Good Immigrant" (2016) edited by Nikesh Shukla; "The Sleepwalker's Guide to Dancing" (2014) by Mira Jacob; "The Inheritance of Loss" (2006) by Kiran Desai; "Coolie Woman: The Odyssey of Indenture" (2013) by Gaiutra Bahadur; and "The White Tiger" (2008) by Aravind Adiga.*

The novel, "The Shadow Lines" is considered by many critics as the discoverer of the concept of identity crisis concerning the Indian subcontinent. Written and published around 1988, the novel also explores the popular theme of post-Colonialism and is an exact representation of the society during the Partition of India. The novel serves in highlighting the impact that this historical event has on the lives of people and prompts an individual to question his own identity, as a result of all the intricate and complex fragments of the present society close on him.

In the end, Ghosh sums up that Identity is a "fluid concept" that is shaped not by the region and culture we live in but by the experiences of one's life, and how they come out of it. In 1999, the other famous work that attracted the attention of readers about this concept is the much-celebrated work of Jhumpa Lahiri, "Interpreter of Maladies".

With its focus directed on removing the layers of reasons that result in an Individual's loss of identity, the novel points them out almost in a chronological manner, point by point, through the various characters present in the story. Focusing on the effects of Cultural displacement, the effect of their past, and coping with the changing trends of time, that demand one's undivided attention (if one doesn't want to be lost and left out), the novel serves as base for Lahiri's later works in the field of Identity crisis. Published in 2003, "The Namesake", talks about the young generation and the problems faced by them in their growing years. However, it must be noted that it is not just any other psychological work that defines the struggle of growing teenage life into adult life, rather it has its focuses on the struggles of a boy who is suffering from an identity crisis, alienation, and isolation from the society because of his lack in understanding the base of the discrimination faced by him (in a minute and insignificant things) in his home as well as the host country. The novel very aptly describes the effects of Cultural Displacement and the sense of loss of identity and the clash between traditionality and modernity.

Other works of Jhumpa Lahiri, exploring the same theme of cultural displacement and a sense of isolation and alienation from the world, the problem of not being able to find one's place in the world, include, "*Unaccustomed Earth*" and "*The Lowland*". The latter also explores the consequences that political violence has on an Individual's life. It recounts the experience of growing up in a lowland region of Calcutta, India. The impact of getting involved in a radical political movement and how it can alter the course of life of an individual and his near and dear ones are portrayed aptly by Lahiri. Relating to the context of immigration and displacement, the novel reflects how social and political factors can contribute to a sense of loss of identity for an individual. "Americanah" by Chimamanda Ngozi Adichie, published in 2013, is not a work that centralizes the "Indian Loss of identity" as its theme but successfully recounts the story of two African-Americans, Ifemelu and Obinze, who struggle in America and England, respectively, to find their identities and to connect with the outer world. From changing their outward appearance to their accents, they pursue every option available to blend in with the crowd. However, even after putting in all the efforts, they often face discrimination in their everyday lives based on cultural, social, racial, and economic conditions.

This novel also introduces the concept of how "personal will and preference" can usually contribute as a cause to loss of identity in an individual (this can be justified by Ifemelu's behavior when she tries to blend in to be accepted by the American society by straightening her hair and changing her accent). This novel also highlights the issue of the existence of the "identity crisis" disorder almost in all post-colonial countries and their struggles in connecting to their cultural, art, and economic grounds. P. Michael Arokiasamy, and M. Mary Jayanthi, highlight this issue of identity crisis in post-colonial countries concerning Western countries. In their paper, Identity Crisis of African Immigrants in the West as Represented in Chimamanda Ngozi Adichie's Americanah, they talk about this issue, quoting, "After World War II, the decolonized nations decided to recreate their social and individual identities. They struggled to reconnect to the roots of their identities in all spheres such as culture, art, and economy, which was quashed and lost during the period of colonization." (Arokiasamy and Jayanthi, 2019).

A similar theme is followed by Nikesh Shukla in "The Good Immigrant", published in 2016, where the author talks about the label of being a "good" immigrant in the host country.

This work is a collection of essays brought together under the theme of discrimination of different races in the first world nations and recounts the tales of first-hand experiences of the mentioned discrimination faced by the Immigrants, and the tag of being outsiders that they carry their whole lives. This collection shares many personal and powerful stories of immigrants and describes the first-hand experience of living between cultures, societies, and languages and figuring out one's persona in this "advanced outside" (Arokiasamy and Jayanthi, 2019) world. "The Sleepwalker's Guide to Dancing" by Mira Jacobs, published in 2014, is the story of an Indian-American protagonist, Amina Eapen, a successful photographer, who grapples with her identity as she tries to find out how to manage her Indian-American heritage with her American upbringing. The novel by Jacobs dives into the entanglement of cultural, personal, and familial identity and how these strands shape an individual's sense of self. The novel successfully reflects the complexity and fluidity of identity, perfectly describing how cultural heritage, personal opinions, and familial expectations can contribute as a factor in shaping one's identity.

Another novel, "The Inheritance of Loss" by Kiran Desai, published in 2006, talks about the sense of loss of identity and how immigrants fight daily to establish their own identity in this "new world" that they have moved in. One of the central characters, Biju, serves as a representative of the struggles and discriminations faced by the immigrants while trying his best to define his identity in a foreign land. The Times Magazine praises the evocation of this theme, saying, "The characters in the novel are impacted by political unrest, social inequality, and colonial legacies, which further complicate their sense of belonging. The clash between traditional values and modern aspirations adds another layer to the characters' struggle with their identities." (Time, 2005).

The novel "Coolie Woman: The Odyssey of Indenture", published in 2013, by Gaiutra Bahadur, is another of its kind, focusing on the identity crisis suffered by the emigrant Indians and their descendants. However, this novel takes the working class of the immigrant west, as its central characters. Indentured laborers, that in its most literal sense means working for an employer as a servant for a legally contracted period, often referred to as "coolies" in the novel, are shown being uprooted from their native land and transported to the "New World", to serve their employers under grueling conditions on plantations. This excruciating process of Indenture takes a mental toll on the characters, resulting in a sense of loss of identity with a profound sense of displacement, that ultimately leads to a multi-layered and very complex case of Identity Crisis. Aravind Adiga's novel, "The White Tiger", published in 2008, follows the story of Balram Halwai, the protagonist, in identifying his self-worth in the modern crowd of The Rich. The novel explores a different kind of perspective on "identity crisis", as its focus hovers around the study of loss of identity concerning caste and socio-economic status. Balram, born in a lower caste stratum of the Indian hierarchical society, serves the rich as a driver and is resigned to following his fate. Balram opts for himself the name "White Tiger", to showcase the rarity he allows himself to indulge in to reach his objective of becoming a powerful and independent individual.

The novel brings to light the injustices faced by the crowd of India, burdened by the traditional injustices (introduced by the Invaders to the country) and the societal expectations from certain classes and beings of the society, acting as a hindrance in the development and growth of the individuals mentally as well as economically.

The journey of Balram also highlights the limitations imposed on the lower-caste people and how their growth is suppressed by the higher-class people of the society so that they cannot surpass the ones higher than them in the "caste" based levels.

Implications:

The post-colonial impact of the First-World nations on the receding nations on that line, serves as one of the most factors that promote the onslaught of the cases of Identity Crisis, in the years following the "independence" of these countries from the tyranny of the English Dictatorial mindset. It is also important to take into consideration the case of the "Inferiority Complex", which developed in the minds of Indians and other colonized states, that made them perceive themselves as ultimately inferior to the "white" men in comparison. According to some critics, this can be classified as one of the first factors that later led to the development in the cases of identity crises.

This paper, however, focuses on the concept of identity crisis that is suffered by Indians in foreign lands as well as in their homeland. This theory, stated in the paper, is supported by the various works in the fields of literature, or more specifically, in the realm of the Indian Diaspora. P. Michael Arokiasamy and M. Mary Jayanthi explore this theme on a much broader level and with a post-colonial mindset in their paper, "Identity Crisis of African Immigrants in the West as Represented in Chimamanda Ngozi Adichie's Americanah". This paper highlights the issue of how the colonial mindset affected the colonized countries and contributed as a major factor in the increase of cases of identity disturbances in Third-World nations. This paper by Arokiasamy and Jayanthi serves as a background study for the theories stated in this paper. This disorder that makes the Indians question their identity is one of the main factors contributing to their decline in confidence while opting for education, work, and lifestyle choices in foreign lands. The fact that they cannot even rely on the identity of their native lands is a pressurizing as well as a difficult decision to make for them. The factors affecting this level of discrimination faced by the Indians in foreign as well as their homeland is already highlighted in this paper. However, it becomes important to answer the question that how this sense of loss of identity can contribute to the decline in the confidence level of these individuals. It is a well-argued point that an identity crisis is a phase that one usually goes through while growing up, making it an uncommon part of an individual's life. However, if this condition of alienation and isolation from society continues to remain attached to one's personality, it becomes a matter of major concern.

The contribution of an identity crisis as a reason for a decline in one's confidence can be perceived in different ways including important factors such as self-doubt, lack of direction, social comparison, fear of judgment, emotional distress, and many more. These issues arising from identity crises can ultimately erode an individual's confidence and make them uncertain about their actions, goals, and aspirations. Individuals often feel aimless and unsure of their abilities to navigate life effectively.

All this stems back to the idea of identity crisis, faced by the person (of Indian origin as well as those of other social backgrounds). Therefore, it becomes foolish of a persona to ignore it as one of the major flaws in the personality of an Indian staying and living his/her life abroad.

Conclusion:

The concept of Identity crisis is not a new subject that has been recently or not been properly researched by critics over the years. However, it remains to be one of the most important fields to be constantly studied and thoroughly researched even in modern times. The conception of identity is a crucial aspect of an Individual's existence. The loss of it costs a lot from his/her life. Even though confusion about one's identity is a part and phase of growing up, its continuation might lead to grievous circumstances, sometimes permanently affecting the beliefs, ideologies, and the thought-process of one's life, not to mention a decline in the person's overall confidence. The paper covers the points and factors that contribute to this sense of loss of identity in an Indian staying abroad. It also answers the questions raised by many people that regard discrimination based on racial and cultural identity to be a concept of the past, almost insignificant, and consider it to be non-prevalent in the current Western world. The paper contains mention of many literary works that support the theory of the identity crisis experienced by many Indians in foreign lands. Mainly in the realm of the Indian Diaspora. Explaining the prevalent notions that serve as a base for the harsh discriminated way that the Indians or the NRI's are treated in their homeland by their people, the paper focuses on properly introducing some new as well as highlighting the prevalent factors that are generally related to these behaviors towards the NRIs.

It becomes important to note that this research methodology paper is not free of limitations. They are present in the form of sample size, word limitations, time constraints, and availability of resources as well as personal boundaries of knowledge on the subject, making it open to interpretations, criticisms, and suggestions by the experts on the subject. However, efforts have been made to address the limitations by assuring the validity and reliability of the data collected. A systematic research approach is provided that contributes to the existing theories and body of knowledge on the subject. The main aim of this work is to provide researchers and practitioners with an insight, gained from this study on "identity crisis", to further aid them in their decisions and advancements in the field.

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10. In Search of Narrative Analysis

Shreya Kujur

Abstract:

Qualitative research can explain how people experience a research question by providing a human side of an issue which includes the beliefs, opinions, emotions, and relationships of individuals (Mack, MacQueen, Guest, & Namey, 2005). When used along with quantitative methods it helps us to interpret and better understand the complex reality of a situation. Compare to quantitative research qualitative research have different approaches to scholarly inquiry which include Narrative research, Phenomenological research, Grounded theory research, ethnographic research, and case study research (Creswell, 2007, 2014). The following paragraphs elaborate upon Narrative analysis as a Qualitative approach

Keywords:

narrative analysis; qualitative research; story; phenomenology; generalization.

Introduction:

According to Frost (2011), "Narratives are stories with a clear sequential order, that connect events in a meaningful way for a definite audience." Thus, it takes stories as the unit of analysis. The stories are gathered from the accounts of participants and focus on different features of the story. Features of the story can include structure, function, or performative function (Denzin,2001; Labov,1972 & Riessman,1993). The assumption about the social reality of this method lies in understanding and use of narrative within the approach.

It is considered a powerful form for giving meaning to experience. Mattingly and Garro (2000) state that "Narratives mediate between an inner world of thought-feeling and an outer world of observable actions and states of affairs." Events/situations itself is not represented as narratives, only through experiences the event becomes a story, and by retelling the experience the narrator creates meaning. The event is always retrospective and the narrator already knows its ending (Frost, 2011). The narrative method is widely used as a tool under psychological discipline since the early 1980s.

Looking back to history two main events can be considered as the cornerstone of the narrative method. The first one is the humanistic/person-centered approach which tries to see the storytellers and listeners in a unified and singular manner. The second principle is connected to the postmodern ontology that reveals the role of multiple subjectivities in the construction of narratives. Based on the research questions /objectives narratives are conducted in different ways (Frost, 2011 & given,2008). Through Narratives participant is not expressing individual or independent reality but rather helps in constructing the reality within relationships between the narrator and their external world. It talks about the world, lives, and selves and are considered a creative means of exploring and describing realities.

The Narrative analyst during the process of interpretation considers individual and cultural resources.

Frost (2011) states that the topics suited to narrative analysis include various aspects of identity, individual experiences of psychological processes, interpersonal and intimate relationships, and experiences of body, beauty, and health. Based on this criterion as an example, a study conducted by Trachtenberg (2012) is elucidated in the following paragraph.

Trachtenberg (2012) examined the unique challenges faced among young breast cancer survivors' self-concepts and explored the identity reformulation process as they adjust to a new lifestyle after completing medical treatment. Semi-structured interviews were conducted among 10 young breast cancer survivors (aged 32-45).

The results indicated that three core categories emerged in the identity reformulation process: 1) relocating self in gender; 2) re-locating self in youth, and 3) re-locating self in health status.

Some of the chief features of Narrative analysis as highlighted by Creswell (2013), Frost (2011) and Given (2008) are as follows:

- Narrative researchers mainly focus on a single individual/ two or three individuals as it was found to be more time-consuming and need good effort to gather detailed form of life experience from each individual.
- The issue explored through narratives/stories should have a significant impact on the participant's life.
- Based on the stories the researcher creates or tries to develop a chronology that connects different phases or aspects of a narrative/story that re-stories the event in a literary way (Creswell, 2007)
- Narratives are a creative means of exploring and describing realities, which are arranged and bound by stipulated time (Frost, 2011).
- Depending on the research questions and the collected data, multiple models can be combined to capture multiple layers in the construction of narratives to understand the experiences of the participants (Given,2008).

Steps Involved in Narrative Research:

The following paragraphs elaborate on the steps used in Narrative research as explained by Clandinin and Connelly (2000):

- Determine the research question
- Selection of participants who have stories or life experiences to tell based on the research question.
- Collect information about the context of stories by spending a considerable amount of time with them. Gather their stories through multiple types of information in the form of field texts, journals/diaries, field notes, memos, photographs, personal-family – social artifacts

- Analyze the participants' stories, and then "restore them into a framework that makes sense. Restorying is the process of reorganizing the stories into some general type of framework. This framework may consist of gathering stories, analyzing them for key elements of the story (e.g., time, place, plot, and scene), and then rewriting the stories to place them within a chronological sequence (Ollerenshaw & Creswell, 2002).

Analyzing Narratives and Reporting:

The narrative analysis includes a family of methods and models of narrative analysis that offers different focus to the analyst. Each of these models is formed by different theoretical discussions (Riessman, 2005). Majorly three models have been used by the narrative analyst the structural model (Labov,1972), the Thematic model (Riessman, 2005), and the Interactional/performative model (Riessman,1993; Mishler,1995 & Denzin,2001).

The structural model focuses on the structure of stories or how participants narrate the story. The thematic model focuses on the content of the stories and generates themes out of it. The interactional/performative model emphasizes the contextual features or the meanings created by the storytellers and listeners through their interaction. Creswell (2007) has given a strategy for reporting the codes of the collected individual details and recorded experiences.

These are based on four principles which are, chronology, plot, three-dimensional phase, and themes. Figure 1 below depicts the pictorial representation of the template for coding.

Figure 8.3   Template for Coding a Narrative Study
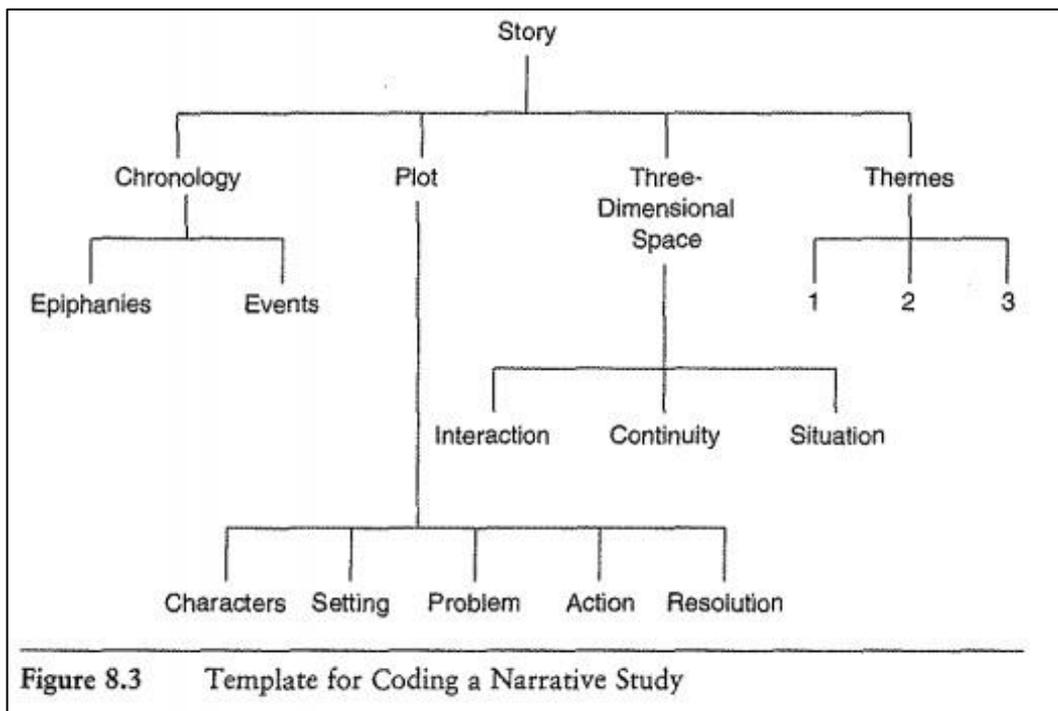
Creswell (2007)

Advantages:

Narrative research is considered to be the first and foremost method to get in-depth life experiences of people involved in it. It's useful to interpret texts which are oral, written, and visual. Given (2008) states that narrative methodology reshaped the field of qualitative research because it helps in providing close attention to the experiences of individuals. It not only functions as a method through which researchers explore how people remember, structure, and story their experiences but also helps in understanding the complexities of human selves, lives, and relations.

It is useful to shape both individual and social experiences and helps the researcher to identify effective tools to easily gather the individual's details. (Andrews et al., 2004). Furthermore, it helps the investigator to find out the multiple layers of meaning and reconstruct the meaning through these layers and understand more about the individual and social processes (Frost,2011)

Disadvantages:

One of the major disadvantages of narrative analysis is that it cannot be used in all research topics (Frost,2011) It is considered a challenging approach to use because the researcher needs to collect extensive information about the participants. Also, the researcher should have a clear understanding of the context of the individual's life. It is essential to maintain an active collaboration with the participants throughout the study by keeping an account of the participant's personal and political backgrounds. Further, Multiple issues can arise while collecting and analyzing stories which can be time-consuming.

Conclusion:

Narrative research is found to be the best applicable way to collect the individual's life experiences through written, spoken, or visual representations. It encourages an individual to remember and present the life stories of the participants in an organized manner.

Through experience, the event becomes a story, and by retelling the experience the narrator creates meaning and knows its ending. Even though it has many positives it is criticized for its nature of time consumption and applicability. However, it is important as a method of understanding the complexities of human selves, lives, and relations.

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