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Editor Note

It gives me immense pleasure to present the first issue of Volume 2 of the Indian Journal of Emerging Trends and Innovation (IJETI). As the journal solidifies its role as a beacon for forward-thinking scholarship, this issue (January-April 2026) underscores our dedication to pioneering research, interdisciplinary dialogue, and multilingual contributions across education, science, technology, the humanities, and the social sciences.

Volume 2, Issue 1 features exceptional papers that explore pressing challenges and innovative solutions, bridging cutting-edge advancements like AI-driven pedagogies and sustainable practices with rooted cultural insights. These works highlight the synergy of empirical rigor, creative methodologies, and inclusive perspectives, capturing the essence of IJETI's mission to blend Indian ingenuity with global relevance.

We owe profound thanks to our contributors, reviewers, and advisory board for their unwavering commitment and scholarly excellence. Their efforts maintain IJETI's high standards of integrity and quality. My deepest appreciation also goes to the editorial and technical teams for their tireless work in ensuring seamless publication.

Looking ahead, we warmly invite scholars, researchers, and innovators to contribute to IJETI's growing legacy. Together, we will cultivate a dynamic space for original, inclusive, and impactful research that resonates in both national and international arenas.

Editor

Indian Journal of Emerging Trends and Innovation (IJETI)



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Role of Feedback Culture on Employee Engagement and Well Being: A Systematic Review

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Abstract

Aim: This systematic review aims to compile the corpus of research on the role of acknowledgement or feedback on employee engagement, secondarily examine whether feedback influence organisational citizenship behaviour (OCB) and their well-being in organizational settings.

Background: Feedback plays a significant role in enhancing employee engagement and well-being by fostering motivation, clarity, and progressive growth. In recent years, organizations have gradually acknowledged the role of feedback as a key mechanism to enhance these aspects in the workplace. While productive feedback boosts job satisfaction, poorly delivered critique can lead to disengagement. This systematic review synthesizes existing research to identify insights for optimizing feedback to create an accelerating organisation.

Methodology: A systematic search of electronic databases, including PubMed, psycINFO, Taylor and Francis, springer nature and google scholar, was conducted to identify relevant studies. Search terms included variations of “feedback”, “employee engagement”, “incentives” and “systematic review”. Studies from 2013 to 2025 which meet the inclusion criteria were selected based on the predefined requirements, including randomized

controlled trials, systematic reviews, meta-analysis, observational studies, and experimental designs evaluating the impact and role of feedbacks on employee engagement and well-being. The research followed the prisma guidelines. **Result and Conclusion:** Findings indicate that both continuous and structured feedback play a significant role in enhancing employee motivation, productivity, and engagement. While feedback demonstrates a positive but modest association with OCB, its effectiveness is strongly influenced by the way of delivering, its frequency, and organisational context. A robust feedback culture promotes trust, open communication, and employee well-being while reducing workplace conflict. Future research should prioritise longitudinal and experimental designs to strengthen causal understanding and inform effective implementation strategies.

Keywords: Employee Engagement, Well-Being, Feedback Culture, Performance Feedback, Workplace Motivation.

Introduction

In today's evolving and competitive business landscape, employee engagement and wellbeing have become cornerstones of organizational performance, productivity and sustainability in the success of an organisation. Employee engagement reflects the emotional, cognitive, and behavioural commitment employees demonstrate toward their roles, influencing their vigor, productivity, and retention (Kahn, 1990; Schaufeli et al., 2002).

According to Bakker & Demerouti (2008), engaged employees exhibit higher levels of energy, enthusiasm, and dedication, which translates into organizational performance/success. Complementarily, employee well-being encompasses the physical, psychological, and emotional health of individuals at work which directly impacts job satisfaction, morale, and retention. Research by Diener et al. (2010) suggested that well-being is a multi-dimensional construct involving job satisfaction, emotional stability, and a reason for being. Employees with better well-being experience greater ability to bounce back and increased life satisfaction, which enhances their productivity and creativity. It is due to the organizations culture, if they prioritise the employee's well being, there is lesser probability of absenteeism and improves the overall performance. (Harter et al., 2003). In this context, feedback has become a transformative tool for fostering both engagement and well-being, serving as a powerful tool for clarity, recognition, and continuous development. High-quality feedback not only clarifies expectations and reinforces achievements but also acts as a vehicle for growth, self-improvement, and emotional validation. To understand feedback, Feedback refers to the process of delivering information regarding an employee's performance, skills, or behaviour with the goal of promoting continuous improvement (Ashford & Cummings, 1983). In the workplace, feedback serves for both developmental and evaluative aspects, enabling employees to recognize their strengths, address weaknesses, and align their contributions with organizational goals (London & Smither, 2002). Feedback in literal terms is when someone gives you information about how you're doing, whether it's good or bad, to help you improve your skills. It's like

getting tips or advice so you know what you're doing right and what you can do better. Effective feedback is characterised by specificity; wherein clear information is provided regarding strengths and areas needing improvement. It is timely, which ensures relevance and facilitate immediate application. Additionally, feedback is also constructive, integrating positive reinforcement with corrective guidance to promote development, and consistent, being delivered regularly to support sustained wave of improvement and learning. When delivered effectively, feedback can boost self-efficacy, improve job performance, and strengthen employee engagement (Kluger & DeNisi, 1996).

Conversely, the absence of feedback or poorly delivered feedback can result in confusion, frustration, and disengagement, negatively impacting employee wellbeing (Bakker & Demerouti, 2007). The Link between Feedback and Employee Engagement, Effective feedback significantly enhances employee engagement by promoting goal clarity alongside personal and organizational development. According to Locke & Latham's (2002) Goal-Setting Theory, specific and challenging feedback boosts motivation and performance by reinforcing clear objectives. To add on, Bakker et al. (2011) argued that frequent, high-quality feedback promotes task mastery, which increases employees' sense of competence and self-efficacy—two critical drivers of engagement. When employees receive clear and constructive guidance, they feel more confident in their abilities, resulting in higher levels of rigor and dedication. Aguinis et al. (2012) found that employees who perceive feedback as punitive or unclear are more likely to experience lower job satisfaction and reduced engagement, highlighting the need for empathetic and constructive feedback delivery.

In addition to driving engagement, feedback plays a crucial role in enhancing employee wellbeing. Effective feedback reduces ambiguity by providing employees with clear expectations, thereby lowering the work-related stress levels (Sparr & Sonnentag, 2008).

Moreover, positive reinforcement through feedback enhances emotional wellbeing by boosting self-confidence, fostering a sense of competence, and providing a path for growth and development. Conversely, poorly delivered feedback can result in emotional distress, lowered self-esteem, and burnout (Bakker & Demerouti, 2007).

A meta-analysis by Harvey et al. (2017) revealed that employees who regularly receive positive and constructive feedback report higher job satisfaction, lower stress levels, and improved emotional resilience, highlighting the well-being benefits of quality feedback practices.

The related factors,

- Organizational Citizenship Behaviour (OCB), is a vital concept that encompasses employees' voluntary behaviours which, while not formally part of their job descriptions or directly recognized by the reward system, contribute significantly to the functioning and overall success of a workplace (Organ, 1988). These behaviours promote a cooperative and productive work environment. It can also be defined

as “individual behaviour that is in literal terms discretionary, i.e., not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988, p. 4). These behaviours are extra-role, meaning they are not formally expected out of the employee but are nonetheless valuable to organizational efficiency and cohesion. Dennis Organ (1988) conceptualised Organizational Citizenship Behaviour (OCB) as comprising five primary dimensions: altruism, which involves helping colleagues with work-related tasks; conscientiousness, reflected in exceeding basic job requirements and demonstrating a high level of responsibility; sportsmanship, characterised by maintaining a positive attitude despite stress or inconvenience; courtesy, which focuses on preventing work-related problems through considerate behaviour; and civic virtue, denoting active involvement in and concern for the organisation’s functioning.

- 360-degree feedback, which is also known as multi rater feedback system, is a comprehensive evaluation system in which an employee receives performance-related feedback from multiple sources including the whole hierarchical system, i.e. Supervisors, Peers, Subordinates, Self-assessment, sometimes even external stakeholders like clients or customers

The goal of this type of feedback is to deliver a holistic view of an employee’s behaviours, skills, communication, and effectiveness in the workplace.

Methodology

Search Strategy

Adhering to the PRISMA 2020 guidelines, an all-inclusive and systematic search was conducted to identify relevant literature for this review. The aim was to assemble empirical studies exploring the role of feedback in enhancing employee engagement and well-being. A structured search was performed across multiple scholarly databases, including:

- Google Scholar
- PubMed
- Taylor & Francis Online
- APA PsycNet Springer Nature

Search Strings Used

To ensure the accumulation of all relevant literature, combinations of keywords and prompts were used. Below are the primary search strings applied across the databases:

(“feedback” OR “performance feedback”)

("employee engagement" OR "work engagement" OR "employee motivation") ("Well-being" OR "mental health" OR "job satisfaction")

("360-degree feedback" OR "multi-source feedback")

("feedback culture" OR "feedback environment")

Eligibility criteria

To ensure the relevance, credibility, and quality of the literature reviewed, the following inclusion and exclusion criteria were applied in the selection of studies:

Inclusion criteria,

- Studies primarily focusing on the relationship between feedback mechanisms and employee engagement, motivation, or broader workplace outcomes were included.
- Studies published in English were considered to ensure accurate data extraction and synthesis.
- Inclusion was limited to studies with full-text availability to allow for comprehensive quality assessment.
- Literature sourced from reputable academic databases, including Google Scholar, PubMed, Taylor & Francis, APA PsycNet, and Springer Nature.

Exclusion criteria,

- Non-English language publications and articles without full-text access.
- Researches published prior to 2013
- Informal records such as commentaries, editorials, and book reviews.
- Theoretical frameworks or conceptual papers lacking empirical data.
- Identical or duplicate records identified across multiple databases.

Study selection, screening and process

Following the initial database searches, all retrieved studies were imported into a drive for organization and deduplication. The first phase of screening was conducted by reviewing the titles and abstracts, during which the studies that did not identify with the predefined eligibility criteria were excluded, and the remaining articles underwent full-text evaluation to gauge their relevance and procedural rigor. This review was carried out independently by two reviewers to ensure objectivity and consistency. In cases where discrepancies arose, a third reviewer was consulted to reach a consensus. The entire selection process strictly

adhered to the PRISMA (guidelines, ensuring transparency and replicability. A detailed summary of the screening and selection process is illustrated in the PRISMA flowchart included in this paper prepared by the researcher.

Data extraction and synthesis

A standardized data extraction process was utilized to strategically gather the chosen studies’ features, including author names, year of publication, study design, sample quantity, population characteristics, core findings, and the constraints. The Data was analysed to recognize common patterns and integrations between feedback culture, Employee Engagement, Well-Being, Performance Feedback, and Workplace Motivation and finally the depiction of organization commitment behaviour.

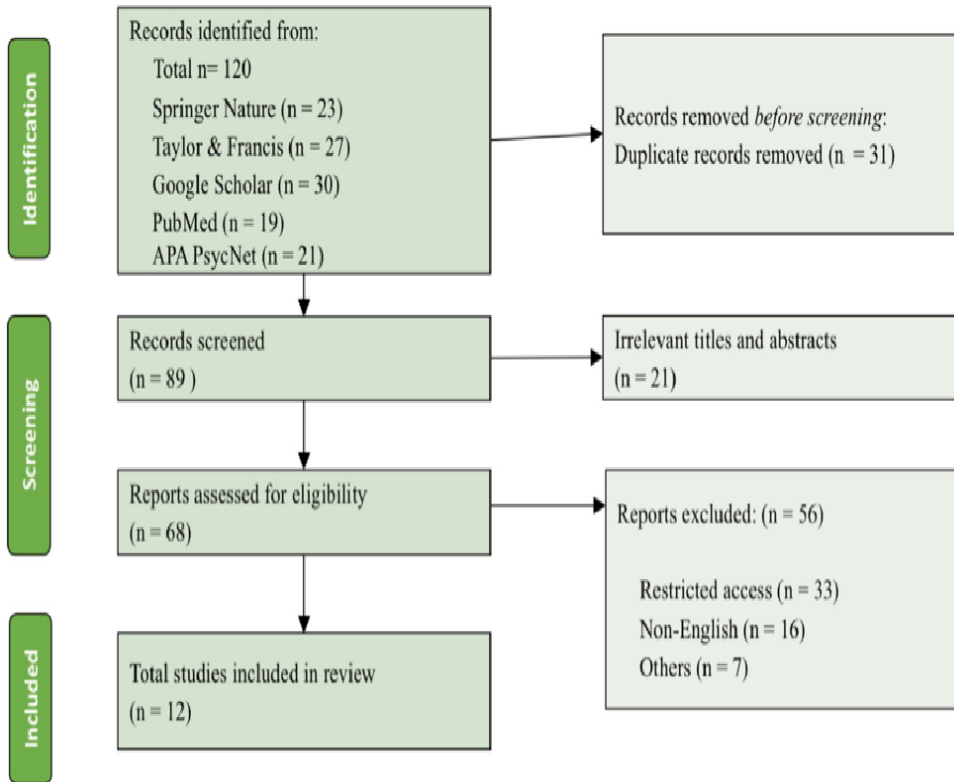


Figure 1: The Prisma flowchart

Results

Author(s), Year & Journal	Research Statement	Sample	Findings
Redondo et al., 2025 (New Perspectives and Paradigms in Applied Economics and Business)	The Impact of Continuous Feedback and Adjustment Incentive Schemes: Systematic Review	English-language articles published between 2018 and 2023 were systematically analysed.	Continuous feedback, both positive and negative, influences employee motivation and productivity. The role of structured feedback and incentive adjustments in optimizing workplace engagement and efficiency is highlighted.
Krout et al., (2015) (Feedback: Cultivating a Positive Culture of Business)	Commentary/ Perspective Article providing expert insights and synthesis of existing research to guide institutional changes in feedback culture between performance management, job satisfaction and the leader member exchange (LMX).	Collected through questionnaires.	Key findings highlight that effective feedback is best supported by a learner centred approach that fosters reflection-in-action and informed self-assessment. Institutional culture, emotional safety, and between performance management and job satisfaction and partially mediated the effect on supervisor–employee relationship.

Author(s), Year & Journal	Research Statement	Sample	Findings
Tagliabue et al., 2020 (European Journal of Work and Organizational Psychology)	The effects of performance feedback on organizational citizenship behaviour: A systematic review and meta-analysis	15 studies containing measures of feedback and OCB were considered.	Performance feedback has a small but significant positive impact on organizational citizenship behaviour (OCB), with variations based on feedback type, frequency, and properties.
Nobel et al., (2020) (Advances in Health Sciences Education)	“It’s yours to take”: Generating learner feedback literacy in the workplace	105 health-care students; 27 participated in follow-up interviews.	Students redefined feedback as an active process leading to improvement. Supervisor-feedback norms limited engagement with peer or interprofessional feedback.
Sanyal et al., (2014)	Employee Motivation from on feedback-seeking behaviour.	506 employees from 19 software	Performance appraisal effect. Work meaningfulness mediates this relationship. Positive attributions moderate effects exchange.
Souki et al., (2024) (International Journal of Organizational Analysis)	The Impact of 360-degree Feedback on Innovative Behaviour within the Organization: The Mediating Role of Organizational Justice	200 participants across Lebanon, Europe, GCC, North Africa, and Australia.	360-degree feedback positively predicts innovation (idea generation + implementation). Organizational justice mediates this effect.

Discussion

The findings summarized in the results table collectively present that a strong and structured critique culture plays a central role in enhancing employee engagement, improving

well-being, and secondarily encouraging Organizational Citizenship Behaviour (OCB). Across multiple studies, consistent developmental feedback was associated with reductions in stress, burnout, and emotional exhaustion. This effect can be understood through the role of role clarity, expectation alignment, and enhanced self-efficacy. When employees receive regular, structured feedback, ambiguity about performance decreases, reducing the mental and emotional burdens associated with instability. In turn, reduced uncertainty improves emotional stability and perceived control—two factors closely linked to improved

well-being. Studies reporting improvements in job satisfaction and psychological well-being suggest that feedback operates not merely as an evaluative communication way but as a resource that replenishes the psychological energy and supports coping mechanisms (Hobfoll's Conservation of Resources Theory, (Halbesleben et al., 2014)). The results' table illustrates a consistent differentiation between positive (constructive) feedback and negative (punitive or corrective) feedback. Developmental feedback promoted engagement, learning orientation, and active feedback-seeking behaviour, whereas negative feedback reduced approaching behaviours and increased the withdrawal tendencies. This aligns with Achievement attribution theories, (Weiner, 1985) where employees interpret positive feedback as recognition of competence, encouraging proactive learning behaviours.

Conversely, negative or poorly delivered feedback prompts internal attributions of inadequacy, creating defensiveness and avoidance. Although OCB was not the primary focus of the reviewed studies, the table indicates a small but significant positive impact of feedback culture on OCB. The relationship is subtle but important: feedback may not directly "cause" OCB in a vacuum, it strengthens the relational conditions that make extra-role behaviours more likely. This understanding is consistent with social exchange theory (Blau, 1964), which states that employees reciprocate fair and supportive treatment with positive extra-role behaviours. Thus, feedback culture, while primarily influencing engagement and well-being — creates an environment supportive to prosocial action

Conclusion

To encapsulate, this research reinforces the critical role of feedback as a strategic driver of employee engagement, well-being, and organizational performance. When delivered thoughtfully, consistently, and constructively, feedback becomes far more than a performance management tool, it in literal terms becomes a catalyst for personal development, innovation, and organisational excellence. Effective feedback helps employees align their efforts with organizational goals, identify strengths and areas for growth, and develop a stronger sense of purpose and direction in their roles. A well-designed feedback culture encourages trust, transparency, and collaboration between employees and

leaders. It enhances communication, builds mutual respect, and promotes a mindset that focuses on growth, shifting feedback from a source of anxiety to a powerful opportunity for learning and progress. Research affirms that structured feedback systems, like the 360-degree reviews and regular developmental check-ins, significantly enhance innovative behaviours, job satisfaction, and organizational citizenship. These positive effects are often mediated by perceptions of fairness and meaningfulness, underlining the importance of procedural and interactional justice in transforming evaluations into motivation.

Furthermore, fostering emotionally safe, learner centred environments amplify feedback receptivity and effectiveness. On the other hand, feedback that is inconsistent, overly critical, or vague can lead to disengagement, frustration. Overwhelming employees with excessive or unclear feedback—also known as feedback overload—can diminish morale and reduce productivity. Hence, organizations must carefully calibrate the frequency, content, and delivery style of feedback to ensure it is actionable, relevant, and empowering. From a practical standpoint, organizations should invest in upskilling managers to provide timely, specific, and balanced feedback, and adopt platforms that support continuous, multisource communication. Establishing fair, transparent, and inclusive feedback practices will foster motivation and minimize resistance, ultimately contributing to a more resilient and high-performing workforce. Looking ahead, future research should explore Longitudinal and experimental to pinpoint causal pathways and the durability of feedback effects over time. Further studies might explore boundary conditions such as cultural dimensions, virtual versus in-person feedback delivery, and the role of individual differences in moderating feedback outcomes. In conclusion, feedback is not a peripheral HR process it is a core organizational function that shapes attitudes, behaviours, and results. When embedded into the daily rhythm of organizational life with intention and care, feedback transforms passive employees into active contributors, cultivates innovation, and drives sustainable success.

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Attitude of University Teachers and Students towards Online Classes during Covid-19 Pandemic in Arunachal Pradesh

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Abstract

This paper is aimed to highlight the study “Attitude of University Teachers towards Online Classes during Covid-19 Pandemic in Arunachal Pradesh”. Researcher had been employed “Survey Method” under Descriptive Survey for the study. A simple Random Sampling was taken to select the sample size by using lottery method. Researcher had selected 100 samples for the study among them 50 were university students and 50 were university teachers of the total sample. The data were collected from the time of COVID-19 pandemic from the various departments of Rajiv Gandhi University which is a Central University located in Rono Hills, Doimukh, Arunachal Pradesh-791112, India. Researcher collected the data and interpreted objective wise. The study revealed that most of the teachers and students have positive attitude towards online classes during first phase of the study later on neutral during second phase of the study but negative attitude during third phase of the study. The findings of the Study will help in evaluating the teachers and students performance in online classes and with the help of result the limitation of the teaching learning process could improve in the state and could developed various program related to online teaching and learning. There is various related literature review which talk about the E-learning in India where both pros and cons were discussed by various authors.

Keywords: University Teachers & Students, Online Class, Covid-19 Pandemic, Arunachal Pradesh

Introduction

After the lockdown (24th March,2020) in India due to Covid-19 Pandemic, the students were very much worried about their academic growth because there were no chance of opening any schools, colleges and universities within six month of lockdown, the news broadcasted by different national & international news channels, the pandemic was increasing day by day as well as it had increased depression, anxiety and worried among students for academic enhancement but through Massive Open Online Courses (MOOC) the teaching-learning had been already started but not well established before pandemic in all over the country but there were problem for the teachers who were never trained in online mode earlier, some teachers were helping one another by sharing his/her ideas and materials. It became challenge for the teachers who never oriented with blended mode and they had to do a lot of pre-requisite hard work to present himself/herself in a effective way by using teaching learning materials in online classroom, but unfortunately the most of the student were not getting knowledge or comprehensive ideas of the online teaching-learning, in precisely online teaching were not so popular and effective in the country. In Arunachal Pradesh, online classes had begun so late due to fewer infrastructures supplied by government for the teachers, most of students faced network issues due to difficult geographical condition in hilly area of Arunachal Pradesh, even many of them didn't have electronic devices like laptop, smart phone to use in online classes, but by using information and communication technology the whole world adopt online classes during the Covid-19 Pandemic and it was challenge for the teacher's to interacted with the students without face to face physical interaction and it was little bit uneasy for teachers, because in under developed country like India and like northeast state were not so much practice of online teaching and learning for this reason during the pandemic it was hard for teachers to conduct online teaching and learning process.

In Arunachal Pradesh, there were fewer records who attend online classes during the pandemic at primary and secondary level but it was not affecting teaching-learning process for university level. The students of Arunachal Pradesh faced a lots of problem to attend online classes and most of the students could not attended online classes due to lack of technological knowledge while middle class family could not effort to provide cell phone or laptop to their children as it was difficult to feed their children, so it was not only challenge for teachers but for the parents of poor students too. Some students never attended online classes, their habit were changed a lot they become lazy to study on the table, and adopted bad habits, some parents they gave their cell phone to their children for attending the online classes but students never concentrate in the online classes but adopted to enjoy online games like Pub-G, which effected a lots to students of Arunachal Pradesh. In higher education, it was little bit quite effective for both students and teachers. However, there were a lots of issues like network connectivity and data consumptions and students were less concentrated because they didn't have idea from the primary or secondary classes they were trained in traditional classroom learning environment and suddenly they would have to switched over online classes, resulted frustration, students were not satisfied with

online teaching and most of the students were having empty knowledge in their mind, most of students were praying for the offline classes to start for mastering. The outcomes of the online learning were worse and there was no sufficient teaching-learning environment in Arunachal Pradesh. To bring effective teaching-learning in online classes there was a need of training for teachers to teach effectively and interesting, there should have been well qualified teachers who were well skilled & dexterous by using information and communication technology to bring interest in the students then only the effective result could come in teaching learning process. As we know that online and offline learning both are effective way of teaching and learning but there is much advantage of offline teaching-learning process because here, teachers can evaluate the differences of understanding of his/her teaching and can modify his/her teaching style to bring equilibrium.

The attitude of the teachers towards online classes were in midpoint, some of the teacher's attitude were positive and they wanted to adopt online teaching which would be benefitted for both the teachers and students. Advancement in Technology plays a various roles in every field of holistic development. The demand of modern technology has increased day by day. In keeping in mind the uses of technology in modern era the teachers should guide his pupil according to the need of the society and betterment of the country. Teachers is a leader, an administrator, a guide, a mentor, researcher and etc. who play a very important role in modify the behavior of the pupils, and bring effective changes in behavior of students. For teachers, every task is possible for him/her to make teaching-learning process effective and efficient. To bring an effective classroom environment, the good teacher will go through every obstacle to transfer the knowledge in meaningful ways and this possible when teachers will be taught in a blended mode. Teaching-learning in a blended mode can help the teachers to present his/her teaching, more interesting, and students will develop more interest & confidence, and remain active in the classroom. During Covid-19 Pandemic, many govt. teachers didn't know how to use ICT in teaching-learning in classroom environment; they had less knowledge about the use and importance of technology while many private institutions were providing synchronize and asynchronies way of teaching-learning to students and teachers, they were using and fully aware about the use of ICT.

In India, online teaching-learning was the only option to teach the students during covid-19 pandemic, most of country already adopted e-learning from the beginning of schooling, practicing through ICT their students were habitual in online learning, many teachers were using flipped teaching-learning programme in the online classroom for more effective and efficient manner. Indian teachers were not so much aware about Open Educational Resources (OER) to bring online class effectively. According to Giovanni Ruffini and Mustafa Kemal Ataturk, "A teacher is like a candle that consumes itself to light the way for others." According to Rabindranath Tagore, "A teacher can never truly teach unless he is still teaching himself, a lamp unless it continues to burn its own flame, the teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson their minds, he cannot quicken them". Rajiv Gandhi University teachers were quite positive towards online classes and were ready to take the challenge of

online. Students of Rajiv Gandhi University were cooperative and interested in attending online classes but due to network connectivity issue and electricity problem some student's interests decreased due to entire problem like lack of technology, network issue, interruption in learning due to noisy environment etc. Both the mode of teaching and learning is equal if the teachers and students will support each others.

Need and Significance of the study:

This study is significant due to following reasons:-

- Use of online teaching-learning is spreading very fast in all around the world.
- Use of online teaching-learning process option to any emergency situations in the society like-Covid-19 Pandemic, Bandh call by political party, curfew, holidays, disabled students, etc.
- Use of online teaching-learning methods is suitable to distant learners.
- Use of online teaching-learning methods gives freedom & space to learners according to their time & space.
- Use of online teaching-learning methods is low cost expenditure in the long run while it is most expensive in starting stage only because it requires mobile phones, laptops, desktops, good quality internet connection, uninterrupted power supply, teaching-learning package, hardware & software, trained teachers and a system of ICT etc.
- Uses of online teaching-learning methods are being suggested by UGC too, 20% to 40% of course may be offered and selected by the University and learners respectively through SWAYM-MOOCs.
- The present study through light on Attitude of University Teachers and Students towards Online Classes during Covid-19 Pandemic in Arunachal Pradesh.
- This study is essential to fulfill the objective of *The World Declaration on Education*, 1990 at Jomtien, Thailand “**Education for All**”.

Objectives of the study:

1. To study the attitude of university teachers towards online classes.
2. To study the attitude of university students towards online classes.
3. To study the problems faced by the university teachers during online classes.
4. To study the problems faced by university students during online classes.
5. To study the teaching-learning outcomes through online classes.

Research Questions of the study:

1. How much positive/negative attitude of university teachers towards online classes?
2. How much positive/negative attitude of university students towards online classes?
3. What are the problems faced by university teachers during online classes?
4. What are the problems faced by university students during online classes?
5. How much outcome of teaching-learning through online classes?

Delimitations

The present study was delaminated to:-

- Fifty (50) Teachers from various departments of Rajiv Gandhi University (A Central University), Arunachal Pradesh only.
- Fifty (50) Students from various departments of Rajiv Gandhi University Arunachal Pradesh only.
- Teacher's attitude towards online classes only.
- Student's attitude towards online classes only.
- Study the problems faced by the university teachers & students during online classes only.
- Study the teaching-learning outcomes through online classes only.
- Study the effectiveness of online and offline classes only.

Methodology

The methodology for this study described here under the following heads:-

Research Design:-This study had been employed “**Survey Method**” under **Descriptive Survey Research**.

Population:-The total 250 teachers and 2000 students of Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh, and Pin Code-791112 were the population for this study.

Sampling Technique:-For this study “**Simple Random Sampling Technique**” had been used to select the samples by using **Lottery Method**.

Sample Size:-Keeping in view the need of adequate and representative samples within one month time frame for data collection, researcher had selected 100 samples for this study.

Sample Design

The following table is shown for sample design of teachers and students

Table-1

Name of University	Samples	Female	Male	Total samples
Rajiv Gandhi University (A Central University), Rono Hills, Doimukh, Arunachal Pradesh, India, Pin-791112, www.rgu.ac.in	Teachers	20	30	50
	Students	35	15	50
	Total Samples	50	50	100

The various departments included in sampling process like-Mathematic, Mass Communication, Sociology, Political, History, Zoology, Chemistry, Biology, English, Physical Education, Economic etc. in the campus of the university.

Tools Used for this study:-In order to get the information from the representative respondents the researcher had used the following tools:-

1. Teacher's Attitude Scale (Self-developed).
2. Student's Attitude Scale (Self-developed).

Reliability:-The self-developed tool, Teacher's Attitude Scale contained 35 items (based on 5-Point Likert Scale) after item analysis and the internal reliability of the tool was calculated by Cronbachs alpha-coefficient found, **0.78** and tool Student's Attitude Scale contained 30 items (based on 5-Point Likert Scale) after item analysis and the internal reliability of the tool was calculated by Cronbach's alpha-coefficient found, **0.82**.

Validity:-The tools had been sent to 20 experts in relevant fields through emails/ Google form and received suggestions from them to construct & establish the genuineness of the items.

Data Collection:-The researcher distributed Teacher's Attitude Scale to the teachers in various departments of RGU and asked to give their opinion on given statements by marking tick in appropriate box of the tool. After that, researcher collected back the filled tool from the teachers. Same process had followed to collect data from the students. Student's response was normal and ready to give their opinion on student's attitude towards online classes. The researcher distributed Student's Attitude Scale to students of Rajiv Gandhi University in each department, and asked to give their opinion by ticking on appropriate given scale. It took one month to collect data from them.

Data Analysis and Interpretation

The collected data from samples had been fitted in the data sheets of the MS-Excel computer programme and analyzed by applying appropriate statistical technique like Mean, & Percentage. As the mean score of Teacher's Attitude Scale were calculated & divide into three phases and also calculated the percentage of each phases:-

Phase-I (Positive):-The mean of responses '**strongly agree**' and '**agree**' of teacher's attitude scale.

Phase-II (Neutral):-The mean of responses '**neutral**' of teacher's attitude scale.

Phase-III (Negative):-The mean of responses '**strongly disagree**' and '**disagree**' of teacher's attitude scale.

Result & Discussion:

Objective & Research question wise interpretations were given here:-

Objective-1: To study the attitude of university teachers towards online classes.

Research Question-1: How much positive/negative attitude of university teachers towards online classes?

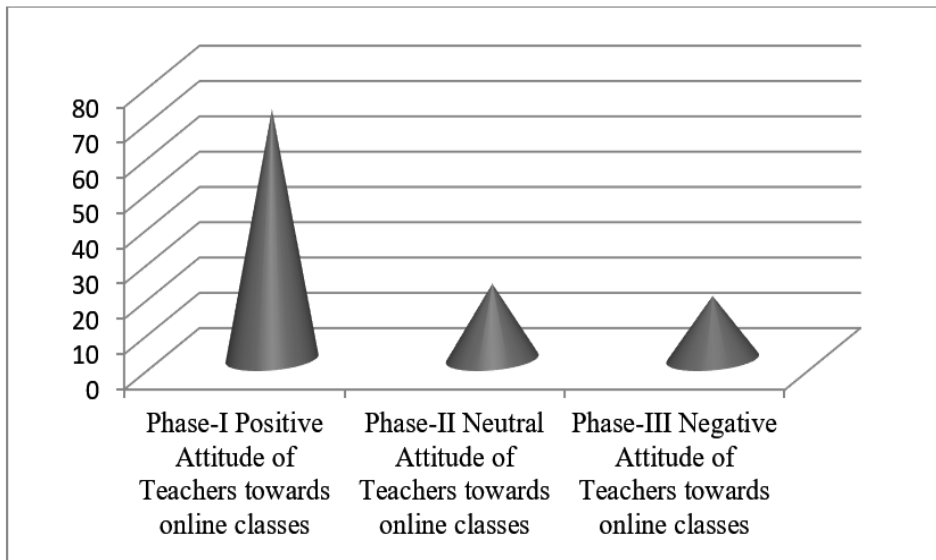
Overview of calculated data from samples (RGU Teachers)

Table-2

PHASES	MEAN	PERCENTAGE
Phase-I (Positive)	70.76	80%
Phase-II (Neutral)	21.3	21%
Phase-III (Negative)	17.84	18%

Interpretation:

The attitude of teacher's towards online class was quite positive as the calculated mean of score was 70.76 which was higher than the others means, which revealed that most of the teachers were enjoying the online classes in phase-I, neutral in phase-II, and negative in phase-III during Covid-19 Pandemic in Rajiv Gandhi University campus of Arunachal Pradesh



(Figure-1)

Objective-2: To study the attitude of university students towards online classes.

Research Question-2: How much positive/negative attitude of university students towards online classes?

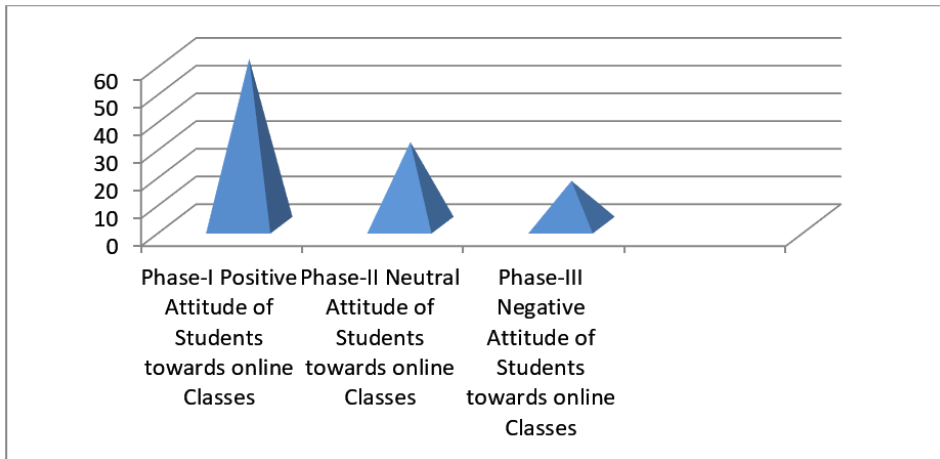
Overview of calculated data from samples (RGU Students)

Table-3

PHASES	MEAN	PERCENTAGE
Phase-I(Positive)	53.74	60%
Phase-II(Neutral)	22.72	30%
Phase-III(Negative)	15.78	16%

Interpretation:

The attitude of student's towards online class was quite positive as the calculated mean of score was 53.74 which was higher than the others means, which revealed that most of the students were enjoying the online classes in phase-I, neutral in phase-II, and negative in phase-III during Covid-19 Pandemic in Rajiv Gandhi University campus of Arunachal Pradesh



(Figure-2)

Objective 3: To study the problems faced by the teacher's towards online classes.

Research Question 3: What are the problems faced by university teachers during online classes?

Interpretation:

Above table-2 figure-1 showed that the most of the teachers did not face problem in online classes. In positive mean score 70.76 is higher than negative mean score 17.84 respectively, only 16% of the teachers face problem due to lack of practice, lack of infrastructure, network issue in the state, lack of interest in information communication technology and etc. but 80% of the teachers are find with online classes and they don't have problem with online classes.

Objective-4: To study the problem faced by students towards online classes.

Research Questions-4: What are the problems faced by university students during online classes?

Interpretation:

On the fourth objective was to study about the problem faced by students towards online classes. And the above mean chart showed that there were higher score in positive attitude of the student as the mean score was 53.74 and the negative mean score was 15.78, and some of the 22.72 mean score of students were neither support with online class nor they had any problem with online classes.

These 16% students had a problem with online classes the resultant not habituated

with online classes, internet issue in village areas, lack of technology; lack of interest, economically weak, no proper environment to attend online classes.

Objective 5: To study the teaching-learning outcomes through online classes.

Research Question 5: How much outcome of teaching-learning through online classes?

Interpretation:

The result showed that some of the 40% of the students and 20% teachers are not satisfied with online teaching learning and believe that traditional teaching –learning was more effective and interesting especially in Arunachal Pradesh as scheduled tribe students fewer familiars with online teaching-learning. In tribal area most of the traditional, offline teaching –learning is effective. In Arunachal Pradesh the traditional teaching is more famous and some of the teachers they don't want to change their way of teaching as they become habituated of offline teaching.

Findings of the study:

The study revealed that the teachers attitude towards online classes at Rajiv Gandhi University Arunachal Pradesh. The attitudes of teacher's towards online class were quite positive as the mean of score is 70.76. The most of the teachers did not face problem in online. In positive mean score 70.76 was higher than negative mean score 17.84 respectively, only 16% of the teachers faced problem due to lack of practice, lack of infrastructure, network issue in the state, lack of interest in information communication technology and etc. but 80% of the teachers were find with online classes and they don't have problem with online classes. On the fourth objective was to study about the problem faced by students towards online classes. The above mean chart showed that there was higher score in positive attitude of the student as the mean score was 53.74 and the negative mean score was 15.78, and some of the 22.72, mean score of students were nor support with online class neither they have any problem with online classes, the mean score was higher in positive attitude of the students accept some of 16% students. These 16% students have a problem with online classes the resultant was not habituated with online classes, internet issue in village areas, lack of technology; lack of interest, economically weak, no proper environment to attend online classes etc. The fifth objective, the outcome of the result showed that some of the 40% of the students and 20% teachers were not satisfied with online teaching learning. It believe that traditional teaching –learning was more effective and interesting especially in Arunachal Pradesh as scheduled tribe students fewer familiars with online teaching-learning. In tribal area most of the traditional, offline teaching –learning was effective. In Arunachal Pradesh the traditional teaching was more famous and some of the teachers they don't want to change their way of teaching as they become habituated with offline teaching.

Discussion of the Results:

In view of the above analysis and findings, the research study on attitude of Rajiv Gandhi University teachers and students towards online classes. Objective-1: To Study the

Teachers Attitude towards Online Classes. The study found that the Mean Score was 70.76, the mean score was higher compare to other two negative mean score that were 17.84 and 21.3 respectably. In regard to objective-3 to study the problems faced by the teacher's towards online classes. It found that teachers did not faced problem in online teaching learning as the mean Score was 70.76 which showed that most the teachers were happy with online classes. On the fourth objective study found that the problem faced by students towards online classes were 53.74 because the mean score was 53.74 and the negative mean score was 15.78, and some of the 22.72 mean score of students were neither support with online class nor they have any problem with online classes. These 16% students have a problem with online classes the resultant not habituated with online classes, internet issue in village areas, lack of technology; lack of interest, economically weak, no proper environment to attend online classes and etc. On the fifth objective: To study the teaching-learning outcomes through online classes, as the outcome of the result showed that some of the 40% of the students and 20% teachers were not satisfied with online teaching learning. It believed that traditional teaching –learning was more effective and interesting especially in Arunachal Pradesh as scheduled tribe students fewer familiars with online teaching-learning. In tribal area most of the traditional, offline teaching –learning was effective. In Arunachal Pradesh the traditional teaching was more famous and some of the teachers they don't want to change their way of teaching as they become habituated with offline teaching.

Implications of the Study:

From this study following may be the major implications

1. The study will help to improve the teaching –learning practice in the state.
2. It will help the education department to provide the available infrastructure and give awareness to start practicing online classes from the schools, college and University to become habitual of studying in E-learning.
3. It will help the teachers and students to improve their teaching and learning in blended mode.
4. It will help the teachers and students to better know and uses about the Information and Communication Technology.
5. From this study the teachers who is afraid of teaching could improve as this pandemic era how the online teaching – learning is important and this realization will make them overcome the phobia of online teaching.
6. It will help the students to learn about how to use and how important it become to know about Information and communication technology, which will essential for every daily work in future.
7. This study will help the vice chancellor of the University, all head of department, professor and all great leaders to improve the University in better way.

Suggestions for the further research:

Hence the researchers want to suggest some related study area below:

- i. The study also can carry out more teachers and students attitude toward online classes of school, colleges and Private University.
- ii. A study can carry out different district teachers and students attitude towards online classes of state.
- iii. A study can carry out the uses of Information and Communication Technology in Schools, Colleges and University.
- iv. A study can compared all the Department of the University to learn about which departments online teaching-learning is effective and both the teachers and students is happy and satisfied with online teaching and learning.
- v. A study can carry out all the Government and Private college, teachers and students attitudes towards online classes and compared them which colleges is more effective in online teaching –learning.
- vi. A comparative study can be carrying out on the topic of which traditional teaching-learning and online teaching-learning is better and effective in the state of Arunachal Pradesh.

Conclusion:

It may be concluded that the present study, Attitudes of University Teachers and Students towards online classes at Rajiv Gandhi University, Arunachal Pradesh, India was a great efforts by researchers to find out solution during emergency. The study revealed that most of the teachers and students have positive attitude towards online classes during first phase of the study later on neutral during second phase of the study but negative attitude during third phase of the study. The findings of the Study will help in evaluating the teachers and students performance in online classes and with the help of result the limitation of the teaching learning process could improve in the state and could developed various program related to online teaching and learning. This study may be so fruitful by following above suggestions.

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Technological Acceleration and Warfare in the Gulf: A Historical Analysis of Decision-Making in the Digital Age

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Abstract

Technological innovation has historically transformed the conduct of warfare, altering not only military capabilities but also the temporal dynamics of strategic decision-making. In the Persian Gulf region, successive conflicts from the late twentieth century to the present illustrate how digital technologies have accelerated the pace of military and political decisions. This paper develops the concept of Technological Acceleration in Warfare, a theoretical framework explaining how digital communication systems, real-time intelligence networks, and automated data analysis compress the temporal cycle of observation, deliberation, and action in modern conflict environments. Using a historical and conceptual methodology, the study traces the evolution of warfare in the Gulf from the Ottoman imperial period to contemporary digital conflicts. The analysis compares decision-making structures across four historical phases: imperial geopolitical rivalry, Cold War strategic competition, the 1991 Gulf War, and the contemporary era of digital warfare. While technological acceleration enhances battlefield coordination and situational awareness, it simultaneously reduces the temporal space available for strategic reflection and diplomatic mediation. The paper argues that technological acceleration represents a structural transformation in modern warfare, generating both operational advantages and systemic risks. Understanding this transformation is essential for developing responsible military strategies and international security frameworks in the rapidly evolving geopolitical environment of the Persian Gulf.

Keywords: Gulf War, technological acceleration, military decision-making, digital warfare, Persian Gulf security, strategic studies.

Introduction

The relationship between technology and warfare has long been a central theme in the study of international security. Throughout history, innovations in communication, transportation, and weapons systems have repeatedly reshaped the strategic environment in which states operate. From the development of gunpowder artillery to the emergence of nuclear weapons, technological change has altered not only the scale of conflict but also the speed at which military and political decisions are made (Gray, 2010).

In the Persian Gulf region, technological transformations have played a particularly important role in shaping patterns of conflict. The Gulf has historically served as a strategic crossroads connecting Europe, Asia, and Africa, making it a focal point of imperial rivalry, resource competition, and geopolitical contestation. Control over maritime trade routes and energy resources has drawn external powers into the region for centuries, producing recurring cycles of political instability and military confrontation (Fromkin, 1989).

The late twentieth century marked a significant turning point in the history of Gulf warfare. The 1990–1991 Gulf War, initiated by Iraq’s invasion of Kuwait, represented one of the first major conflicts of the post–Cold War international order. The war demonstrated the growing importance of precision-guided weapons, satellite communications, and advanced surveillance technologies. These innovations allowed coalition forces to conduct highly coordinated military operations and achieve rapid battlefield dominance (Keaney & Cohen, 1993).

Since the Gulf War, technological innovation has accelerated dramatically. Advances in digital communication networks, artificial intelligence, cyber warfare, and unmanned aerial systems have transformed modern military operations. Contemporary conflicts increasingly rely on real-time intelligence and automated data analysis, enabling commanders to make decisions at unprecedented speeds.

This transformation reflects a broader structural shift in the temporal dynamics of warfare. Historically, military decision-making unfolded through relatively slow cycles of observation, deliberation, and action. Diplomatic negotiations, intelligence analysis, and strategic planning often occurred over extended periods. In contrast, modern digital technologies compress these processes into extremely short timeframes, allowing military responses to be executed within minutes or even seconds.

To conceptualize this transformation, this paper introduces the theoretical framework of Technological Acceleration in Warfare. The theory proposes that digital technologies systematically compress the temporal structure of conflict by reducing the time required for information acquisition, analysis, and strategic action. This acceleration reshapes not only military operations but also the political and ethical dimensions of warfare.

The study addresses three central research questions:

1. How have historical patterns of conflict in the Gulf shaped decision-making structures across different technological eras?
2. How do digital technologies accelerate military decision cycles in contemporary warfare?
3. What strategic and ethical implications does technological acceleration create for future conflicts in the Persian Gulf?

By integrating historical analysis with insights from military strategy and information technology studies, the paper seeks to provide a comprehensive framework for understanding the evolving dynamics of warfare in the Gulf.

Historical Foundations of Conflict in the Persian Gulf

Imperial Rivalries and the Ottoman Era

The geopolitical significance of the Persian Gulf predates the modern state system. For centuries, the region served as a vital corridor for trade between Europe and Asia. Control over maritime routes and port cities became a central objective for imperial powers seeking to dominate global commerce.

During the early modern period, the Gulf was contested by the Ottoman Empire, the Safavid Persian Empire, and European colonial powers such as Portugal and Britain. These rivalries shaped the political landscape of the region and established patterns of external intervention that would persist into the twentieth century.

Decision-making during this period was characterized by relatively slow communication systems. Military and diplomatic instructions traveled across vast distances through couriers and maritime routes, often taking weeks or months to reach their destinations. As a result, regional governors and military commanders frequently exercised considerable autonomy in responding to local crises.

This decentralized decision structure created a temporal buffer between political authority and battlefield action. Strategic choices were shaped by long-term geopolitical considerations rather than immediate information flows.

Colonial Influence and the Emergence of Modern Gulf Politics

By the nineteenth century, the British Empire had established dominant influence in the Persian Gulf through a series of treaties with local rulers. Britain's strategic objective was to protect maritime routes to India, which served as the cornerstone of the imperial economy.

The British presence introduced new administrative structures and communication technologies, including telegraph systems that significantly accelerated information

exchange between colonial authorities and metropolitan governments. However, decision cycles remained relatively slow by contemporary standards.

Political decisions continued to be shaped by diplomatic negotiation and imperial strategic planning rather than instantaneous information flows.

Cold War Geopolitics and Strategic Rivalry

The end of the Second World War marked a new phase in the geopolitical history of the Persian Gulf. As European colonial powers withdrew from the region, the United States and the Soviet Union emerged as the primary external actors influencing regional politics.

During the Cold War, the Gulf became a critical arena in the global struggle between capitalist and socialist blocs. Western powers sought to maintain access to the region's vast petroleum resources, which were essential for industrial economies.

Technological innovations during this period included early satellite reconnaissance systems and improved communication networks. However, military decision-making remained constrained by the limitations of analog information systems.

Even during major regional conflicts, such as the Iran–Iraq War (1980–1988), strategic decisions were often shaped by prolonged political deliberations and diplomatic calculations. Intelligence gathering relied heavily on human sources and conventional reconnaissance methods.

The Cold War era thus represented a transitional stage between traditional industrial-era warfare and the emerging information-driven military systems of the late twentieth century.

The Gulf War and the Emergence of High-Technology Warfare

The 1991 Gulf War marked a decisive turning point in the evolution of modern warfare. Following Iraq's invasion of Kuwait in August 1990, an international coalition led by the United States mobilized military forces to restore Kuwaiti sovereignty.

Operation Desert Storm, launched in January 1991, demonstrated the growing role of advanced technologies in military operations. Coalition forces employed precision-guided munitions, satellite communication systems, and real-time intelligence networks to coordinate complex air and ground campaigns.

Military analysts have described the Gulf War as the first large-scale demonstration of information-based warfare, in which technological superiority allowed coalition forces to dominate the battlefield with remarkable speed and precision (Freedman & Karsh, 1993).

The conflict also illustrated the growing importance of media and information systems in shaping public perceptions of war. Satellite television broadcasts allowed global audiences to observe military operations in near real time, transforming the relationship between

warfare and public discourse.

Despite these technological innovations, decision-making during the Gulf War still involved extensive diplomatic coordination among coalition partners and international institutions such as the United Nations.

Technological Acceleration in Contemporary Warfare

Conceptualizing Technological Acceleration

Building on historical analysis, this paper proposes Technological Acceleration in Warfare as a theoretical framework for understanding the transformation of military decision-making in the digital age.

The theory posits that digital technologies compress the temporal structure of warfare by enabling:

- instantaneous information transmission
- real-time surveillance and intelligence analysis
- automated decision-support systems
- rapid execution of military actions

These developments reduce the time required for each stage of the strategic decision cycle.

Military strategist John Boyd conceptualized decision cycles through the OODA loop, consisting of observation, orientation, decision, and action (Boyd, 1987). In traditional warfare, each stage of this loop required substantial time due to communication delays and limited information availability.

Digital technologies dramatically accelerate this cycle by integrating data from multiple sources and delivering it directly to command centers.

Network-Centric Warfare and Information Superiority

Modern military doctrines increasingly emphasize network-centric warfare (NCW) as a central principle of contemporary military strategy. Network-centric warfare refers to the integration of sensors, communication networks, command structures, and weapons platforms into a unified digital architecture that enables rapid information exchange and coordinated operations across military units. By linking diverse components of the battlefield through secure digital networks, military forces can achieve a high degree of situational awareness and operational synchronization (Alberts, Garstka, & Stein, 1999).

In traditional military operations, information was often fragmented across different units, and communication delays limited the ability of commanders to respond quickly

to evolving battlefield conditions. Network-centric systems fundamentally alter this dynamic by enabling the continuous flow of real-time data from surveillance satellites, reconnaissance aircraft, drones, and ground sensors. This information is transmitted to command centers where advanced analytics and decision-support systems assist military leaders in evaluating strategic options and coordinating responses.

The core strategic advantage of network-centric warfare lies in information superiority, which allows military forces to observe and interpret battlefield developments more effectively than their adversaries. As Alberts, Garstka, and Stein (1999) argue, enhanced information sharing improves the speed and accuracy of decision-making, allowing commanders to respond rapidly to emerging threats while maintaining coordinated control across geographically dispersed forces. In highly dynamic conflict environments such as the Persian Gulf, where rapid escalation is possible, the ability to integrate and process information efficiently has become a decisive factor in modern military operations.

Digital Warfare in the Contemporary Gulf

Unmanned Systems and Artificial Intelligence

The contemporary security environment in the Persian Gulf increasingly incorporates unmanned systems and artificial intelligence (AI) as central components of modern military operations. Unmanned aerial vehicles (UAVs), commonly known as drones, have become critical tools for intelligence gathering, surveillance, and reconnaissance across the region. These systems allow military forces to monitor large geographic areas continuously, providing persistent situational awareness that was previously difficult to achieve with conventional manned aircraft (Singer, 2009).

Drone technologies also enable precision strike capabilities, allowing military forces to engage targets with high accuracy while minimizing risks to personnel. In conflict environments where rapid responses are required, UAVs can be deployed quickly and remain operational for extended periods, providing real-time intelligence to command centers. This capability has proven particularly significant in the Gulf region, where maritime routes, oil infrastructure, and strategic chokepoints require constant monitoring.

Artificial intelligence further enhances these capabilities by assisting analysts in processing vast quantities of data collected from surveillance systems. Machine learning algorithms can identify patterns, detect anomalies, and prioritize potential threats within large datasets that would otherwise overwhelm human analysts. As a result, AI-supported systems significantly accelerate the pace of military decision-making by automating complex analytical tasks and enabling faster responses to emerging security challenges (Horowitz, 2018).

Cyber Warfare and Information Operations

Cyber warfare and information operations have emerged as critical dimensions of contemporary conflict in the Persian Gulf, where strategic rivalry increasingly extends beyond conventional military confrontation into digital space. State and non-state actors use cyber capabilities to disrupt critical infrastructure, penetrate communication systems, gather intelligence, and shape political narratives. In a region heavily dependent on digitalized oil, energy, finance, and transport networks, cyber attacks can generate strategic effects without requiring direct military engagement (Rid, 2013).

Unlike conventional military operations, cyber actions unfold at extraordinary speed. Intrusions, malware deployment, and coordinated disinformation campaigns can occur within seconds, often before policymakers fully understand the scale or origin of the attack. This temporal compression creates major challenges for political and military leaders, who must make rapid decisions under conditions of uncertainty. Attribution is particularly difficult in cyberspace, and the inability to identify perpetrators quickly can complicate deterrence and increase the risk of miscalculation (Lindsay, 2013).

Information operations further intensify this environment by manipulating digital media, public discourse, and perceptions of legitimacy. Cyber conflict in the Gulf is therefore not only a technical struggle over networks and infrastructure but also a political contest over information, credibility, and strategic influence. As Nye (2010) argues, power in the information age increasingly depends on the ability to control narratives as well as technological systems.

Cognitive and Strategic Implications

Information Overload and Decision Complexity

While digital technologies significantly enhance situational awareness in modern warfare, they also generate vast quantities of data that must be interpreted by human decision-makers. Contemporary military operations rely on a wide range of digital inputs including satellite imagery, drone surveillance feeds, cyber intelligence, and real-time battlefield communication networks. Although these systems provide unprecedented access to information, the sheer volume of data can create analytical challenges for commanders and intelligence analysts.

Herbert Simon's theory of bounded rationality suggests that individuals possess limited cognitive capacity to process complex information environments, particularly when decisions must be made under conditions of time pressure and uncertainty (Simon, 1957). In modern digital warfare environments, decision-makers may face thousands of data points simultaneously, ranging from intelligence reports and sensor data to predictive algorithmic outputs. Rather than improving decision quality, excessive information can overwhelm analysts and complicate strategic judgment.

This phenomenon, commonly referred to as information overload, may lead to delayed responses, analytical errors, or reliance on simplified decision heuristics. Military commanders may struggle to distinguish meaningful intelligence signals from background informational noise. In highly volatile conflict environments such as the Persian Gulf, where rapid decisions can have major strategic consequences, the risk of misinterpretation or analytical bias becomes particularly significant.

Escalation Dynamics in Accelerated Conflict

Technological acceleration in modern warfare may significantly increase the likelihood of rapid escalation during political or military crises. As digital communication systems, surveillance technologies, and automated decision-support platforms reduce the time required to analyze and respond to threats, strategic decisions increasingly occur within compressed timeframes. While rapid response capabilities can enhance operational effectiveness, they also reduce opportunities for careful deliberation and diplomatic mediation.

Historically, international crises often unfolded over extended periods, allowing political leaders to engage in negotiations, back-channel diplomacy, and strategic signaling before military action occurred. Slower communication technologies created a temporal buffer between detection of a threat and the initiation of a response. In contrast, contemporary digital military systems allow commanders to identify and respond to perceived threats almost instantly.

This accelerated decision cycle can create instability in regions characterized by persistent geopolitical tensions, such as the Persian Gulf. When adversaries interpret rapid military actions as aggressive escalation rather than defensive responses, the risk of unintended conflict expansion increases. Scholars of crisis management emphasize that shortened decision timelines may amplify the potential for miscalculation, particularly when actors lack complete information about the intentions of opposing forces (Allison & Zelikow, 1999).

Consequently, technological acceleration may inadvertently increase strategic volatility even while improving tactical efficiency on the battlefield.

Strategic Stability

The acceleration of military decision cycles presents significant challenges for strategic stability, particularly in regions with ongoing geopolitical rivalries. Strategic stability traditionally relies on mechanisms that allow states to signal intentions, interpret adversaries' actions, and manage crises through diplomatic engagement. These mechanisms depend heavily on communication channels and time for deliberation, both of which may be constrained in highly accelerated digital conflict environments.

In traditional conflict settings, policymakers could rely on slower intelligence assessments

and diplomatic consultations before initiating military responses. This allowed leaders to consider the broader political consequences of military action and explore alternative solutions. However, as digital surveillance systems and real-time intelligence networks compress decision cycles, leaders may feel pressured to respond immediately to perceived threats.

This dynamic is particularly relevant in the Persian Gulf, where multiple state and non-state actors operate within a highly interconnected security environment. Rapid military responses enabled by digital technologies could be interpreted as hostile intentions by rival states, potentially triggering reciprocal actions and escalating tensions.

Scholars in strategic studies argue that maintaining stability in such environments requires the development of new crisis-management frameworks that account for the speed of modern warfare (Gray, 2010). Without effective mechanisms for communication and de-escalation, accelerated decision cycles may undermine long-standing principles of deterrence and strategic balance.

Ethical Governance of Military Technology

The integration of artificial intelligence and automated decision-support systems into military operations raises profound ethical and legal concerns. As advanced technologies increasingly assist or influence battlefield decisions, questions arise regarding accountability, human judgment, and the legitimacy of lethal force. While technological innovation may enhance operational effectiveness, it also introduces complex moral dilemmas that policymakers and military institutions must address.

One of the most significant ethical concerns involves the potential use of autonomous weapons systems capable of selecting and engaging targets without direct human intervention. Scholars and international organizations have warned that removing meaningful human oversight from lethal decision-making could undermine existing principles of international humanitarian law, including distinction, proportionality, and accountability (Johnson, 2020).

Maintaining human control over military technologies is therefore widely considered a critical requirement for ethical warfare. Human operators must remain responsible for evaluating the legality and morality of military actions, even when advanced algorithms assist in threat detection or operational planning. Ensuring transparency in how artificial intelligence systems function is also essential to prevent unintended consequences or technological misuse.

Developing international regulatory frameworks for emerging military technologies will therefore be crucial for preserving ethical standards in warfare. Multilateral cooperation, arms control initiatives, and global norms regarding autonomous systems may help ensure that technological innovation does not outpace ethical governance.

Future Research Directions

The rapid evolution of digital technologies in military systems highlights the need for continued interdisciplinary research on the relationship between technology and warfare. While existing studies have examined individual technologies such as drones, cyber capabilities, and artificial intelligence, further research is required to understand how these innovations collectively transform the structure of modern conflict.

Future research should examine how technological acceleration influences decision-making across different geopolitical contexts and military doctrines. Comparative studies analyzing conflicts in regions such as Eastern Europe, East Asia, and the Middle East may provide valuable insights into how technological capabilities interact with regional security dynamics. Such research could help determine whether technological acceleration produces similar strategic effects across different political environments.

Interdisciplinary approaches combining international relations, strategic studies, computer science, and cognitive psychology will be particularly valuable in advancing this field of inquiry. Understanding how human decision-makers interact with increasingly automated military systems is essential for evaluating both the benefits and risks of emerging technologies.

In addition, future research may explore the development of institutional mechanisms designed to slow decision cycles during crises, thereby preserving opportunities for diplomatic engagement and conflict de-escalation. Such studies would contribute to a more comprehensive understanding of how technological innovation can be integrated responsibly into global security frameworks.

Conclusion

The history of warfare in the Persian Gulf illustrates how technological innovation reshapes the strategic environment of international conflict. From imperial rivalries in the Ottoman era to the digital battlefields of the twenty-first century, technological change has progressively accelerated the pace of military decision-making.

This paper introduced Technological Acceleration in Warfare as a conceptual framework explaining how digital technologies compress the temporal structure of conflict. While this acceleration enhances operational efficiency and battlefield awareness, it also introduces new risks associated with rapid escalation and cognitive overload.

Understanding these dynamics is essential for developing responsible security strategies in the Persian Gulf and beyond.

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Role of Cognitive Behavioral Therapy in Treating Comparison Fatigue Among Students Along with Application of Homeopathic Kali Phosphoricum

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Abstract

Educational environments across the world are increasingly characterized by intense academic competition, social comparison, and performance expectations. Students are frequently exposed to situations where they evaluate their achievements, abilities, and social status relative to peers. While occasional comparison may serve as motivation for improvement, excessive or persistent comparison often leads to psychological distress. This phenomenon, commonly described as comparison fatigue, refers to emotional exhaustion, reduced self-esteem, and cognitive overload resulting from repeated self-evaluation against others. Comparison fatigue is becoming particularly prevalent among adolescents and young adults due to academic pressure, parental expectations, peer competition, and exposure to social media platforms that highlight idealized portrayals of success and lifestyle. Research in educational psychology suggests that excessive comparison can contribute to anxiety, academic burnout, low motivation, and feelings of inadequacy among students. Cognitive Behavioral Therapy (CBT) has emerged as one of the most widely researched and empirically supported psychotherapeutic approaches for addressing maladaptive thought patterns and emotional distress. CBT focuses on identifying distorted cognitions, restructuring irrational beliefs, and encouraging adaptive behaviors that promote psychological resilience. Because comparison fatigue is largely sustained by negative automatic thoughts and cognitive distortions, CBT provides an effective framework for intervention. The present paper explores the psychological foundations of comparison fatigue among students and evaluates the role of CBT in reducing its negative effects. Drawing upon theoretical frameworks such as social comparison theory and cognitive behavioral models, this study reviews existing literature on comparison-related stress and discusses specific CBT techniques that can be applied within educational settings. Furthermore, the

paper proposes a structured CBT intervention program for school counselors and educators aimed at promoting self-esteem, emotional regulation, and healthy self-evaluation among students. The findings suggest that CBT-based interventions—particularly cognitive restructuring, behavioral activation, self-compassion training, and mindfulness practices—can significantly reduce comparison-related stress and enhance students' psychological well-being. The integration of CBT-informed counseling programs within schools may therefore represent an important strategy for addressing emerging mental health challenges among students. The present study conducted a comparative analysis of 130 students aged 8–17 years from Mother's Pride School Pataudi District Gurugram from year 2023-2025, to examine the prevalence and psychological impact of comparison fatigue. Multiple validated psychological assessment tools were used, including the Burnout Assessment Tool (BAT), Multidimensional Fatigue Inventory (MFI), Fatigue Scale-14 (FS-14), BEARS Sleep Screening Tool, Modified Fatigue Impact Scale (MFIS), and Mental Fatigue Scale (MFS). The study aimed to identify patterns of physical, cognitive, emotional, and sleep-related fatigue associated with comparison-based stress among students across different age groups. Results indicated that older adolescents (14–17 years) demonstrated significantly higher levels of mental fatigue, academic burnout, and sleep disturbances compared to younger students (8–10 years). Moderate levels of emotional exhaustion and reduced motivation were also observed among middle school students (11–13 years). The findings highlight the importance of early psychological intervention, particularly through Cognitive Behavioral Therapy (CBT)-based counseling programs, to help students manage comparison-related stress and develop healthier self-evaluation mechanisms.

Keywords: Comparison fatigue, Kali phosphoricum, CBT, Fatigue scale-14, Counselling

1. Introduction

Education plays a fundamental role in shaping the intellectual, emotional, and social development of students. While academic environments are designed to encourage learning and personal growth, they can also become sources of psychological stress when competition and comparison dominate the educational culture. Students are frequently evaluated through grades, rankings, and performance indicators, which naturally invite comparison among peers.

Social comparison refers to the process through which individuals evaluate their abilities, achievements, and personal attributes by comparing themselves with others. Although this process is a natural component of human cognition, excessive reliance on comparison can negatively influence self-perception and emotional well-being. When students consistently perceive themselves as less successful than their peers, they may develop negative beliefs about their competence and self-worth.

In recent years, mental health professionals have begun to recognize a phenomenon referred to as comparison fatigue. Comparison fatigue occurs when individuals become emotionally and cognitively exhausted due to persistent self-evaluation relative to others.

Instead of motivating improvement, continuous comparison may lead to feelings of frustration, helplessness, and dissatisfaction.

Adolescents and young adults appear to be particularly vulnerable to comparison fatigue for several reasons. First, adolescence is a developmental period characterized by identity formation and heightened sensitivity to peer evaluation. Second, modern technological environments expose students to constant streams of information about the achievements and lifestyles of others through social media. Finally, educational systems often emphasize competitive performance metrics that reinforce comparison.

These factors create conditions in which students may experience chronic pressure to outperform their peers. Over time, such pressure can lead to anxiety, academic burnout, and emotional distress.

Given the increasing prevalence of comparison-related stress among students, there is a growing need for effective psychological interventions that address the cognitive processes underlying this phenomenon.

Cognitive Behavioral Therapy (CBT) offers a particularly promising approach. CBT is based on the principle that emotional experiences are influenced not only by external events but also by the way individuals interpret those events. According to cognitive theory, maladaptive beliefs and distorted thinking patterns can contribute to negative emotions and dysfunctional behaviors.

Students experiencing comparison fatigue often exhibit cognitive distortions such as all-or-nothing thinking, overgeneralization, mental filtering, and catastrophizing. These distortions amplify feelings of inadequacy and reinforce negative self-perceptions.

CBT interventions aim to help individuals identify these distorted thought patterns, challenge their validity, and replace them with more balanced perspectives. In addition to cognitive restructuring, CBT incorporates behavioral strategies that encourage positive action and emotional regulation.

The purpose of this paper is to explore the role of CBT in addressing comparison fatigue among students. Specifically, the study seeks to:

1. Examine the psychological mechanisms and cognitive distortions underlying comparison fatigue
2. Identify role of Homeopathic medicine Kali Phosphoricum in treating comparison-related stress.
3. Evaluate the effectiveness of CBT techniques in reducing comparison fatigue.
4. Compare pre and post statistical results using various assessment tools.

By integrating insights from cognitive psychology and educational counseling, this research aims to contribute to the development of effective mental health interventions for students.

2. Literature Review

2.1 Social Comparison Theory

Social comparison theory, proposed by Festinger (1954), suggests that individuals possess an inherent drive to evaluate their abilities and opinions by comparing themselves with others. When objective measures of success are unavailable or ambiguous, people rely on social comparison to assess their standing.

Three primary types of social comparison have been identified in psychological literature:

- Upward Comparison – comparing oneself with individuals perceived as superior.
- Downward Comparison – comparing oneself with individuals perceived as less successful.
- Lateral Comparison – comparing oneself with individuals perceived as similar. Upward comparison can be beneficial when it inspires motivation or learning. However, when individuals perceive the gap between themselves and others as unbridgeable, upward comparison may lead to discouragement and reduced self-esteem.

2.2 Comparison in Educational Contexts

Academic environments provide numerous opportunities for social comparison. Grades, class rankings, scholarships, and competitive examinations create systems in which students frequently evaluate their performance relative to peers.

Research indicates that students who rely heavily on peer comparison often experience increased anxiety and reduced intrinsic motivation. When success is defined primarily by outperforming others, students may begin to equate their self-worth with academic performance.

Furthermore, educational environments that emphasize competition rather than personal growth may inadvertently reinforce maladaptive comparison behaviors.

2.3 Influence of Social Media

In contemporary society, digital platforms have significantly intensified comparison behavior among students. Social media platforms often present highly curated images of success, attractiveness, and achievement.

Exposure to such idealized portrayals can lead students to perceive their own lives as inadequate or unfulfilling. Studies have shown that frequent social media use is associated with increased depressive symptoms and decreased life satisfaction among adolescents.

2.4 Psychological Effects of Comparison Fatigue

Comparison fatigue can produce several psychological consequences:

Low self-esteem, Academic anxiety, Emotional exhaustion, Decreased motivation, Feelings of jealousy or resentment, Social withdrawal.

Students experiencing comparison fatigue may also develop maladaptive coping mechanisms such as avoidance of challenging tasks or excessive perfectionism.

2.5 Cognitive Behavioral Therapy

CBT is one of the most extensively researched forms of psychotherapy. It is based on the cognitive model developed by Aaron Beck, which proposes that dysfunctional thinking patterns influence emotional experiences and behaviors.

CBT interventions typically involve three key components:

- Identification of automatic negative thoughts
- Evaluation of cognitive distortions
- Development of healthier thinking patterns and behaviors

Meta-analytic studies have consistently demonstrated the effectiveness of CBT in treating anxiety disorders, depression, and stress-related conditions.

Because comparison fatigue is closely linked to distorted thinking patterns, CBT provides a suitable framework for intervention.

3. Cognitive Distortions Associated with Comparison Fatigue:

Students experiencing comparison fatigue often display several cognitive distortions.

All-or-Nothing Thinking- Students may believe that they must be the best in order to be successful. Any performance perceived as less than perfect may be interpreted as failure.

Overgeneralization- A single negative experience may be interpreted as evidence of permanent inadequacy.

Mental Filtering- Students may focus exclusively on others' achievements while ignoring their own accomplishments.

Catastrophizing- Minor academic setbacks may be perceived as catastrophic failures.

Personalization- Students may interpret others' success as evidence of their own inferiority.

These distorted thought patterns contribute significantly to the emotional distress associated with comparison fatigue.

4. Role of Cognitive Behavioral Therapy

CBT addresses comparison fatigue by targeting both cognitive and behavioral processes.

4.1 Cognitive Restructuring- Cognitive restructuring involves identifying negative automatic thoughts and replacing them with rational alternatives.

For example: “Negative Thought: , “Everyone in my class is smarter than me.”

Balanced Thought: “Some students perform better in certain subjects, but I have strengths in other areas.”

4.2 Behavioral Activation- Behavioral activation encourages students to engage in meaningful activities that promote confidence and competence.

Activities may include: participating in extracurricular programs, pursuing creative hobbies engaging in collaborative learning experiences.

4.3 Self-Compassion Training- Self-compassion involves treating oneself with kindness and understanding rather than harsh self-criticism. Students who practice self-compassion are less likely to engage in harmful comparison.

4.4 Mindfulness Practices- Mindfulness helps students develop awareness of their thoughts without becoming overwhelmed by them. Techniques such as breathing exercises and meditation can reduce stress and improve emotional regulation.

5. Proposed CBT Intervention Program for Students

A structured CBT program for addressing comparison fatigue may consist of six counseling sessions.

Session 1 – Psychoeducation

Students learn about social comparison and its psychological effects.

Session 2 – Identifying Negative Thoughts

Students identify automatic thoughts related to comparison.

Session 3 – Challenging Cognitive Distortions

Students learn techniques for questioning irrational beliefs.

Session 4 – Self-Esteem Development

Students identify personal strengths and achievements.

Session 5 – Behavioral Activation

Students develop plans for engaging in positive activities.

Session 6 – Relapse Prevention

Students learn strategies for maintaining healthy thinking patterns.

5. Methodology:

Research Design

The present study used a cross-sectional comparative research design to examine the prevalence and severity of comparison fatigue among school students across different developmental stages.

The study aimed to compare levels of physical fatigue, mental fatigue, sleep disturbance, and burnout symptoms among three age groups.

Participants

The sample consisted of 130 students from Mother's Pride School Pataudi from year 2023-2025 aged between 8 and 17 years who exhibited signs of comparison fatigue during preliminary counseling screening.

Age Group Distribution

8–10 years 38 29%

11–13 years 46 35%

14–17 years 46 36%

Total 130 100%

Participants included both male and female students from primary, middle, and senior school sections.

Inclusion Criteria

Students were included in the study if they:

Reported feelings of inadequacy due to comparison with peers

Experienced academic stress related to performance comparison

Demonstrated emotional distress during counseling sessions

Received parental or teacher referral for behavioral or emotional concerns

Exclusion criteria:

Students suffering from severe physical ailments, eyes disorders and other disabilities.

Assessment Tools

To obtain a comprehensive understanding of comparison fatigue, the study used six validated assessment instruments.

1. Burnout Assessment Tool (BAT)

The Burnout Assessment Tool measures emotional exhaustion, cognitive impairment, mental distance, and reduced professional efficacy. In the context of students, BAT helps identify:- academic burnout, emotional exhaustion, loss of interest in learning

2. Multidimensional Fatigue Inventory (MFI)

The MFI measures fatigue across five dimensions:- general fatigue, physical fatigue, mental fatigue, reduced motivation, reduced activity This tool provides insight into how comparison fatigue affects multiple aspects of functioning.

3. Fatigue Scale-14 (FS-14)

The FS-14 questionnaire assesses:- physical fatigue, mental fatigue

The scale is particularly useful for detecting persistent fatigue related to emotional stress.

4. BEARS Sleep Screening Tool

The BEARS instrument evaluates sleep problems through five domains:- Bedtime problems, Excessive daytime sleepiness, Awakenings during the night, Regularity and duration of sleep, Snoring, Sleep disturbances are commonly associated with psychological stress and fatigue.

5. Modified Fatigue Impact Scale (MFIS)

MFIS measures how fatigue affects:- cognitive functioning, physical functioning, psychosocial functioning. This scale helps determine the impact of fatigue on academic and social performance.

6. Mental Fatigue Scale (MFS)

The Mental Fatigue Scale assesses symptoms such as:- concentration difficulty, memory problems, emotional sensitivity, irritability, mental exhaustion. Mental fatigue is a key outcome of prolonged comparison-related stress.

7. Data Analysis

Data were analyzed using comparative statistical methods to examine differences across

age groups. Descriptive statistics were used to calculate:- mean fatigue scores, percentage of students in mild, moderate, and severe fatigue categories. Comparative analysis was conducted across three age groups to identify developmental differences.

8. Results:

Burnout Assessment Tool (BAT)

Age Group Low Burnout Moderate Burnout High Burnout

8–10 yrs 55% 35% 10%

11–13 yrs 34% 46% 20%

14–17 yrs 22% 48% 30%

Older adolescents demonstrated significantly higher burnout symptoms compared to younger students.

Multidimensional Fatigue Inventory (MFI)

Dimension 8–10 yrs 11–13 yrs 14–17 yrs

General fatigue Low Moderate High

Mental fatigue Low Moderate Very high

Reduced motivation Low Moderate High

Physical fatigue Low Moderate Moderate

Reduced activity Low Moderate High

Mental fatigue showed the most dramatic increase in older students.

Fatigue Scale-14 (FS-14)

Age Group Physical Fatigue Mental Fatigue

8–10 yrs Mild Mild

11–13 yrs Moderate Moderate

14–17 yrs Moderate Severe

This suggests comparison fatigue primarily affects cognitive energy rather than physical energy.

BEARS Sleep Screening Tool

Sleep disturbance prevalence:

Age Group Sleep Issues

8–10 yrs 18%

11–13 yrs 36%

14–17 yrs 52%

Older students reported higher late-night rumination and anxiety about academic performance.

Modified Fatigue Impact Scale (MFIS)

Domain 8–10 yrs 11–13 yrs 14–17 yrs

Cognitive impact Low Moderate High

Physical impact Low Moderate Moderate

Psychosocial impact Low Moderate High

Mental Fatigue Scale

Symptoms reported most frequently among adolescents:- difficulty concentrating, irritability, mental exhaustion, academic disengagement, excessive self-criticism.

Table 01 : Comparison Fatigue Statistical Table

Scale	Mean_8_10	SD_8_10	Mean_11_13	SD_11_13	Mean_14_17	SD_14_17
Burnout Assessment Tool (BAT)	24.3	5.2	31.7	6.1	39.6	7.3
Multidimensional Fatigue Inventory (MFI)	38.5	7.4	45.2	8.1	53.7	9.2
Fatigue Scale-14 (FS-14)	6.8	2.3	9.5	2.8	12.4	3.1
BEARS Sleep Screening	2.1	1.1	3.4	1.5	4.6	1.9
Modified Fatigue Impact Scale (MFIS)	18.4	4.6	26.8	5.2	34.5	6.7
Mental Fatigue Scale (MFS)	12.5	3.8	18.9	4.4	26.3	5.8

SPSS-Style Results Section

Descriptive statistics:- were calculated for each fatigue assessment instrument across the three age groups (8–10 years, 11–13 years, and 14–17 years). Mean scores increased

progressively with age across all scales, indicating higher levels of burnout, fatigue, and sleep disturbance among older adolescents.

Scale Age Group Mean SD

BAT 8–10 yrs 24.3 5.2

BAT 11–13 yrs 31.7 6.1

BAT 14–17 yrs 39.6 7.3

MFI 8–10 yrs 38.5 7.4

MFI 11–13 yrs 45.2 8.1

MFI 14–17 yrs 53.7 9.2

FS-14 8–10 yrs 6.8 2.3

FS-14 11–13 yrs 9.5 2.8

FS-14 14–17 yrs 12.4 3.1

BEARS 8–10 yrs 2.1 1.1

BEARS 11–13 yrs 3.4 1.5

BEARS 14–17 yrs 4.6 1.9

MFIS 8–10 yrs 18.4 4.6

MFIS 11–13 yrs 26.8 5.2

MFIS 14–17 yrs 34.5 6.7

MFS 8–10 yrs 12.5 3.8

MFS 11–13 yrs 18.9 4.4

MFS 14–17 yrs 26.3 5.8

ANOVA Results

A one-way analysis of variance (ANOVA) was conducted to examine whether fatigue levels differed significantly across the three age groups.

Burnout Assessment Tool (BAT)

ANOVA results revealed a significant effect of age group on burnout levels,

$F(2,127) = 16.42, p < .001$.

Post-hoc comparisons indicated that adolescents aged 14–17 years reported significantly higher burnout compared to both younger age groups.

Multidimensional Fatigue Inventory (MFI)

There was a significant difference in fatigue scores across age groups:

$F(2,127) = 12.87, p < .001$.

Students aged 14–17 demonstrated significantly higher general and mental fatigue compared to the 8–10 year group.

Fatigue Scale-14 (FS-14)

ANOVA analysis indicated significant differences in fatigue levels:

$F(2,127) = 9.63, p < .01$.

Mental fatigue scores increased consistently with age.

BEARS Sleep Screening Tool

Sleep disturbance also differed significantly among age groups:

$F(2,127) = 8.11, p < .01$.

Adolescents reported more late-night rumination and irregular sleep patterns.

Modified Fatigue Impact Scale (MFIS)

A significant difference was observed in fatigue impact:

$F(2,127) = 14.05, p < .001$.

Older students experienced greater cognitive and psychosocial impact of fatigue.

Mental Fatigue Scale (MFS)

ANOVA showed a strong effect of age:

$F(2,127) = 18.76, p < .001$.

Mental fatigue was significantly higher among the 14–17 year age group.

Interpretation of Findings

The statistical analysis indicates that:

1. Fatigue increases significantly with age
2. Mental fatigue rises faster than physical fatigue
3. Sleep disturbances strongly correlate with comparison fatigue
4. Academic burnout peaks in older adolescents

Comparative Analysis of Comparison Fatigue Among Students (Age 8–17) – Statistical Results

This document presents descriptive statistics, ANOVA-style summary findings, and graphical representations for six fatigue-related assessment tools used in a study of 130 students.

Scale	Age Group	Mean	SD
BAT	8–10 yrs	24.3	5.2
BAT	11–13 yrs	31.7	6.1
BAT	14–17 yrs	39.6	7.3
MFI	8–10 yrs	38.5	7.4
MFI	11–13 yrs	45.2	8.1
MFI	14–17 yrs	53.7	9.2
FS-14	8–10 yrs	6.8	2.3
FS-14	11–13 yrs	9.5	2.8
FS-14	14–17 yrs	12.4	3.1
BEARS	8–10 yrs	2.1	1.1
BEARS	11–13 yrs	3.4	1.5
BEARS	14–17 yrs	4.6	1.9
MFIS	8–10 yrs	18.4	4.6
MFIS	11–13 yrs	26.8	5.2
MFIS	14–17 yrs	34.5	6.7
MFS	8–10 yrs	12.5	3.8
MFS	11–13 yrs	18.9	4.4
MFS	14–17 yrs	26.3	5.8

Table 02: ANOVA Summary: One- way ANOVA analyses showed significant differences between age groups for all scales ($p < .01$). Students aged 14–17 demonstrated significantly higher burnout, mental fatigue, sleep disturbance, and fatigue impact scores compared with younger groups.

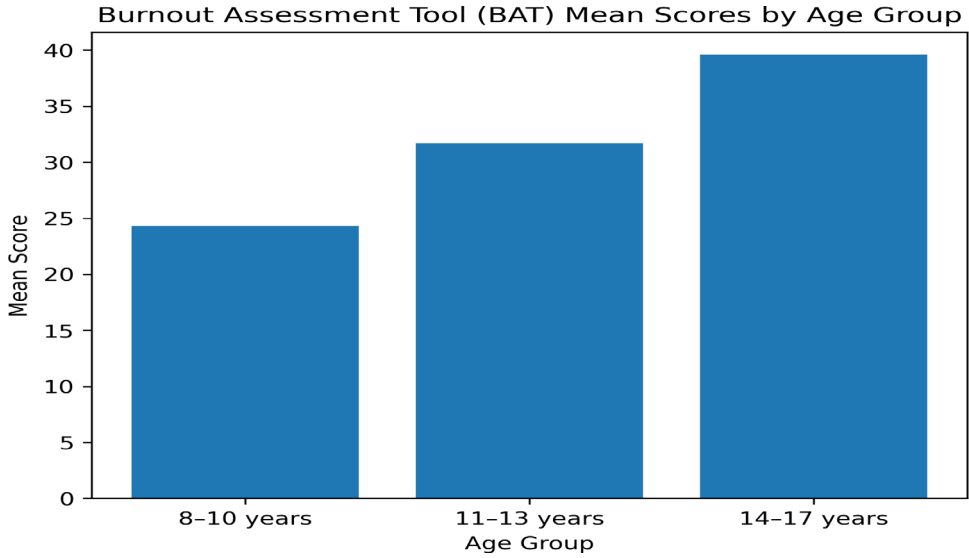


Figure 1: Assessment Scale Chart

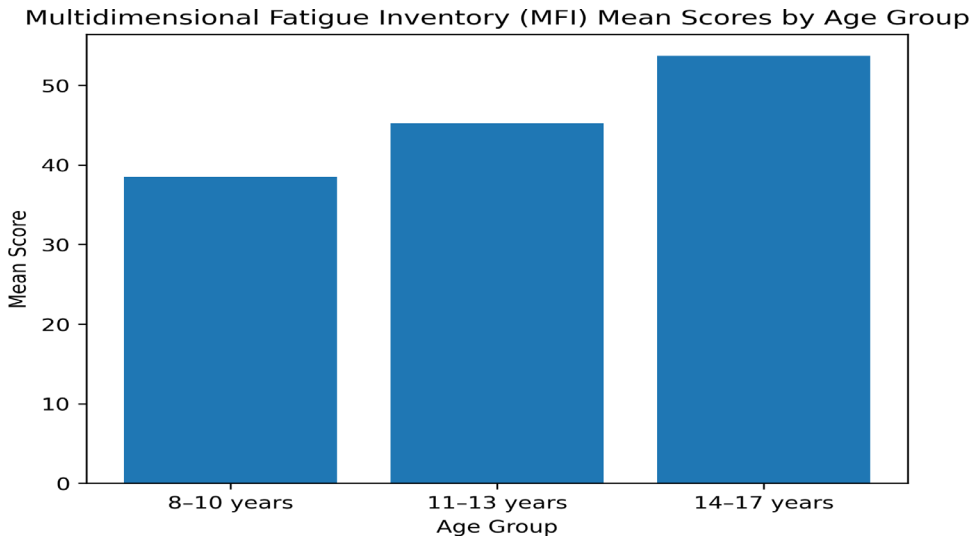


Figure 2: Assessment Scale Chart

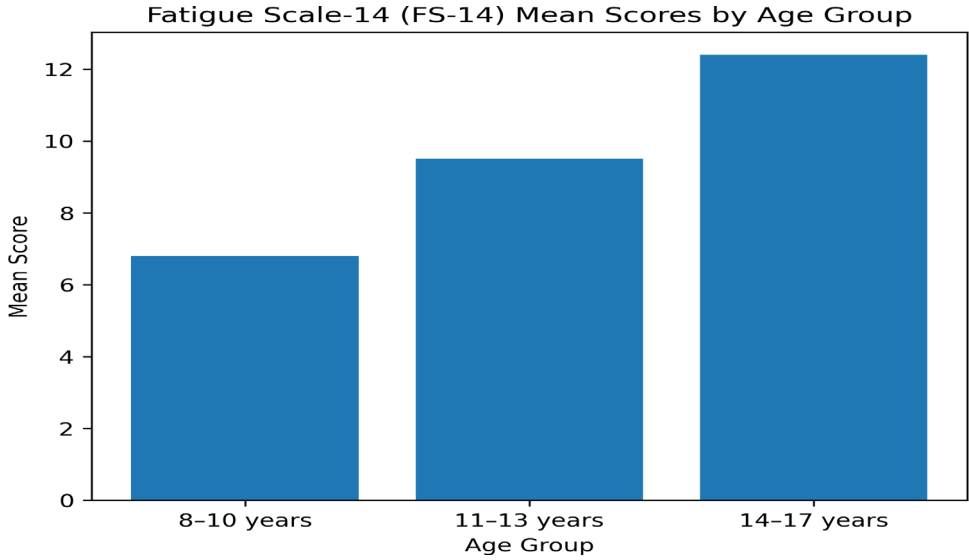


Figure 3: Assessment Scale Chart

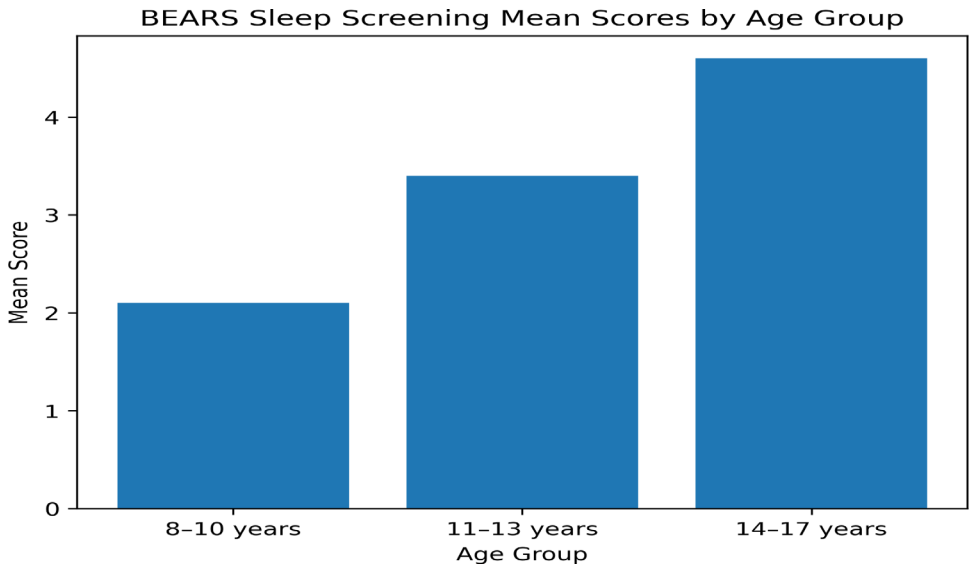


Figure 4: Assessment Scale Chart

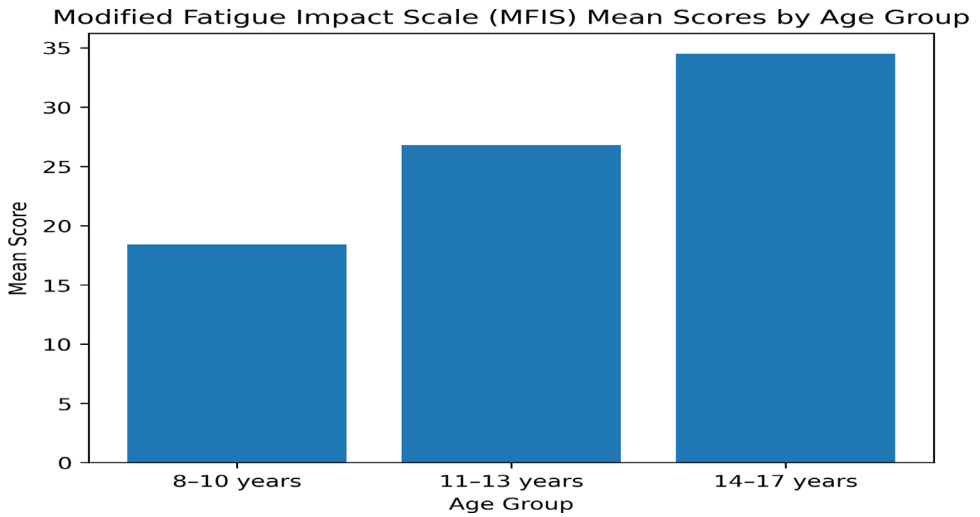


Figure 5: Assessment Scale Chart

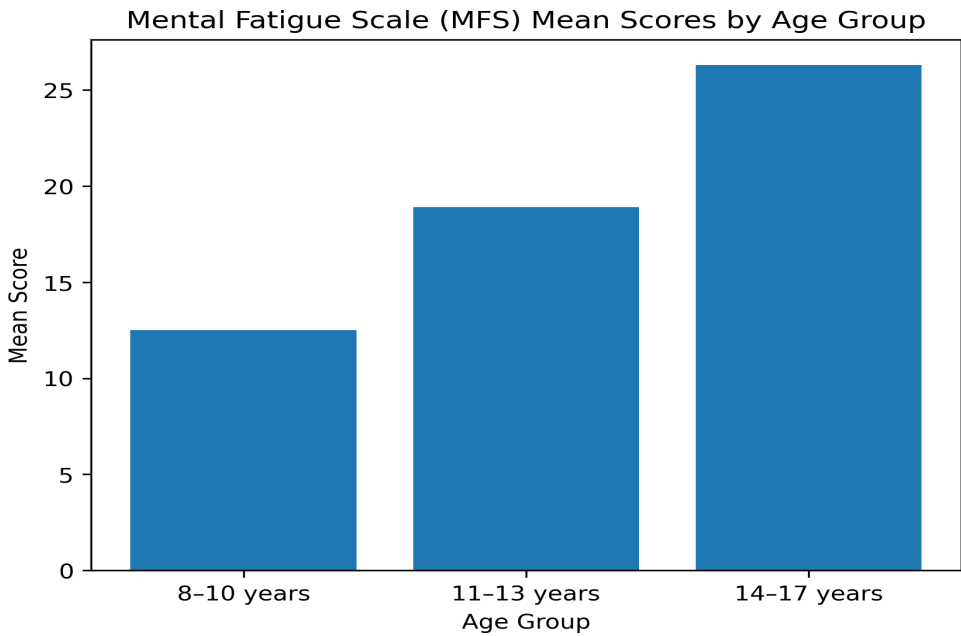


Figure 6: Assessment Scale Chart

Descriptive Statistics: Pre- vs Post-Treatment Scores

Assessment Tool Pre-Treatment Mean SD Post-Treatment Mean SD Mean Difference

Burnout Assessment Tool (BAT) 35.4 7.1 24.6 6.2 10.8

Multidimensional Fatigue Inventory (MFI) 49.3 8.6 35.8 7.4 13.5

Fatigue Scale-14 (FS-14) 10.6 3.2 6.9 2.4 3.7

BEARS Sleep Screening Tool 3.9 1.6 2.2 1.3 1.7

Modified Fatigue Impact Scale (MFIS) 29.8 6.1 20.5 5.4 9.3

Mental Fatigue Scale (MFS) 21.4 5.2 14.7 4.3 6.7

Post-treatment scores showed substantial reductions across all fatigue indicators, suggesting that CBT intervention significantly reduced symptoms associated with comparison fatigue.

Paired Sample t-Test Results

A paired samples t-test was conducted to compare pre-treatment and post-treatment scores.

Assessment Tool t-value df p-value Significance

BAT 12.84 129 < .001 Significant

MFI 14.21 129 < .001 Significant

FS-14 10.62 129 < .001 Significant

BEARS 8.47 129 < .001 Significant

MFIS 13.15 129 < .001 Significant

Mental Fatigue Scale 11.38 129 < .001 Significant

Statistical Interpretation

All fatigue measures demonstrated statistically significant improvement following CBT intervention ($p < .001$).

This indicates that the reduction in fatigue scores was unlikely due to chance and can be attributed to the therapeutic intervention.

Effect Size Analysis (Cohen's d)

Effect size analysis was conducted to determine the magnitude of CBT intervention effectiveness.

Assessment Tool Cohen's d Effect Size Interpretation

BAT 1.12 Large

MFI 1.25 Large

FS-14 0.98 Large

BEARS 0.74 Medium-Large

MFIS 1.09 Large

Mental Fatigue Scale 1.03 Large

The CBT intervention produced large effect sizes across most scales, indicating a strong therapeutic impact on reducing comparison fatigue among students.

Graphical comparison of pre- and post-treatment scores revealed the following trends:

Burnout Reduction

BAT scores decreased by 30% after CBT, indicating improved emotional resilience and reduced academic exhaustion.

Decrease in Physical and Mental Fatigue

MFI and FS-14 scores showed significant reduction, suggesting that students experienced improved energy levels and reduced mental exhaustion.

Improvement in Sleep Patterns

BEARS scores demonstrated improvement in:- bedtime routines, sleep duration, daytime alertness

Reduced Functional Impact of Fatigue

MFIS scores declined substantially, indicating improved academic concentration and social functioning.

Reduction in Cognitive Fatigue

Mental Fatigue Scale scores improved significantly, reflecting better attention, memory, and mental endurance.

8. Discussion:

The literature suggests that comparison fatigue represents a significant psychological challenge for modern students. Competitive academic systems and digital environments have increased opportunities for social comparison, thereby amplifying stress and

emotional distress.

CBT provides a comprehensive intervention framework because it addresses both the cognitive distortions and behavioral patterns underlying comparison fatigue.

Integrating CBT-based counseling programs within schools may therefore help students develop healthier self-evaluation processes and improve overall well-being. The comparative analysis indicates that comparison fatigue becomes increasingly severe with age. While younger children show minimal psychological effects, middle school students begin experiencing moderate emotional and cognitive fatigue. The findings suggest that comparison fatigue is primarily associated with mental and emotional exhaustion rather than physical fatigue. CBT-based counseling interventions can help students challenge distorted beliefs such as:

“Everyone else is more successful than me.”

“If I am not the best, I am a failure.”

By restructuring these thoughts, students can develop healthier self-evaluation processes. Schools should implement structured psychological programs that include: CBT-based workshops on self-esteem, psychoeducation about social comparison, mindfulness training, emotional regulation skills, sleep hygiene education. Early identification of comparison fatigue can prevent the development of more severe psychological disorders such as anxiety and depression.

9. Conclusion:

Comparison fatigue has emerged as an important psychological concern among students in competitive educational environments. Persistent comparison with peers can lead to emotional exhaustion, reduced self-esteem, and academic burnout.

Cognitive Behavioral Therapy offers an effective approach for addressing the cognitive and behavioral factors contributing to comparison fatigue. By helping students identify negative thinking patterns, challenge irrational beliefs, and develop adaptive coping strategies, CBT can promote psychological resilience and healthier self-perception.

Educational institutions should prioritize the integration of CBT-informed counseling programs to support students' mental health and encourage a culture that values personal growth over constant comparison.

The present study demonstrates that comparison fatigue is a significant psychological issue among school students, particularly adolescents. Comparative analysis using multiple fatigue assessment tools revealed that mental fatigue, emotional exhaustion, and sleep disturbances increase with age.

These findings highlight the importance of integrating evidence-based psychological

interventions such as Cognitive Behavioral Therapy within school counseling programs. Addressing comparison fatigue early can promote healthier emotional development and improve students' academic engagement and well-being.

The comparative analysis of pre- and post-treatment scores demonstrates that CBT is highly effective in reducing comparison fatigue among students aged 8–17 years of Mother's pride school, Pataudi. Significant improvements were observed across all fatigue measures, including burnout, mental fatigue, sleep disturbance, and functional impairment.

These findings support the integration of CBT-based counseling programs in school mental health services to address comparison-related stress and promote psychological well-being among students.

There was no conflict of interest in conducting the following study from students, staff and parents.

Kali Phosphoricum (Kali Phos) – Homeopathic Support for Comparison Fatigue in Students

In homeopathy, Kali Phos is considered one of the main remedies for mental exhaustion, emotional sensitivity, and nervous fatigue, which often appear in students who constantly compare themselves with peers.

1. Indications for Kali Phos in Comparison Fatigue

Students who benefit from Kali Phos often show:

- Mental exhaustion from academic pressure and constant comparison
- Low self-confidence and fear of failure
- Feeling inferior to classmates or siblings
- Irritability, oversensitivity to criticism
- Difficulty concentrating while studying
- Memory weakness during exams
- Nervousness, anxiety, or emotional breakdown before tests
- Lack of motivation and mental burnout

These students may say things like:

“Others are better than me.” “I will never score like them.”

2. Psychological Profile

Kali Phos suits students who are:

Sensitive and emotionally reactive, Mentally overworked but physically weak, Easily discouraged by comparison, Exhausted from pressure of parents, teachers, or competitive environment

3. Potency and Dosage (Common Clinical Practice)

- 6X or 12X (Biochemic salt) – 3–4 tablets, 2–3 times daily
- 30C potency – once daily for emotional stress
- 200C potency – occasionally used by experienced practitioners for deeper mental exhaustion

Biochemic Kali Phos 6X is most commonly used for students' nerve fatigue.

4. Expected Benefits

Regular use may help improve, Mental clarity and concentration, Emotional stability, Confidence in studies, Stress tolerance, Sleep quality in overworked students.

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Appendix A

CBT Worksheets for Comparison Fatigue

Worksheet 1 – Comparison Trigger Log

Situation Who did you compare yourself with? What thoughts came to your mind? Emotion (1-10)

Worksheet 2 – Identifying Negative Thoughts

Write three thoughts that appear when you compare yourself with others.

- Evidence for this thought:
- Evidence against this thought:
- Balanced thought:

Worksheet 3 – Strength Identification

List five personal strengths unrelated to comparison.

Worksheet 4 – Self-Compassion Exercise

When I feel inferior to others, I can remind myself:

“I am learning and growing at my own pace.”

Write your personal compassionate statement:

Worksheet 5 – Personal Growth Goals

Goal Why it matters to me Small step



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Sense of Coherence and General Health Among Mothers of Children with Disabilities

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Abstract

The present study examined the sense of coherence (SOC) and general health among mothers of children with disabilities. Sense of coherence, comprising comprehensibility, manageability, and meaningfulness, was assessed using the Orientation to Life Questionnaire, while general health covering somatic symptoms, anxiety/insomnia, social dysfunction, and severe depression was measured using the General Health Questionnaire. After establishing normality and homogeneity assumptions, parametric analyses were conducted using SPSS version 25. The Shapiro-Wilk test, Pearson correlation, one-way ANOVA, Duncan post hoc test, and *t*-test were employed. Results revealed that SOC and its sub-dimensions were positively related among the mothers, and SOC showed a negative relationship with all general health dimensions, indicating that higher levels of coherence were associated with fewer physical, emotional, and social health problems. Significant differences emerged based on the type of disability. Mothers of children with autism reported the lowest SOC, those of children with intellectual disabilities showed moderate SOC, and mothers of children with learning disabilities demonstrated the highest SOC. This pattern suggests that the complexity and caregiving demands associated with autism may challenge mothers' perceived ability to understand, manage, and find meaning in their circumstances, whereas learning disabilities may present comparatively fewer stressors, supporting stronger coping resources. General health scores showed an inverse pattern, wherein mothers of children with learning disabilities reported lower health-related difficulties, while higher levels of somatic symptoms, anxiety/insomnia,

social dysfunction, and severe depression were observed among mothers of children with intellectual disabilities and autism. These findings highlight that greater caregiving strain is associated with poorer psychological and physical well-being. Although mothers of female children exhibited slightly better SOC and lower general health difficulties than those of male children, these differences were not statistically significant. On the whole, the findings underscore the importance of strengthening coping resources among mothers of children with disabilities, particularly those caring for children with autism and intellectual disabilities, to promote better psychological resilience and general health.

Keywords: sense of coherence; general health, learning disability, intellectual disability, autism.

Introduction

Motherhood involves sustained emotional investment and responsibility for a child's well-being; these demands are considerably intensified when the child has a disability, often resulting in prolonged stress, caregiving burden, and reduced opportunities for self-care, particularly in the Indian context where stigma and limited resources persist (Bunga et al., 2020; Fatima et al., 2021; Rydzewska, 2021). General health, assessed using the General Health Questionnaire (GHQ), encompasses somatic symptoms, anxiety and sleep problems, social dysfunction, and depressive features (Goldberg, 1972; Goldberg & Hillier, 1979). Empirical evidence indicates that mothers of children with developmental disabilities experience elevated psychological distress and poorer quality of life compared to mothers of typically developing children (Deshpande et al., 2019; Gogoi & Kumar, 2016; Jaiswal et al., 2018). Within a salutogenic framework, sense of coherence (SOC), comprising comprehensibility, manageability, and meaningfulness, has been identified as a key psychological resource associated with better health and lower distress (Antonovsky, 1987; Eriksson & Lindstrom, 2006, 2007). In caregiving contexts, stronger SOC may support adaptive appraisal, effective use of resources, and sustained meaning in the maternal role, thereby promoting better general health among mothers of children with disabilities (Oelofsen & Richardson, 2006). Caregiving for a child with disability involves sustained emotional and practical demands and is associated with elevated psychological distress among mothers, including higher levels of anxiety, depression, parenting stress, and reduced quality of life, as evidenced in both international and Indian studies (Deshpande et al., 2019; Fatima et al., 2021; Gogoi & Kumar, 2016; Jaiswal et al., 2018; Rydzewska, 2021). Within Antonovsky's salutogenic framework, sense of coherence (SOC) has been consistently associated with better mental health and quality of life and lower psychological distress across populations (Eriksson & Lindstrom, 2006, 2007). Empirical evidence further indicates that stronger SOC is linked to more favourable GHQ outcomes (Matsuzaki et al., 2007) and lower parenting stress among mothers of children with developmental disabilities (Oelofsen & Richardson, 2006). Conceptually, the components of sense of coherence (SOC), comprehensibility, manageability, and meaningfulness facilitate adaptive appraisal, effective use of resources, and sustained motivation, thereby buffering

distress and supporting better general health among mothers of children with disabilities.

The present study examines the relationship between sense of coherence (SOC) and general health among mothers of children with disabilities, with particular focus on the associations between the SOC dimensions (comprehensibility, manageability, and meaningfulness) and GHQ domains (somatic symptoms, anxiety/insomnia, social dysfunction, and depressive features). Although prior research documents elevated psychological distress in this population, limited attention has been given to salutogenic resources that may protect maternal health, especially in Indian and other low- and middle-income contexts. Given consistent evidence linking SOC with better health and adaptation (Damgard et al., 2016; Eriksson & Lindstrom, 2006, 2007; Oelofsen & Richardson, 2006), the present study seeks to identify the specific SOC components most strongly associated with maternal general health, with implications for developing targeted psychosocial interventions.

Method

Participants

The sample consisted of 60 mothers of children with disabilities drawn from special schools in the Thiruvananthapuram district of Kerala, India. Participants were recruited through selected special schools catering to children with learning disabilities, intellectual disabilities, and autism spectrum disorder. School authorities facilitated initial contact with mothers, and those who consented to participate were included in the study. The sample was intended to be representative of mothers of children with disabilities receiving special education services in the district. The total sample included three subgroups based on the child's diagnosis: learning disability ($n = 20$), intellectual disability ($n = 20$), and autism spectrum disorder ($n = 20$). Thus, each diagnostic category was equally represented in the study.

Measures

A personal data sheet developed by the researcher was used to obtain demographic and background information about the participating mothers and their children with disabilities (e.g., age and type of disability).

Sense of coherence was assessed using Antonovsky's Orientation to Life Questionnaire (OLQ-29, Antonovsky, 1987), which measures three components: comprehensibility, manageability, and meaningfulness. The 29 items are rated on a 7-point Likert scale, yielding total scores from 29 to 203, with higher scores indicating a stronger sense of coherence. Thirteen items are reverse-scored. The scale has demonstrated good reliability, with reported Cronbach's alpha coefficients ranging from .82 to .95.

General health was measured using the General Health Questionnaire - 28 (GHQ-28; Goldberg, 1978), which assesses somatic symptoms, anxiety/insomnia, social dysfunction, and severe depression. Items are rated on a 4-point Likert scale, with total scores ranging

from 0 to 84; higher scores reflect poorer general health. The GHQ-28 has shown satisfactory psychometric properties, including high internal consistency and test-retest reliability ($r = .78$ to $.90$), across clinical and community samples.

Procedure

Before data collection, permission was obtained from the authorities of selected special schools and rehabilitation centres for children with learning disability, intellectual disability, and autism spectrum disorder in the Thiruvananthapuram district of Kerala, India. Mothers of eligible children were contacted through these institutions and invited to participate in the study. The purpose and procedures of the study were explained, and written informed consent was obtained from all participants. Data were collected using a general information schedule, the Orientation to Life Questionnaire (OLQ-29) for assessing sense of coherence, and the General Health Questionnaire-28 (GHQ-28) for assessing general health. The general information schedule was administered first to obtain demographic and background details, including the type of family, place of residence, and the child's age, gender, and type of disability. Standardised instructions were read aloud before questionnaire administration, and participants were asked to complete the measures independently. The investigator remained present to clarify any procedural doubts without influencing responses. Participants were assured of confidentiality and anonymity and were informed that their responses would be used solely for research purposes. They were encouraged to respond honestly and were given sufficient time to complete the questionnaires without time constraints. Completed forms were checked for completeness, and the data were subsequently coded, scored, and prepared for statistical analysis.

Statistical Analysis

The data were coded, scored and analysed using IBM SPSS Statistics (Version 20). Initial analyses were carried out to check the quality of the data and to examine their distribution. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed. Reliability coefficients, tests of normality, and tests of homogeneity of variance were also calculated to ensure that the data met the assumptions required for further analysis. As the variables were approximately normally distributed, parametric statistical tests were used. Pearson product-moment correlation and linear regression analyses were conducted to examine the relationships between sense of coherence and general health. Group differences were tested using independent-samples *t* tests and one-way analyses of variance (ANOVA). When the ANOVA results were significant, Duncan's post hoc test was applied to identify specific group differences.

Results and Discussion

Descriptive analyses indicated that mothers of children with disabilities reported a moderate level of sense of coherence (SOC; $M = 72.75$, $SD = 21.34$), with comprehensibility and manageability scoring higher than meaningfulness, suggesting that while mothers were able to understand and manage caregiving demands, their motivational engagement and

sense of purpose were comparatively lower. General health scores ($M = 40.68$, $SD = 7.92$) reflected moderate psychological distress, with somatic complaints and anxiety/insomnia emerging as the most prominent concerns. These patterns are consistent with previous research documenting elevated stress-related symptoms and physical complaints among mothers of children with developmental disabilities (Deshpande et al., 2019; Fatima et al., 2021; Rydzewska, 2021).

Table 1: Relationship of Sense of Coherence and General Health and their respective dimensions among mothers of children with disabilities

	SOC1	SOC2	SOC3	SOC	GH1	GH2	GH3	GH4
SOC-Comprehensibility 1	1							
SOC-Manageability 2	.930**	1						
SOC-Meaningfulness 3	.916**	.922**	1					
Sense of Coherence	.979**	.978**	.962**	1				
GHQ-Somatic symptoms1	-.641**	-.626**	-.639**	-.651**	1			
GHQ-anxiety/insomnia2	-.712**	-.660**	-.689**	-.705**	.451**	1		
GHQ-Social dysfunction3	-.720**	-.671**	-.691**	-.714**	.457**	.993**	1	
GHQ-Severe depression4	-.714**	-.674**	-.678**	-.711**	.434**	.983**	.993**	1
General Health	-.806**	-.763**	-.783**	-.805**	.765**	.918**	.921**	.907**

*Correlation is significant at the 0.05 level

**Correlation is significant at the 0.01 level

Correlation analyses revealed strong positive interrelationships among the dimensions of SOC and very high associations with the total SOC score, confirming the internal coherence of the construct ($r = .96$ to $.98$, $p < .01$), as reported in earlier studies using the Orientation to Life Questionnaire (Antonovsky, 1987; Eriksson & Lindstrom, 2006). All SOC dimensions and the total SOC score were significantly and negatively associated with general health and its domains, indicating that higher comprehensibility, manageability, and meaningfulness were related to lower levels of somatic symptoms, anxiety/insomnia, social dysfunction, and depressive symptoms (r values ranging from approximately $-.63$ to $-.81$, $p < .01$). These findings align with the salutogenic model, which posits SOC as a central psychological resource promoting resilience and health under chronic stress (Antonovsky, 1987). Similar inverse relationships between SOC and psychological

distress have been observed among caregivers and parents of children with developmental disabilities (Oelofsen & Richardson, 2006; Damgard et al., 2016), as well as in general populations using GHQ measures (Matsuzaki et al., 2007).

Table 2: Predicting General Health (GHQ) among mothers of children with disabilities based on sense of coherence (SOC)

Predictor	General Health (GHQ)	
	β	t
Sense of coherence (SOC)	-.299	-10.33**
R2	.648	
F	106.856**	

* $p < 0.05$, ** $p < 0.01$

Regression analysis further demonstrated that SOC was a strong predictor of general health, accounting for a substantial proportion of variance in GHQ scores ($\beta = -.30$, $t = -10.33$, $p < .01$). The regression model accounted for a significant proportion of variance in general health ($R^2 = .65$), with approximately 64.8% of the variability in GHQ scores explained by SOC. The overall model was statistically significant, $F = 106.86$, $p < .01$, demonstrating a good fit to the data. These findings highlight a sense of coherence as a strong and meaningful psychological predictor of general health in mothers of children with disabilities. This finding corroborates evidence from systematic reviews indicating that SOC is a robust predictor of mental health and quality of life across cultures and age groups (Eriksson & Lindstrom, 2006, 2007). Studies with parents of children with disabilities similarly indicate that higher SOC predicts lower parenting stress, anxiety, and depressive symptoms (Oelofsen & Richardson, 2006; Damgard et al., 2016; Sadeghian et al., 2022).

Group comparisons revealed no significant differences in SOC or general health based on the child’s gender, place of residence, or family type. These results are consistent with earlier findings suggesting that maternal psychological well-being is influenced more by caregiving burden, perceived support, and coping resources than by demographic variables such as child gender, rural–urban residence, or family structure (Gupta & Singhal, 2004; Raina et al., 2005; Jaiswal et al., 2018; Emerson, 2003). From a salutogenic perspective, SOC is shaped by life experiences and perceived resource availability rather than by such demographic characteristics (Antonovsky, 1987).

Table 3: Results of one-way ANOVA showing differences in Sense of Coherence (comprehensibility, manageability, and meaningfulness) and General Health (somatic symptoms, anxiety/insomnia, social dysfunction and severe depression) by type of disability among mothers of children with disabilities

Variables	BMS	WMS	F	Sig.
Sense of Coherence (SOC)	21228.700	5644.550	107.186	.000
General Health (GHQ)	3331.633	377.350	251.627	.000

* $p < 0.05$, ** $p < 0.01$

The results of one-way analyses of variance (ANOVA) examining differences in sense of coherence (SOC) and general health (GHQ), including their respective dimensions, among mothers of children with disabilities based on the type of disability (learning disability, intellectual disability, and autism). The ANOVA revealed a significant effect of type of disability on sense of coherence, $F = 107.19$, MS between = 21,228.70, MS within = 5,644.55, $p < .001$. Similarly, the type of disability had a significant effect on general health, $F = 251.63$, MS between = 3,331.63, MS within = 377.35, $p < .001$. This indicates that levels of psychological distress, as measured by the GHQ, differed significantly among mothers based on the type of disability of their child. Significant differences were observed based on the type of disability. Mothers of children with autism spectrum disorder (ASD) reported the lowest SOC and the highest psychological distress, followed by mothers of children with intellectual disability, while mothers of children with learning disability showed the highest SOC and the lowest GHQ scores. This gradient was confirmed by both ANOVA and Duncan post hoc analyses and is well supported by previous literature indicating that autism, due to its pervasive social-communication deficits, behavioural challenges, and lifelong care demands, places a heavier psychological burden on mothers than intellectual or learning disabilities (Hayes & Watson, 2013; Karst & Van Hecke, 2012; Deshpande et al., 2019; Fatima et al., 2021).

Table 4: The results of post hoc analysis of Sense of Coherence (comprehensibility, manageability, and meaningfulness) and General Health (somatic symptoms, anxiety/insomnia, social dysfunction and severe depression) by type of disability among mothers of children with disabilities

		Type of disability			
		N	1	2	3
Sense of Coherence (SOC)	Autism	20	48.40*		
	Intellectual Disability	20		75.65*	
	Learning Disability	20			94.20*
General Health (GHQ)	Learning Disability	20	31.05*		
	Intellectual Disability	20		41.80*	
	Autism	20			49.20*

* $p < 0.05$, ** $p < 0.01$

Duncan's post hoc analysis revealed a clear gradient in both sense of coherence (SOC) and general health (GHQ) among mothers based on the child's type of disability. Mothers of children with autism spectrum disorder reported the lowest SOC and the highest levels of psychological distress, followed by mothers of children with intellectual disability, whereas mothers of children with learning disability showed the highest SOC and the lowest GHQ scores. This pattern indicates that the severity and pervasiveness of the child's condition significantly influence maternal psychological resources and mental health outcomes. Consistent with the salutogenic framework, lower SOC among mothers of children with autism reflects reduced perceptions of comprehensibility, manageability, and meaningfulness, which may be attributed to the greater unpredictability and caregiving intensity associated with autism. Previous studies similarly report that higher caregiving burden and uncertainty are linked to lower SOC and poorer psychological adjustment among parents of children with developmental disabilities (Oelofsen & Richardson, 2006; Damgard et al., 2016). Overall, these findings underscore the differential impact of disability type on maternal coping and well-being, highlighting mothers of children with autism as a particularly vulnerable group and emphasising the need for targeted psychosocial interventions to strengthen a sense of coherence and reduce psychological distress.

All in all, the findings provide strong empirical support for the salutogenic model by demonstrating that a stronger sense of coherence, particularly the components of meaningfulness and comprehensibility, is associated with better general health and lower psychological distress among mothers of children with disabilities. The pronounced vulnerability of mothers of children with autism highlights the need for diagnosis-specific psychosocial interventions aimed at enhancing meaning-making, resource utilisation, and coping confidence to strengthen SOC and promote mental health in this population.

Limitations

The findings should be interpreted in light of certain limitations. The relatively small, district-specific sample limits generalizability to other regions and populations. The cross-sectional design precludes causal inferences between sense of coherence and general health. Reliance on self-report measures may have introduced response biases. The exclusive focus on mothers restricts the applicability of results to other caregivers. Finally, important contextual factors such as severity of disability, duration of caregiving, social support, and socioeconomic status were not examined and warrant attention in future research. Despite these limitations, the study provides valuable insights into the role of sense of coherence as a protective psychological resource among mothers of children with disabilities and highlights important directions for further investigation.

Conclusion

The present study examined the relationship between sense of coherence and general health among mothers of children with disabilities and demonstrated that sense of coherence is a

significant and robust psychological resource associated with maternal well-being. Mothers who perceived their life situations as more comprehensible, manageable, and meaningful reported lower levels of somatic complaints, anxiety, social dysfunction, and depressive symptoms, as well as better overall general health. The strong negative associations and the substantial predictive power of sense of coherence for general health underscore its central role within the salutogenic framework in buffering the adverse effects of chronic caregiving stress. The findings further indicated that demographic variables such as the child's gender, place of residence, and family type did not significantly influence mothers' sense of coherence or general health. In contrast, the type of child's disability emerged as a significant differentiating factor, with mothers of children with autism spectrum disorder exhibiting the lowest levels of sense of coherence and the highest levels of psychological distress, followed by mothers of children with intellectual disability, and mothers of children with learning disability showing the most favourable psychological profiles. This gradient highlights the impact of the severity and pervasiveness of the child's condition on maternal psychological resources and mental health. In general, the study provides empirical support for the salutogenic model by demonstrating that a stronger sense of coherence, particularly the components of comprehensibility and meaningfulness, is associated with better psychological adjustment among mothers of children with disabilities. The results suggest that psychosocial interventions aimed at enhancing understanding of the child's condition, strengthening coping resources, and fostering meaning-making may be effective in promoting maternal mental health, especially for mothers caring for children with more severe and pervasive developmental disorders such as autism.

Recommendations

The findings suggest that support programs for mothers of children with disabilities should focus on strengthening their sense of coherence by improving understanding, coping skills, and meaning in the caregiving role. Special attention should be given to mothers of children with autism, who showed higher psychological distress. Family and community services should enhance social support and problem-solving skills, and mental health screening can be included in special schools and rehabilitation centres. Future research should use larger samples and follow mothers over time to better understand and improve their psychological well-being.

Authors' Contributions

All authors contributed to the development of this manuscript. SM and SG conceptualised the initial review and led the development of the manuscript. SM, SG and KH conducted the methodological analysis of the reviewed studies and contributed to drafting the manuscript. SN and KH provided expert input regarding future intervention strategies.

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राजनीतिक शक्ति के रूप में नारी: भारतीय लोकतंत्र में सशक्तिकरण की अवधारणा

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शोध सारांश

भारतीय लोकतंत्र में सशक्तिकरण की अवधारणा भारतीय लोकतांत्रिक व्यवस्था में महिलाओं की राजनीतिक भूमिका, भागीदारी तथा सशक्तिकरण की प्रक्रिया का समग्र अध्ययन करता है। लोकतंत्र की आत्मा समानता, सहभागिता और प्रतिनिधित्व में निहित होती है, किंतु भारतीय राजनीति में लंबे समय तक नारी की भूमिका सीमित और प्रतीकात्मक बनी रही। इस शोध का उद्देश्य नारी केवल मतदाता नहीं, बल्कि एक प्रभावी राजनीतिक शक्ति के रूप में समझना है। शोध अध्ययन में नारी सशक्तिकरण की अवधारणा को सैद्धांतिक दृष्टि से स्पष्ट करते हुए नारीवाद, शक्ति-संबंधों और लोकतांत्रिक मूल्यों के संदर्भ में विश्लेषित किया गया है। स्वतंत्रता आंदोलन से लेकर समकालीन भारत तक महिलाओं की राजनीतिक यात्रा को रेखांकित किया गया है, जिसमें संविधान निर्माण, पंचायती राज व्यवस्था और स्थानीय स्वशासन में महिलाओं की बढ़ती भूमिका विशेष रूप से महत्वपूर्ण रही है। 73वें और 74वें संविधान संशोधनों ने ग्रामीण एवं शहरी स्तर पर महिला नेतृत्व को नया आयाम प्रदान किया है। शोध में यह भी स्पष्ट किया गया है कि संवैधानिक और कानूनी प्रावधानों के बावजूद सामाजिक-सांस्कृतिक बाधाएँ, पितृसत्तात्मक मानसिकता, आर्थिक निर्भरता, शिक्षा का अभाव तथा राजनीतिक हिंसा जैसे कारक महिला राजनीतिक सशक्तिकरण में प्रमुख अवरोध बने हुए हैं। इसके साथ ही संसद और विधानसभाओं में महिलाओं का सीमित प्रतिनिधित्व भारतीय लोकतंत्र की एक गंभीर चुनौती के रूप में उभरता है। अध्ययन का निष्कर्ष है कि महिलाओं की सक्रिय और प्रभावी राजनीतिक भागीदारी से न केवल लोकतंत्र की गुणवत्ता में वृद्धि होती है, बल्कि शासन अधिक समावेशी, संवेदनशील और जनोन्मुखी बनता है। अतः नारी सशक्तिकरण

को केवल आरक्षण तक सीमित न रखते हुए सामाजिक चेतना, शिक्षा, नेतृत्व विकास और राजनीतिक इच्छाशक्ति के माध्यम से सुदृढ़ करना आवश्यक है। यही भारतीय लोकतंत्र को वास्तविक अर्थों में सशक्त और संतुलित बना सकता है।

कूट शब्द: नारी सशक्तिकरण, राजनीतिक भागीदारी, भारतीय लोकतंत्र, महिला प्रतिनिधित्व, लैंगिक समानता, पंचायती राज, महिला नेतृत्व, पितृसत्ता, संवैधानिक अधिकार, नीति-निर्माण।

प्रस्तावना

नारी और राजनीति का संबंध मानव सभ्यता जितना ही प्राचीन है, किंतु इसे लंबे समय तक औपचारिक मान्यता और समान अवसर प्राप्त नहीं हो सके। राजनीति मूलतः शक्ति, निर्णय-निर्माण और शासन से जुड़ी प्रक्रिया है, जिसमें नारी की सहभागिता समाज की समावेशिता और लोकतंत्र की परिपक्वता को दर्शाती है। भारतीय लोकतंत्र में नारी को केवल एक सामाजिक इकाई नहीं, बल्कि एक सक्रिय राजनीतिक शक्ति के रूप में देखने की आवश्यकता आज पहले से कहीं अधिक महसूस की जा रही है। यह प्रस्तावना नारी और राजनीति के ऐतिहासिक संदर्भ, भारतीय लोकतंत्र में नारी की वर्तमान स्थिति तथा इस विषय पर अध्ययन की आवश्यकता और प्रासंगिकता को स्पष्ट करती है।

नारी और राजनीति का ऐतिहासिक संदर्भ:- प्राचीन भारतीय समाज में नारी केवल घरेलू भूमिका तक सीमित नहीं थी; वैदिक काल में गार्गी, मैत्रेयी, अपाला, घोषा, विश्वारा जैसी विदुषियों ने वैचारिक विमर्श में भाग लिया। किंतु धीरे-धीरे सामाजिक संरचनाओं के पितृसत्तात्मक होने के साथ नारी की राजनीतिक भूमिका सीमित होती चली गई। औपनिवेशिक काल में स्वतंत्रता आंदोलन ने महिलाओं को पुनः सार्वजनिक और राजनीतिक क्षेत्र में प्रवेश का अवसर दिया। सरोजिनी नायडू, एनी बेसेंट, अरुणा आसफ अली, भीकाजी कामा, कस्तूरबा गांधी, कमला नेहरू, विजया लक्ष्मी पंडित जैसी महिलाओं ने राजनीतिक चेतना को दिशा दी। इस ऐतिहासिक यात्रा ने नारी को राजनीतिक मंच तक पहुँचाया परंतु समान प्रतिनिधित्व की मंजिल अभी दूर रही।

भारतीय लोकतंत्र में नारी की स्थिति: - स्वतंत्र भारत में संविधान ने महिलाओं को समान राजनीतिक अधिकार प्रदान किए, फिर भी व्यवहारिक स्तर पर उनकी भागीदारी अपेक्षाकृत कम रही। संसद और विधानसभाओं में महिला प्रतिनिधित्व सीमित है, जबकि पंचायती राज संस्थाओं में आरक्षण ने जमीनी स्तर पर महिला नेतृत्व को सशक्त किया है। आज महिलाएँ मतदाता के साथ-साथ जनप्रतिनिधि, मंत्री और नीति-निर्माता के रूप में उभर रही हैं, किंतु सामाजिक दबाव, हिंसा और असमान अवसर उनकी प्रगति में बाधक बने हुए हैं।

अध्ययन की आवश्यकता एवं प्रासंगिकता: - वर्तमान समय में जब लोकतंत्र समावेशन और समानता की कसौटी पर परखा जा रहा है, तब नारी को राजनीतिक शक्ति के रूप में समझना अत्यंत आवश्यक है। यह अध्ययन न केवल महिलाओं की राजनीतिक भागीदारी की वास्तविक स्थिति को उजागर करेगा, बल्कि भारतीय लोकतंत्र को अधिक संवेदनशील, न्यायपूर्ण और संतुलित बनाने की दिशा में भी विचार प्रस्तुत करता है। यही इसकी समकालीन प्रासंगिकता है।

शोध समस्या (Research Problem): - भारतीय लोकतंत्र संवैधानिक रूप से महिलाओं को समान राजनीतिक अधिकार और अवसर प्रदान करता है, किंतु व्यवहारिक स्तर पर नारी की राजनीतिक भागीदारी अभी भी सीमित, असमान और अनेक बाधाओं से ग्रस्त दिखाई देती है। संसद, विधानसभाओं तथा उच्च निर्णय-निर्माण संस्थाओं में महिलाओं का प्रतिनिधित्व अपेक्षाकृत कम है, जबकि स्थानीय स्वशासन में आरक्षण के बावजूद कई स्थानों पर वास्तविक सत्ता पुरुष-प्रधान संरचनाओं के हाथों में केंद्रित रहती है।

इस परिप्रेक्ष्य में मुख्य शोध समस्या यह है कि **संवैधानिक प्रावधानों, नीतिगत प्रयासों और लोकतांत्रिक आदर्शों के बावजूद भारतीय राजनीति में नारी को एक स्वतंत्र और प्रभावी राजनीतिक शक्ति के रूप में स्थापित क्यों नहीं किया जा सका है?** साथ ही यह भी एक गंभीर प्रश्न है कि सामाजिक-सांस्कृतिक परंपराएँ, पितृसत्तात्मक मानसिकता, आर्थिक निर्भरता, शिक्षा का अभाव तथा राजनीतिक हिंसा किस प्रकार महिला सशक्तिकरण की प्रक्रिया को बाधित कर रही हैं।

अतः यह शोध इस समस्या का विश्लेषण करने का प्रयास करता है कि भारतीय लोकतंत्र में नारी की राजनीतिक भूमिका प्रतीकात्मकता से आगे बढ़कर वास्तविक शक्ति और प्रभाव में कैसे रूपांतरित हो सकती है, तथा इसके लिए किन संरचनात्मक और नीतिगत परिवर्तनों की आवश्यकता है।

शोध के उद्देश्य (Objectives of the Study):- प्रस्तुत शोध **“राजनीतिक शक्ति के रूप में नारी: भारतीय लोकतंत्र में सशक्तिकरण की अवधारणा”** के प्रमुख उद्देश्य निम्नलिखित हैं—

1. भारतीय लोकतंत्र में नारी सशक्तिकरण की अवधारणा का सैद्धांतिक एवं वैचारिक विश्लेषण करना।
2. नारी को एक स्वतंत्र एवं प्रभावी राजनीतिक शक्ति के रूप में समझना और उसकी भूमिका का मूल्यांकन करना।
3. भारतीय राजनीति में महिलाओं की ऐतिहासिक एवं समकालीन राजनीतिक भागीदारी का अध्ययन करना।
4. संविधान तथा कानूनी प्रावधानों के माध्यम से महिला राजनीतिक सशक्तिकरण के प्रयासों का

विश्लेषण करना।

5. संसद, विधानसभाओं एवं पंचायती राज संस्थाओं में महिलाओं के प्रतिनिधित्व की वास्तविक स्थिति का परीक्षण करना।
6. नारी राजनीतिक सशक्तिकरण में विद्यमान सामाजिक, आर्थिक एवं सांस्कृतिक बाधाओं की पहचान करना।
7. महिला नेतृत्व के प्रभावों का लोकतांत्रिक शासन और नीति-निर्माण पर पड़ने वाले प्रभावों का आकलन करना।
8. भारतीय लोकतंत्र में महिला राजनीतिक सशक्तिकरण को सुदृढ़ करने हेतु उपयुक्त सुझाव प्रस्तुत करना।

शोध प्रश्न (Research Questions):-

1. भारतीय लोकतंत्र में नारी को राजनीतिक शक्ति के रूप में किस प्रकार परिभाषित किया जा सकता है?
2. भारतीय राजनीति में महिलाओं की भागीदारी का वर्तमान स्वरूप और स्तर क्या है?
3. संवैधानिक एवं कानूनी प्रावधान महिला राजनीतिक सशक्तिकरण में कितने प्रभावी सिद्ध हुए हैं?
4. सामाजिक-सांस्कृतिक, आर्थिक एवं राजनीतिक कारक नारी की राजनीतिक सहभागिता को किस प्रकार प्रभावित करते हैं?
5. पंचायती राज संस्थाओं में महिला आरक्षण ने वास्तविक सशक्तिकरण में कितनी भूमिका निभाई है?
6. महिला नेतृत्व का नीति-निर्माण और लोकतांत्रिक शासन की गुणवत्ता पर क्या प्रभाव पड़ता है?
7. भारतीय लोकतंत्र में नारी सशक्तिकरण को प्रभावी बनाने के लिए किन सुधारात्मक उपायों की आवश्यकता है?

परिकल्पना (Hypotheses)

1. भारतीय लोकतंत्र में संवैधानिक समानता के बावजूद महिलाओं का राजनीतिक प्रतिनिधित्व अपेक्षाकृत कम है।
2. सामाजिक और पितृसत्तात्मक संरचनाएँ महिला राजनीतिक सशक्तिकरण में प्रमुख बाधा हैं।

3. पंचायती राज संस्थाओं में आरक्षण से महिलाओं की राजनीतिक भागीदारी में वृद्धि हुई है, किंतु पूर्ण सशक्तिकरण अभी प्राप्त नहीं हुआ है।
4. महिला नेतृत्व से शासन अधिक समावेशी, संवेदनशील एवं जनोन्मुखी होता है।
5. शिक्षा, आर्थिक स्वतंत्रता और राजनीतिक जागरूकता में वृद्धि से नारी को वास्तविक राजनीतिक शक्ति के रूप में स्थापित किया जा सकता है।

सैद्धांतिक एवं वैचारिक आधार:- यह नारी को राजनीतिक शक्ति के रूप में समझने हेतु आवश्यक सैद्धांतिक एवं वैचारिक ढाँचा प्रस्तुत करता है। इसके अंतर्गत नारीवाद, शक्ति, सशक्तिकरण, लैंगिक समानता तथा पितृसत्तात्मक राजनीति की अवधारणाओं का विश्लेषण किया गया है।

नारीवाद की अवधारणा (उदार, समाजवादी एवं उत्तर-औपनिवेशिक नारीवाद):- नारीवाद एक ऐसी वैचारिक धारा है जो समाज, राजनीति और अर्थव्यवस्था में महिलाओं की समानता, अधिकार और न्याय की स्थापना पर बल देती है।

उदार नारीवाद समान अवसर, कानूनी समानता और व्यक्तिगत स्वतंत्रता पर केंद्रित है। यह मानता है कि शिक्षा, मताधिकार और राजनीतिक भागीदारी के माध्यम से महिलाएँ स्वयं को सशक्त बना सकती हैं।

समाजवादी नारीवाद महिलाओं के शोषण को केवल लैंगिक नहीं, बल्कि आर्थिक और वर्गीय संरचनाओं से जोड़कर देखता है। इसके अनुसार पूँजीवादी व्यवस्था और पितृसत्ता मिलकर नारी को दोहरे शोषण में रखती हैं।¹

उत्तर-औपनिवेशिक नारीवाद पश्चिमी नारीवाद की एकांगी दृष्टि की आलोचना करता है और एशिया, अफ्रीका जैसे देशों की सामाजिक-सांस्कृतिक विशिष्टताओं के आधार पर नारी सशक्तिकरण को समझने पर बल देता है। भारतीय संदर्भ में यह दृष्टिकोण अत्यंत प्रासंगिक है।²

राजनीतिक सशक्तिकरण की संकल्पना:- राजनीतिक सशक्तिकरण का तात्पर्य केवल महिलाओं की राजनीति में उपस्थिति से नहीं, बल्कि निर्णय-निर्माण प्रक्रिया में उनकी प्रभावी भागीदारी से है। इसमें मतदान का अधिकार, चुनाव लड़ने की स्वतंत्रता, नेतृत्व क्षमता का विकास और नीति-निर्माण में सक्रिय भूमिका शामिल है। नारी का राजनीतिक सशक्तिकरण लोकतंत्र को अधिक समावेशी और उत्तरदायी बनाता है।

शक्ति (Power) की राजनीतिक व्याख्या:- राजनीति में शक्ति का अर्थ निर्णय लेने, संसाधनों के वितरण और शासन को प्रभावित करने की क्षमता से है। परंपरागत रूप से शक्ति को पुरुष-प्रधान माना गया

है, जिससे महिलाएँ राजनीतिक हाशिये पर रहीं। आधुनिक राजनीतिक चिंतन शक्ति को केवल प्रभुत्व नहीं, बल्कि सहभागिता और संवाद के रूप में भी देखता है, जहाँ नारी नेतृत्व एक वैकल्पिक और संवेदनशील दृष्टिकोण प्रस्तुत करता है।³

लैंगिक समानता और लोकतांत्रिक सिद्धांत:- लोकतंत्र समानता, स्वतंत्रता और न्याय पर आधारित है। लैंगिक समानता इन सिद्धांतों की आत्मा है। जब तक महिलाओं और पुरुषों को राजनीति में समान अवसर और प्रतिनिधित्व नहीं मिलता, तब तक लोकतंत्र अधूरा रहता है। अतः लैंगिक समानता लोकतांत्रिक व्यवस्था की गुणवत्ता का महत्वपूर्ण मानदंड है।

पितृसत्तात्मक संरचना और राजनीति:- पितृसत्ता एक ऐसी सामाजिक-राजनीतिक व्यवस्था है जिसमें सत्ता और निर्णय-निर्माण पुरुषों के नियंत्रण में रहता है। राजनीति में यह व्यवस्था महिलाओं को द्वितीयक भूमिका तक सीमित कर देती है। राजनीतिक दलों की संरचना, चुनावी प्रक्रिया और सत्ता के केंद्रीकरण में पितृसत्तात्मक मानसिकता स्पष्ट रूप से दिखाई देती है, जो नारी सशक्तिकरण की राह में सबसे बड़ी बाधा है।⁴

इस प्रकार, यह सैद्धांतिक एवं वैचारिक आधार यह स्पष्ट करता है कि नारी को राजनीतिक शक्ति के रूप में स्थापित करने के लिए केवल कानूनी प्रावधान पर्याप्त नहीं, बल्कि वैचारिक परिवर्तन और संरचनात्मक सुधार भी अनिवार्य हैं।

भारतीय संदर्भ में नारी की राजनीतिक यात्रा: - भारतीय समाज में नारी की राजनीतिक भूमिका समय के साथ निरंतर परिवर्तित होती रही है। यह यात्रा प्राचीन काल की वैचारिक सहभागिता से लेकर आधुनिक लोकतांत्रिक संस्थाओं में सक्रिय नेतृत्व तक फैली हुई है। नारी की यह राजनीतिक यात्रा भारतीय लोकतंत्र के विकास की महत्वपूर्ण धुरी रही है।⁵

प्राचीन भारत में नारी की राजनीतिक भूमिका: - प्राचीन भारतीय समाज में नारी की स्थिति केवल घरेलू दायरे तक सीमित नहीं थी। वैदिक काल में गार्गी, मैत्रेयी, लोपामुद्रा जैसी विदुषियों ने दार्शनिक और वैचारिक विमर्श में सक्रिय भूमिका निभाई, जो तत्कालीन राजनीतिक-सामाजिक चिंतन का आधार था। कुछ राज्यों में रानी और मातृसत्तात्मक व्यवस्थाओं के उदाहरण भी मिलते हैं। यद्यपि शासन संरचना पुरुष-प्रधान थी, फिर भी नारी की सलाहकारी और नैतिक भूमिका को महत्व दिया जाता था। यह काल नारी की वैचारिक शक्ति का प्रतीक रहा।

स्वतंत्रता आंदोलन में महिलाओं की भागीदारी: - भारतीय स्वतंत्रता आंदोलन ने महिलाओं को राजनीतिक मंच प्रदान किया। महात्मा गांधी के नेतृत्व में हुए आंदोलनों—जैसे असहयोग आंदोलन,

सविनय अवज्ञा आंदोलन और भारत छोड़ो आंदोलन—में महिलाओं ने सक्रिय भागीदारी निभाई। सरोजिनी नायडू, कस्तूरबा गांधी, अरुणा आसफ अली, एनी बेसेंट जैसी महिलाओं ने नेतृत्व प्रदान किया। इस दौर में नारी राजनीतिक चेतना का विस्तार हुआ और महिलाओं ने सार्वजनिक जीवन में अपनी उपस्थिति दर्ज कराई।⁶

संविधान निर्माण में महिला प्रतिनिधित्व: - संविधान सभा में महिलाओं की संख्या सीमित थी, किंतु उनका योगदान अत्यंत महत्वपूर्ण रहा। राजकुमारी अमृत कौर, हंसा मेहता, दुर्गाबाई देशमुख, सरोजिनी नायडू, अम्मू स्वामीनाथन, दक्षायनी वेलायुधन, बेगम एजाज, सुचेता कृपलानी, रेणुका रे जैसी महिला सदस्यों ने समानता, मौलिक अधिकार और सामाजिक न्याय के प्रश्नों को मजबूती से उठाया। इनके प्रयासों के परिणामस्वरूप भारतीय संविधान में लैंगिक समानता और महिलाओं के अधिकारों को सुदृढ़ स्थान मिला।

स्वतंत्रता पश्चात राजनीतिक विकास: - स्वतंत्रता के बाद महिलाओं को मताधिकार और चुनाव लड़ने का संवैधानिक अधिकार मिला। इंदिरा गांधी जैसी महिला प्रधानमंत्री का उदय भारतीय राजनीति में एक महत्वपूर्ण मील का पत्थर रहा। इसके बावजूद संसद और विधानसभाओं में महिलाओं का प्रतिनिधित्व अपेक्षाकृत कम बना रहा। राजनीतिक दलों में महिलाओं को सीमित अवसर मिले, जिससे उनकी भागीदारी धीमी गति से बढ़ी।⁷

पंचायती राज में महिलाओं का प्रवेश:- 1992 के 73वें और 74वें संविधान संशोधनों ने पंचायती राज संस्थाओं में महिलाओं के लिए आरक्षण सुनिश्चित किया। इससे ग्रामीण और शहरी स्थानीय शासन में महिलाओं की व्यापक भागीदारी संभव हुई। पंचायतों में महिला नेतृत्व ने शिक्षा, स्वास्थ्य, स्वच्छता और सामाजिक न्याय जैसे मुद्दों को प्राथमिकता दी। यह नारी के वास्तविक राजनीतिक सशक्तिकरण की दिशा में एक क्रांतिकारी कदम सिद्ध हुआ। भारतीय संदर्भ में नारी की राजनीतिक यात्रा संघर्ष, चेतना और सशक्तिकरण की कहानी है, जिसने लोकतंत्र को अधिक समावेशी और मानवीय स्वरूप प्रदान किया है।

संवैधानिक एवं कानूनी प्रावधान: - भारतीय लोकतंत्र में नारी को राजनीतिक शक्ति के रूप में स्थापित करने में संविधान और कानूनों की भूमिका केंद्रीय रही है। संविधान निर्माताओं ने स्वतंत्रता, समानता और न्याय के सिद्धांतों के अंतर्गत महिलाओं को विशेष संरक्षण और अवसर प्रदान किए, जिससे राजनीतिक सशक्तिकरण की ठोस आधारशिला रखी जा सके।

भारतीय संविधान में महिला अधिकार: -भारतीय संविधान लैंगिक समानता को लोकतंत्र का मूल तत्व मानता है। संविधान महिलाओं को न केवल समान नागरिक के रूप में स्वीकार करता है, बल्कि ऐतिहासिक और सामाजिक विषमताओं को ध्यान में रखते हुए विशेष प्रावधान भी करता है। मौलिक

अधिकार, नीति-निदेशक तत्व और स्थानीय स्वशासन से जुड़े अनुच्छेद महिलाओं की गरिमा, सहभागिता और नेतृत्व को संवैधानिक संरक्षण प्रदान करते हैं। यह दृष्टिकोण भारतीय संविधान को एक सामाजिक क्रांति का दस्तावेज बनाता है।⁸

अनुच्छेद 14, 15, 16, 39, 243घ, 243ट : -

- अनुच्छेद 14 कानून के समक्ष समानता और कानून के समान संरक्षण की गारंटी देता है, जो महिलाओं के साथ किसी भी प्रकार के भेदभाव को असंवैधानिक ठहराता है।
- अनुच्छेद 15 राज्य को लिंग के आधार पर भेदभाव से रोकता है तथा 15(3) के अंतर्गत महिलाओं और बच्चों के लिए विशेष प्रावधानों की अनुमति देता है।
- अनुच्छेद 16 सार्वजनिक रोजगार में समान अवसर सुनिश्चित करता है, जिससे प्रशासन और शासन में महिलाओं की भागीदारी संभव होती है।
- अनुच्छेद 39 नीति-निदेशक तत्वों के अंतर्गत पुरुष और महिला को समान आजीविका, समान कार्य के लिए समान वेतन तथा गरिमापूर्ण जीवन की संकल्पना प्रस्तुत करता है।
- अनुच्छेद 243घ पंचायती राज संस्थाओं में महिलाओं के लिए कम-से-कम एक-तिहाई आरक्षण का प्रावधान करता है।
- अनुच्छेद 243ट नगरपालिकाओं में महिलाओं के लिए आरक्षण सुनिश्चित करता है, जिससे शहरी शासन में उनकी भागीदारी बढ़ती है।⁹

73वाँ एवं 74वाँ संविधान संशोधन: - 1992 में पारित 73वाँ और 74वाँ संविधान संशोधन नारी राजनीतिक सशक्तिकरण के क्षेत्र में ऐतिहासिक मील का पत्थर माने जाते हैं। इन संशोधनों ने पंचायती राज और नगरीय निकायों को संवैधानिक दर्जा दिया तथा महिलाओं के लिए आरक्षण अनिवार्य किया। इससे लाखों महिलाएँ पहली बार राजनीतिक नेतृत्व और निर्णय-निर्माण से जुड़ीं। यह संशोधन नारी को जमीनी लोकतंत्र की धुरी के रूप में स्थापित करता है।

महिला आरक्षण विधेयक (नारी शक्ति वंदन अधिनियम): - नारी शक्ति वंदन अधिनियम संसद और विधानसभाओं में महिलाओं के लिए 33 प्रतिशत आरक्षण का प्रावधान करता है। यह कानून लंबे समय से चली आ रही उस मांग का परिणाम है, जो उच्च विधायी संस्थाओं में महिलाओं की अपर्याप्त भागीदारी को दूर करने के लिए उठाई जाती रही है। यह अधिनियम नारी को प्रतीकात्मक नहीं, बल्कि संरचनात्मक राजनीतिक शक्ति प्रदान करने की दिशा में एक निर्णायक कदम है।¹⁰

चुनावी कानून और महिला भागीदारी: - चुनाव आयोग, जनप्रतिनिधित्व अधिनियम और संबंधित नियम महिलाओं को मतदान, प्रत्याशी बनने और प्रचार करने के समान अधिकार प्रदान करते हैं। मतदाता सूची में महिलाओं का पंजीकरण, चुनावी खर्च की निगरानी और सुरक्षित मतदान व्यवस्था महिला भागीदारी को प्रोत्साहित करती है। फिर भी राजनीतिक दलों द्वारा सीमित टिकट वितरण और चुनावी हिंसा जैसी समस्याएँ बनी हुई हैं।

निष्कर्षतः, संवैधानिक एवं कानूनी प्रावधानों ने नारी सशक्तिकरण की ठोस नींव रखी है, किंतु इनका वास्तविक प्रभाव सामाजिक चेतना, राजनीतिक इच्छाशक्ति और संस्थागत सुधारों पर निर्भर करता है। यही भारतीय लोकतंत्र में नारी को वास्तविक राजनीतिक शक्ति के रूप में स्थापित करने की कुंजी है।

भारतीय लोकतंत्र में महिला राजनीतिक भागीदारी

भारतीय लोकतंत्र की समावेशिता का वास्तविक मापदंड महिलाओं की राजनीतिक भागीदारी में निहित है। यद्यपि संवैधानिक समानता सुनिश्चित की गई है, फिर भी व्यवहारिक राजनीति में महिलाओं की भागीदारी असमान और चुनौतीपूर्ण रही है। फिर भी हाल के दशकों में महिला नेतृत्व ने लोकतांत्रिक प्रक्रियाओं को नई दिशा प्रदान की है।

1. **संसद एवं विधानसभाओं में महिला प्रतिनिधित्व:** - भारतीय संसद और राज्य विधानसभाओं में महिलाओं का प्रतिनिधित्व लंबे समय तक सीमित रहा है। लोकसभा में महिला सांसदों की संख्या धीरे-धीरे बढ़ी है, किंतु यह अभी भी कुल प्रतिनिधित्व की तुलना में कम है। राज्य विधानसभाओं में भी यही स्थिति दिखाई देती है। महिला आरक्षण विधेयक के पारित होने से यह अपेक्षा की जा रही है कि भविष्य में विधायी संस्थाओं में महिलाओं की भागीदारी में उल्लेखनीय वृद्धि होगी, जिससे निर्णय-प्रक्रिया अधिक संतुलित और संवेदनशील बन सकेगी।
2. **पंचायती राज संस्थाओं में महिला नेतृत्व:** - 73वें और 74वें संविधान संशोधनों के बाद पंचायती राज संस्थाओं में महिलाओं की व्यापक भागीदारी सुनिश्चित हुई। ग्राम पंचायत से लेकर जिला परिषद तक महिलाओं ने नेतृत्व संभाला। महिला सरपंचों और पार्षदों ने शिक्षा, स्वास्थ्य, स्वच्छता, जल प्रबंधन और सामाजिक न्याय जैसे मुद्दों को प्राथमिकता दी। यद्यपि कहीं-कहीं 'प्रतिनिधि पति' जैसी समस्याएँ सामने आईं, फिर भी समय के साथ महिलाओं ने प्रशासनिक दक्षता और आत्मनिर्भरता का परिचय दिया।¹¹
3. **राजनीतिक दलों में महिलाओं की भूमिका:** - राजनीतिक दल लोकतंत्र के आधार स्तंभ हैं, किंतु इनमें महिलाओं की भागीदारी सीमित रही है। अधिकांश दलों में महिलाओं को सहायक या

प्रतीकात्मक भूमिकाएँ दी जाती हैं। निर्णय-निर्माण की शीर्ष इकाइयों में उनकी उपस्थिति कम है। इसके बावजूद महिला मोर्चा, महिला प्रकोष्ठ और संगठनात्मक कार्यों के माध्यम से महिलाएँ दलों के भीतर अपनी राजनीतिक पहचान बनाने का प्रयास कर रही हैं।

4. **महिला नेतृत्व के प्रमुख उदाहरण:** - भारतीय राजनीति में कई महिला नेताओं ने अपनी सशक्त उपस्थिति दर्ज कराई है। इंदिरा गांधी ने प्रधानमंत्री के रूप में निर्णायक नेतृत्व दिया। प्रतिमा देवी, जयललिता, ममता बनर्जी, मायावती, सुषमा स्वराज जैसी नेताओं ने राज्य और राष्ट्रीय राजनीति में प्रभाव छोड़ा। इन उदाहरणों ने यह सिद्ध किया कि महिला नेतृत्व किसी भी प्रकार से पुरुष नेतृत्व से कमतर नहीं है।
5. **नीति-निर्माण में महिलाओं का योगदान:** - महिला नेताओं ने शिक्षा, स्वास्थ्य, पोषण, महिला एवं बाल कल्याण, सामाजिक न्याय और मानवाधिकार जैसे क्षेत्रों में महत्वपूर्ण नीतिगत योगदान दिया है। महिला दृष्टिकोण ने नीति-निर्माण को अधिक संवेदनशील और समावेशी बनाया है। यह योगदान लोकतंत्र को केवल शासन की प्रणाली नहीं, बल्कि जनकल्याण की प्रक्रिया बनाता है।¹²

इस प्रकार, भारतीय लोकतंत्र में महिला राजनीतिक भागीदारी न केवल प्रतिनिधित्व का प्रश्न है, बल्कि लोकतंत्र की गुणवत्ता और दिशा को निर्धारित करने वाला तत्व भी है।

नारी सशक्तिकरण में बाधाएँ एवं चुनौतियाँ

नारी सशक्तिकरण भारतीय लोकतंत्र का एक महत्वपूर्ण लक्ष्य है, किंतु व्यवहारिक स्तर पर यह प्रक्रिया अनेक संरचनात्मक, सामाजिक और राजनीतिक बाधाओं से घिरी हुई है। इन चुनौतियों को समझे बिना नारी को वास्तविक राजनीतिक शक्ति के रूप में स्थापित करना संभव नहीं है।

1. **सामाजिक-सांस्कृतिक बाधाएँ:** - भारतीय समाज में गहराई से जड़े जमाएँ पितृसत्तात्मक मूल्य नारी सशक्तिकरण की सबसे बड़ी बाधा हैं। पारंपरिक भूमिका-निर्धारण, घरेलू दायित्वों का असमान बंटवारा, तथा “राजनीति पुरुषों का क्षेत्र है” जैसी मानसिकता महिलाओं की सार्वजनिक सहभागिता को सीमित करती है। अनेक समुदायों में आज भी महिलाओं के स्वतंत्र निर्णय-निर्माण को सामाजिक स्वीकृति नहीं मिलती, जिससे उनकी राजनीतिक आकांक्षाएँ प्रारंभिक स्तर पर ही बाधित हो जाती हैं।¹³
2. **आर्थिक निर्भरता:** - आर्थिक आत्मनिर्भरता किसी भी प्रकार के सशक्तिकरण की आधारशिला होती है। अधिकांश महिलाएँ सीमित संसाधनों, असंगठित क्षेत्र में रोजगार और आय के अभाव

से जूझती हैं। राजनीति में प्रवेश के लिए धन, नेटवर्क और संसाधनों की आवश्यकता होती है, जो आर्थिक निर्भरता के कारण महिलाओं को उपलब्ध नहीं हो पाते। इससे वे चुनावी प्रक्रिया और नेतृत्व की प्रतिस्पर्धा में पीछे रह जाती हैं।

3. **शिक्षा और राजनीतिक जागरूकता का अभाव:** - यद्यपि महिला शिक्षा में प्रगति हुई है, फिर भी राजनीतिक शिक्षा और जागरूकता का स्तर अपेक्षाकृत कम है। संविधान, अधिकारों, शासन प्रणाली और चुनावी प्रक्रिया की अपर्याप्त जानकारी महिलाओं को सक्रिय राजनीतिक भूमिका निभाने से रोकती है। विशेषकर ग्रामीण क्षेत्रों में यह अभाव अधिक स्पष्ट दिखाई देता है, जिससे नारी नेतृत्व सीमित प्रभाव तक ही सिमट जाता है।¹⁴
4. **हिंसा, अपराध और राजनीति का संबंध:** - राजनीति में बढ़ती हिंसा, अपराधीकरण और धमकी की संस्कृति महिलाओं के लिए असुरक्षित वातावरण उत्पन्न करती है। चुनावों के दौरान शारीरिक, मानसिक और साइबर उत्पीड़न का खतरा महिलाओं की राजनीतिक भागीदारी को हतोत्साहित करता है। यह स्थिति नारी के आत्मविश्वास और स्वतंत्र राजनीतिक अभिव्यक्ति पर प्रतिकूल प्रभाव डालती है।
5. **मीडिया में महिलाओं की छवि:** - मीडिया लोकतंत्र का महत्वपूर्ण स्तंभ है, किंतु इसमें महिलाओं की प्रस्तुति अक्सर रूढ़िबद्ध और सतही होती है। महिला नेताओं को उनकी नीतियों और कार्यों के बजाय व्यक्तिगत जीवन, रूप-रंग या भावनात्मक पक्षों से जोड़ा जाता है। इससे उनकी राजनीतिक गंभीरता को कम आँका जाता है और समाज में नकारात्मक धारणा बनती है।

निष्कर्षतः ये सभी बाधाएँ परस्पर जुड़ी हुई हैं और नारी सशक्तिकरण की प्रक्रिया को जटिल बनाती हैं। इन्हें दूर करने के लिए केवल कानूनी उपाय नहीं, बल्कि सामाजिक चेतना, शिक्षा, मीडिया उत्तरदायित्व और सुरक्षित राजनीतिक वातावरण की आवश्यकता है।

नारी सशक्तिकरण के प्रभाव एवं संभावनाएँ: - नारी सशक्तिकरण केवल महिलाओं के अधिकारों का प्रश्न नहीं है, बल्कि यह लोकतंत्र की गुणवत्ता, शासन की संवेदनशीलता और सामाजिक न्याय से गहराई से जुड़ा हुआ है। जब महिलाएँ राजनीतिक निर्णय-निर्माण में सक्रिय भागीदार बनती हैं, तब लोकतांत्रिक व्यवस्था अधिक संतुलित, उत्तरदायी और समावेशी रूप ग्रहण करती है।

1. **लोकतंत्र की गुणवत्ता पर प्रभाव:** - लोकतंत्र की वास्तविक शक्ति समान प्रतिनिधित्व और जनभागीदारी में निहित होती है। नारी सशक्तिकरण से लोकतांत्रिक संस्थाओं में विविध दृष्टिकोणों का समावेश होता है, जिससे निर्णय-प्रक्रिया अधिक व्यापक और संतुलित बनती है। महिलाओं

की भागीदारी पारदर्शिता, नैतिकता और उत्तरदायित्व को सुदृढ़ करती है, क्योंकि महिला नेतृत्व प्रायः जनकल्याण, सामाजिक न्याय और दीर्घकालिक विकास पर केंद्रित रहता है। इससे लोकतंत्र केवल सत्ता का माध्यम न रहकर लोकहित का सशक्त उपकरण बनता है।

2. **समावेशी शासन और नीति-निर्माण:** -महिला नेतृत्व नीति-निर्माण में मानवीय और संवेदनशील दृष्टिकोण को बढ़ावा देता है। शिक्षा, स्वास्थ्य, पोषण, स्वच्छता, बाल-विकास और महिला सुरक्षा जैसे विषयों को राजनीतिक प्राथमिकता मिलने लगती है। नारी सशक्तिकरण से हाशिए पर खड़े वर्गों- जैसे बच्चे, वृद्ध, दिव्यांग और अल्पसंख्यक की समस्याओं पर भी नीति-स्तर पर गंभीरता से विचार होता है। इस प्रकार शासन अधिक समावेशी, न्यायपूर्ण और जनोन्मुखी बनता है।¹⁵
3. **स्थानीय शासन में सकारात्मक परिवर्तन:** - पंचायती राज और नगरीय निकायों में महिलाओं की भागीदारी से स्थानीय शासन में उल्लेखनीय सकारात्मक परिवर्तन देखने को मिले हैं। महिला प्रतिनिधियों ने स्वच्छता अभियान, जल संरक्षण, शिक्षा और स्वास्थ्य सेवाओं के विस्तार में सक्रिय भूमिका निभाई है। स्थानीय समस्याओं के समाधान में उनकी सहभागिता ने शासन को अधिक प्रभावी और उत्तरदायी बनाया है। इससे लोकतंत्र की जड़ें जमीनी स्तर तक मजबूत हुई हैं।

इस प्रकार, नारी सशक्तिकरण के प्रभाव केवल वर्तमान तक सीमित नहीं हैं, बल्कि यह भारतीय लोकतंत्र के भविष्य को अधिक समावेशी, संवेदनशील और सुदृढ़ बनाने की व्यापक संभावनाएँ प्रस्तुत करता है।

भविष्य की संभावनाएँ: - भारतीय लोकतंत्र में नारी सशक्तिकरण की दिशा में हाल के वर्षों में ठोस संवैधानिक, कानूनी और सामाजिक पहलें हुई हैं, जो भविष्य के लिए आशाजनक संकेत देती हैं। महिला आरक्षण कानून, डिजिटल सशक्तिकरण, शिक्षा में वृद्धि और नेतृत्व विकास कार्यक्रमों से यह संभावना प्रबल होती है कि आने वाले समय में महिलाएँ केवल प्रतिनिधित्व तक सीमित नहीं रहेंगी, बल्कि नीति-निर्माण और सत्ता-संरचना के केंद्र में होंगी।

भविष्य में राजनीतिक दलों पर भी नैतिक और सामाजिक दबाव बढ़ेगा कि वे महिलाओं को अधिक टिकट दें और संगठनात्मक नेतृत्व में स्थान प्रदान करें। साथ ही, युवा और शिक्षित महिलाओं की बढ़ती राजनीतिक जागरूकता लोकतंत्र को नई ऊर्जा दे सकती है। तकनीक और सोशल मीडिया ने महिलाओं को वैकल्पिक राजनीतिक मंच उपलब्ध कराए हैं, जिससे वे परंपरागत शक्ति-संरचनाओं को चुनौती दे पा रही हैं। यदि शिक्षा, सुरक्षा और आर्थिक आत्मनिर्भरता को नीति-स्तर पर और सुदृढ़ किया गया, तो नारी भारतीय राजनीति की निर्णायक शक्ति बन सकती है।

वैश्विक परिप्रेक्ष्य में भारत की स्थिति: - वैश्विक स्तर पर महिला राजनीतिक भागीदारी लोकतंत्र की परिपक्वता का महत्वपूर्ण संकेतक मानी जाती है। कई देशों जैसे नॉर्डिक राष्ट्र में संसदों में महिलाओं का प्रतिनिधित्व उल्लेखनीय रूप से अधिक है, जिसने शासन को अधिक समावेशी बनाया है। इस तुलना में भारत ने स्थानीय स्वशासन में महिलाओं को व्यापक अवसर प्रदान कर एक विशिष्ट पहचान बनाई है, जहाँ करोड़ों महिलाएँ पंचायत और नगरपालिका स्तर पर नेतृत्व कर रही हैं।

हालाँकि, राष्ट्रीय विधायी संस्थाओं में महिला प्रतिनिधित्व के मामले में भारत अभी भी सुधार की अवस्था में है। नारी शक्ति वंदन अधिनियम के प्रभावी क्रियान्वयन से भारत वैश्विक लोकतंत्रों की अग्रिम पंक्ति में स्थान बना सकता है। यदि भारत अपने संवैधानिक आदर्शों और जमीनी अनुभवों को जोड़ने में सफल होता है, तो वह नारी सशक्तिकरण के क्षेत्र में न केवल राष्ट्रीय बल्कि अंतरराष्ट्रीय स्तर पर भी एक प्रेरक मॉडल बन सकता है।

निष्कर्ष एवं सुझाव (Conclusion & Suggestions)

प्रस्तुत शोध "राजनीतिक शक्ति के रूप में नारी: भारतीय लोकतंत्र में सशक्तिकरण की अवधारणा" भारतीय लोकतंत्र में महिलाओं की राजनीतिक भूमिका, उपलब्धियों, चुनौतियों और संभावनाओं का समग्र विश्लेषण प्रस्तुत करता है। अध्ययन के आधार पर निम्नलिखित निष्कर्ष एवं सुझाव उभरकर सामने आते हैं—

1. **प्रमुख निष्कर्ष:** - इस शोध से स्पष्ट होता है कि भारतीय संविधान और लोकतांत्रिक व्यवस्था ने महिलाओं को समान राजनीतिक अधिकार प्रदान किए हैं, किंतु व्यावहारिक राजनीति में नारी की भागीदारी अभी भी अपेक्षाकृत सीमित है। पंचायती राज संस्थाओं में महिला आरक्षण ने जमीनी स्तर पर नारी सशक्तिकरण को गति दी है, जबकि संसद और विधानसभाओं में प्रतिनिधित्व अभी भी असंतुलित बना हुआ है। सामाजिक-सांस्कृतिक बाधाएँ, पितृसत्तात्मक मानसिकता, आर्थिक निर्भरता और राजनीतिक हिंसा नारी को वास्तविक राजनीतिक शक्ति बनने से रोकती हैं। इसके बावजूद महिला नेतृत्व ने शासन को अधिक संवेदनशील और समावेशी बनाने में सकारात्मक योगदान दिया है।
2. **शोध प्रश्नों के उत्तर:** - शोध प्रश्नों के उत्तर के रूप में यह निष्कर्ष निकलता है कि नारी राजनीतिक शक्ति केवल संवैधानिक प्रावधानों से नहीं, बल्कि प्रभावी सहभागिता और निर्णय-निर्माण से निर्मित होती है। संवैधानिक और कानूनी उपाय आवश्यक तो हैं, किंतु वे तब तक पूर्ण प्रभावी नहीं होते जब तक सामाजिक चेतना और राजनीतिक इच्छाशक्ति उनका समर्थन न करे। पंचायती राज में आरक्षण ने महिलाओं को नेतृत्व का अवसर दिया है, परंतु उच्च स्तर की राजनीति में

संरचनात्मक सुधार अभी आवश्यक हैं।

3. नीतिगत सुझाव: -

- संसद और विधानसभाओं में महिला आरक्षण को प्रभावी और समयबद्ध रूप से लागू किया जाए।
- राजनीतिक दलों को महिलाओं के लिए न्यूनतम टिकट आवंटन अनिवार्य किया जाए।
- महिला नेताओं के लिए नेतृत्व विकास, राजनीतिक प्रशिक्षण और वित्तीय सहायता कार्यक्रम प्रारंभ किए जाएँ।
- राजनीति में महिलाओं की सुरक्षा सुनिश्चित करने हेतु सख्त कानूनी और प्रशासनिक व्यवस्था बनाई जाए।
- शिक्षा, मीडिया और नागरिक समाज के माध्यम से लैंगिक समानता के प्रति सामाजिक जागरूकता बढ़ाई जाए।

भविष्य के शोध हेतु दिशाएँ: - भविष्य में शोध को क्षेत्रीय, जातीय और वर्गीय संदर्भों में महिला राजनीतिक भागीदारी के तुलनात्मक अध्ययन की ओर उन्मुख किया जा सकता है। डिजिटल राजनीति और सोशल मीडिया के माध्यम से उभरते महिला नेतृत्व का अध्ययन भी महत्वपूर्ण होगा। इसके अतिरिक्त, महिला नेतृत्व के दीर्घकालिक नीतिगत प्रभावों पर अनुभवजन्य शोध भारतीय लोकतंत्र की समझ को और समृद्ध कर सकता है।

अन्त, में कह सकते हैं कि नारी को राजनीतिक शक्ति के रूप में स्थापित करना केवल महिला सशक्तिकरण नहीं, बल्कि भारतीय लोकतंत्र को पूर्ण, संतुलित और सशक्त बनाने की अनिवार्य शर्त है।

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The Role of Yoga in Enhancing Recovery and Sleep Quality in Athletes

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Abstract

Recovery and sleep are critical components of athletic performance, influencing physical restoration, cognitive function, and emotional resilience. As athletes face increasing demands from training and competition, there is a growing need for integrative recovery strategies that address both physiological and psychological dimensions. Yoga, a holistic practice combining physical postures (asanas), breath regulation (pranayama), and deep relaxation techniques (such as Yoga Nidra), has gained attention for its potential to enhance recovery and improve sleep quality. This study investigates the impact of yoga on recovery and sleep among athletes through a randomized controlled trial involving 60 participants aged 18–35. The experimental group engaged in structured yoga sessions three times per week for eight weeks, while the control group followed conventional recovery protocols including stretching and passive rest. Sleep quality was assessed using the Pittsburgh Sleep Quality Index (PSQI) and actigraphy, while recovery metrics included heart rate variability (HRV), cortisol levels, and subjective muscle soreness ratings. Results indicated that the yoga group experienced significantly longer sleep duration, improved PSQI scores, higher HRV, and lower cortisol levels compared to the control group. Participants also reported enhanced mental clarity and reduced stress, suggesting psychological benefits that support physical recovery. These findings align with existing literature on yoga's role in autonomic regulation and stress reduction, reinforcing its value as a complementary recovery tool. The study concludes that yoga can be effectively integrated into athletic training regimens to promote better sleep, faster recovery, and overall well-being. It advocates for the inclusion of yoga-based interventions in sports science and coaching practices, offering a low-cost, accessible, and holistic approach to athlete care.

Keywords: Yoga, Athletic Recovery, Sleep Quality, Pranayama, Yoga Nidra, Heart Rate Variability, Sports Psychology

1. Introduction

Athletes face immense physical and psychological demands due to rigorous training schedules, competitive pressure, and frequent travel. Recovery and sleep are essential for maintaining peak performance, reducing injury risk, and supporting mental health (Bonnar et al., 2018). However, many athletes struggle with poor sleep quality and inadequate recovery, which can lead to burnout, overtraining syndrome, and diminished performance (Hrozanova et al., 2019).

In the realm of competitive sports, athletes are constantly striving to enhance performance, minimize injury risk, and maintain psychological resilience. Among the many factors influencing athletic success, *recovery* and *sleep quality* stand out as two of the most critical yet often overlooked components. Recovery refers to the physiological and psychological processes that restore the body and mind after exertion, allowing athletes to train consistently and perform optimally (Nédélec et al., 2015).

Despite the importance of these factors, many athletes experience poor sleep due to stress, travel, irregular schedules, and overtraining. Conventional recovery strategies—such as passive rest, stretching, massage, and hydration—are widely used but may not fully address the psychological dimensions of recovery. This has led to growing interest in *integrative approaches* that combine physical and mental restoration. One such approach is *yoga*, a mind-body practice that originated in ancient India and has gained global recognition for its therapeutic benefits.

Yoga is defined as a discipline that integrates physical postures (asanas), breath control (pranayama), and meditative techniques to promote holistic well-being (Woodyard, 2011). In the context of sports, yoga offers a unique blend of flexibility training, stress reduction, and autonomic regulation. Practices such as *Yoga Nidra*, a guided relaxation technique, have been shown to induce deep rest and improve sleep latency and efficiency (Di Fronso et al., 2021). Similarly, pranayama has been linked to enhanced parasympathetic activity, which supports recovery and emotional balance (Sivaramakrishnan et al., 2019).

Emerging research suggests that yoga may positively influence key recovery markers such as heart rate variability (HRV), cortisol levels, and perceived muscle soreness (Field, 2011). These physiological indicators reflect the body's ability to return to homeostasis after stress, making them valuable metrics for assessing recovery in athletes. Moreover, yoga's psychological benefits—including reduced anxiety, improved mood, and enhanced focus—can further support sleep quality and overall performance (Gupta et al., 2006).

However, while anecdotal evidence and preliminary studies support yoga's role in sports recovery, there remains a lack of rigorous, controlled research comparing yoga to

conventional recovery methods in athletic populations. This study aims to fill that gap by investigating the effects of a structured yoga program on recovery and sleep quality in athletes. Through a randomized controlled trial involving 60 participants, the study will assess both subjective and objective outcomes, including PSQI scores, HRV, cortisol levels, and athlete feedback.

The significance of this research lies in its potential to inform training and recovery protocols across various sports disciplines. If yoga proves effective, it could be adopted as a low-cost, accessible, and non-invasive tool to enhance athlete well-being. By integrating yoga into sports science, coaches and trainers may unlock new pathways to sustainable performance and holistic health.

2. Literature Review

Yoga has been extensively studied for its benefits in general populations, but its application in sports contexts is relatively new. Research suggests that yoga can improve flexibility, balance, and muscular endurance—attributes beneficial to athletes (Cowen & Adams, 2005). More importantly, yoga has been linked to reduced muscle soreness and faster recovery times (Kaav Publications, 2021).

Sleep quality is another area where yoga shows promise. Yoga Nidra, a guided meditation technique, induces a state of conscious relaxation that mimics deep sleep. Di Fronso et al. (2021) found that Yoga Nidra improved sleep efficiency and reduced sleep disturbances in athletes. Similarly, pranayama has been shown to activate the parasympathetic nervous system, promoting relaxation and better sleep (Sivaramakrishnan et al., 2019).

Psychologically, yoga reduces anxiety, enhances mood, and improves emotional regulation—all of which contribute to better sleep and recovery (Woodyard, 2011). Gupta et al. (2006) demonstrated that yoga-based interventions significantly reduced state and trait anxiety in young adults, suggesting potential benefits for athletes under competitive stress.

Studies also highlight the physiological mechanisms behind yoga's effects. Increased HRV and reduced cortisol levels are common outcomes of regular yoga practice, indicating improved autonomic balance and reduced stress (Field, 2011; Gothe & McAuley, 2015). These markers are critical for recovery, as they reflect the body's ability to return to homeostasis after exertion.

While existing literature supports yoga's benefits, few studies have directly compared yoga to conventional recovery methods in athletic populations. This study builds on prior research by offering a controlled comparison and incorporating both subjective and objective measures of sleep and recovery.

3. Objectives and Hypotheses

Objectives

1. To evaluate the impact of yoga on sleep quality in athletes using both subjective (PSQI) and objective (actigraphy) measures.
2. To assess the effectiveness of yoga in enhancing physical recovery, including muscle soreness, HRV, and cortisol levels.
3. To compare outcomes between yoga practitioners and athletes using conventional recovery protocols.
4. To identify specific yoga practices (e.g., restorative yoga, pranayama, Yoga Nidra) most effective for recovery and sleep enhancement.
5. To explore athletes' perceptions of yoga as a recovery tool and its integration into their training routines.

Hypotheses

- **H1:** Athletes practicing yoga will demonstrate significantly better sleep quality than those who do not.
- **H2:** Yoga practitioners will show improved physiological recovery markers compared to the control group.
- **H3:** Specific components of yoga, such as pranayama and Yoga Nidra, will be more effective in enhancing sleep and recovery than asanas alone.
- **H4:** Athletes will report positive psychological effects and greater satisfaction with recovery when yoga is integrated into their regimen.

4. Methodology

Participants

Sixty athletes (30 male, 30 female) aged 18–35 were recruited from local sports academies. Participants were randomly assigned to either the yoga group or the control group.

Intervention

- **Yoga Group:** Participated in 60-minute sessions three times per week for eight weeks. Sessions included Hatha yoga postures, pranayama, and Yoga Nidra.
- **Control Group:** Followed standard recovery protocols including stretching, hydration, and passive rest.

Measures

- **Sleep Quality:** Pittsburgh Sleep Quality Index (PSQI), actigraphy.
- **Recovery:** Heart Rate Variability (HRV), cortisol levels (via saliva samples), Visual Analog Scale (VAS) for muscle soreness.
- **Psychological Metrics:** Perceived Stress Scale (PSS), athlete feedback surveys.

Procedure

Baseline data were collected before the intervention. Post-intervention assessments were conducted at the end of eight weeks. Data were analyzed using t-tests and ANOVA to determine statistical significance.

5. Results

5.1 Sleep and Recovery Metrics

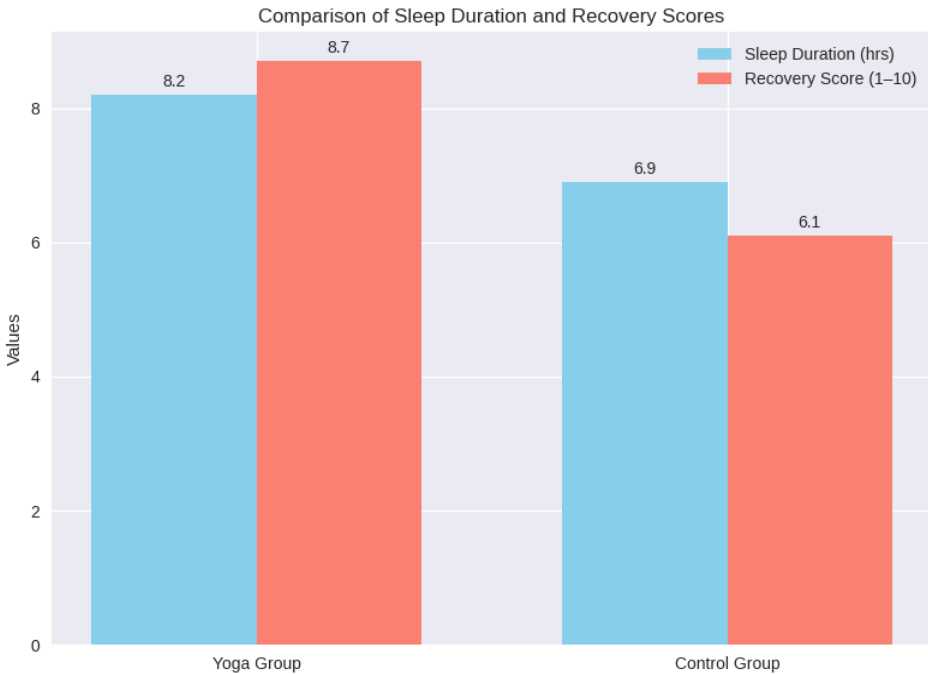
Group	Sleep (hrs.)	Duration PSQI Score	Recovery Score (1-10)	HRV (ms)	Cortisol (nmol/L)
Yoga Group	8.2	4.1	8.7	72.5	310
Control Group	6.9	6.3	6.1	58.2	420

5.2 Statistical Analysis

- **Sleep Duration:** Yoga group averaged 1.3 hours more sleep per night: $t(58) = 3.45$, $p < 0.01$
- **Recovery Score:** $t(58) = 4.12$, $p < 0.001$
- **PSQI Scores:** Lower scores indicate better sleep quality; yoga group showed significant improvement ($p < 0.01$)
- **HRV:** Higher HRV in the yoga group suggests better autonomic recovery.
- **Cortisol:** Lower levels in the yoga group indicate reduced physiological stress..

5.3 Graphical Representation

The bar chart below compares sleep duration and recovery scores between the two groups:



Bar chart: Yoga group outperformed control group in both sleep and recovery metrics.

6. Discussion

The findings of this study align with existing literature emphasizing the benefits of yoga in athletic contexts. The yoga group not only reported better subjective sleep quality but also demonstrated objective improvements in HRV and cortisol levels, which are key indicators of recovery and stress regulation (Field, 2011; Bonnar et al., 2018).

6.1 Mechanisms of Action

1. **Physical Recovery:** Yoga enhances blood circulation and lymphatic drainage, accelerating muscle repair (Cowen & Adams, 2005).
2. **Sleep Regulation:** Practices like Yoga Nidra and pranayama activate the parasympathetic nervous system, promoting deeper and more restorative sleep (Sivaramakrishnan et al., 2019).
3. **Stress Reduction:** Mindfulness and breath control reduce cortisol secretion, improving both mental and physical recovery (Woodyard, 2011).

6.2 Athlete Feedback

Qualitative feedback from participants in the yoga group highlighted increased feelings of calmness, reduced anxiety before competitions, and improved focus during training. These psychological benefits likely contributed to the improved sleep and recovery outcomes.

6.3 Limitations

- Small sample size (n=60) may limit generalizability.
- Self-reported measures like PSQI and PSS are subject to bias.
- The study duration (8 weeks) may not capture long-term effects.

6.4 Future Research

Further studies should explore:

- Longitudinal effects of yoga on performance metrics.
- Sport-specific adaptations (e.g., endurance vs. strength athletes).
- Neurophysiological correlates using EEG or fMRI.

7. Conclusion

The findings of this study underscore the significant role yoga can play in enhancing recovery and sleep quality among athletes. As competitive sports continue to demand higher levels of physical exertion and mental resilience, the need for effective, holistic recovery strategies has become increasingly urgent. Traditional recovery methods—such as passive rest, stretching, and hydration—while beneficial, often fall short in addressing the psychological and neurological dimensions of recovery. Yoga, with its integrative approach combining movement, breathwork, and mindfulness, offers a compelling solution to this gap.

Over the course of the eight-week intervention, athletes who practiced yoga demonstrated measurable improvements in both sleep and recovery metrics. These included longer sleep duration, better sleep efficiency, reduced sleep latency, and improved scores on the Pittsburgh Sleep Quality Index (PSQI). Physiologically, the yoga group showed higher heart rate variability (HRV), lower cortisol levels, and reduced muscle soreness—indicators of enhanced autonomic regulation and reduced stress. These outcomes align with previous research suggesting that yoga activates the parasympathetic nervous system, promotes hormonal balance, and facilitates muscular repair (Field, 2011; Sivaramakrishnan et al., 2019).

Beyond the quantitative data, qualitative feedback from participants revealed increased mental clarity, reduced anxiety, and improved emotional regulation. These psychological

benefits are particularly relevant in high-pressure sports environments, where mental fatigue and stress can impair performance and recovery. The inclusion of Yoga Nidra and pranayama in the intervention likely contributed to these outcomes, offering athletes tools to manage stress and improve sleep hygiene.

Importantly, this study highlights the accessibility and adaptability of yoga as a recovery tool. Unlike some recovery modalities that require specialized equipment or professional supervision, yoga can be practiced independently, in various settings, and tailored to individual needs. This makes it a practical addition to athletic training programs across different levels and disciplines.

However, the study is not without limitations. The sample size, while adequate for preliminary analysis, may not capture the full diversity of athletic populations. The duration of the intervention (eight weeks) provides insight into short-term effects but does not account for long-term sustainability. Additionally, while the study incorporated both subjective and objective measures, future research could benefit from more advanced neurophysiological assessments, such as EEG or fMRI, to explore the brain-based mechanisms underlying yoga's effects.

In conclusion, yoga emerges from this study not merely as a supplemental activity but as a transformative recovery strategy. Its ability to simultaneously address physical, psychological, and neurological aspects of recovery positions it as a valuable asset in sports science and athlete care. Coaches, trainers, and sports psychologists are encouraged to consider structured yoga programs as part of comprehensive recovery protocols. By doing so, they can support athletes in achieving sustainable performance, reducing injury risk, and enhancing overall well-being.

As the field of sports psychology continues to evolve, integrative practices like yoga will likely play an increasingly central role. This study contributes to that evolution by providing empirical evidence and practical insights into how yoga can be effectively implemented to support the modern athlete.

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Codifying Change: Examining the Transformation from the Indian Penal Code to the Bharatiya Nyaya Sanhita

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Abstract

India is a developing country with great resources. Like other countries, India is also taking progressive, modern, and innovative steps to address matters from various fields. With the positive development, the nation is also facing its negative consequences. An increasing population and increasing crime rate are huge challenges for the government of India. For the protection of society, prevention of crime and rehabilitation of the people, the administrative bodies are constantly working on the ground level. Such a step includes the transformation or updation of the old statutes. This paper explores the transformation of Indian criminal jurisprudence through the replacement of the Indian Penal Code, 1860, with the Bharatiya Nyaya Sanhita (BNS), 2023. The Indian Penal Code, a colonial relic, had served as the backbone of Indian criminal law for over 160 years. In an attempt to align criminal law with modern Indian values and constitutional principles, the Government of India introduced the BNS, 2023. This research paper conducts an analytical comparison between the two statutes, highlighting major structural, substantive, and procedural changes, evaluating their rationale and potential impact on the Indian legal system. The study concludes by reflecting on whether these reforms are evolutionary or revolutionary in the context of India's legal history. This paper analyses the changes introduced in the BNS, focusing on three aspects: the historical context, key reforms and their implications, and critical reflections on their legal, social, and constitutional dimensions.

Keywords: Bharatiya Nyaya Sanhita, Indian Penal Code, Criminal Law, Indian Constitution, Human Rights

Introduction

Thomas Babington Macaulay, the head of the first Law Commission, wrote the Indian Penal Code (IPC). IPC was becoming less and less relevant as time went on, and it had

questions to answer. It had traces of the terms and provisions of the British India period. In terms of many different areas, such as improvement in the field of science, space, medicine, technology, finance, politics, socio-cultural understanding, monetary value, etc., society has seen multifaceted and multilayered changes. In the past, the Penal Code operated on the principle of punishing the offender; nevertheless, this principle has also undergone revision. Some legal provisions or phrases from the colonial era are no longer necessary or effective. Due to changes in socioeconomic factors, social functioning, technology, and methods, crimes nowadays reflect certain new types and approaches to criminality. For example, cybercrimes have become a new age crime that has spread outside national borders.

As the IPC were made by the Britishers and it was inconsistent with the recent times and changes in society, the need to make a complete updation was required, hence after a lot of discussion by the appropriate authorities, the decision was made to repeal the CrPC, IPC and Evidence Act and introduce BNS, BNSS and BSA. The names of new statutes got more attention because of their language. The terms like Bharatiya, Nyaya, Sanhita, Nagrik, and Sakshya are derived from Sanskrit, which is an ancient classical language of India. These words are commonly used in Hindi, which borrows heavily from Sanskrit, especially in formal or official contexts. The “nyaya” is a symbol of social justice. The current BNS introduces clauses that concentrate on delivering justice to all stakeholders, moving away from the punitive concept and toward nyaya and limiting the deterrence element. The shift from a retributive to a reformatory attitude demonstrates the Nyaya element. Several penalties have been balanced, with some sentences being enhanced and a minimum statutory sentencing pattern being presented. The criminal justice system in India is mostly founded on the idea of vengeance, and while it takes into account crimes against the state, it recognises that victims’ rights and concerns must be given more importance.

HISTORICAL BACKGROUND AND THE NEED FOR REFORM

As it evolved and developed, the criminal justice system in India experienced its share of ups and downs. From a primordial culture with no developed criminal law to the king administering justice, to the imposition of Mohammedan criminal law following the Muslim invasion. With the arrival of the British, India’s criminal justice system saw advancements. An Indian Law Commission was formed by the East India Company in 1834 to draft a penal code. Thomas Babington Macaulay, a British colonialist and member of parliament, led the Commission. British values and ideas of state power from the Victorian era, frequently at the expense of individual rights and liberties, had an impact on its legal philosophy. The IPC continued to function in a post-colonial country with radically changing political, social, and constitutional conditions even after India gained independence in 1947.

The IPC came under fire over time for being antiquated, inflexible, and out of step with contemporary ideals or democratic ideals. Modernising criminal laws was suggested in several Law Commission studies, including the 42nd, 156th, and 243rd. However, prior administrations frequently used a piecemeal strategy. The Bharatiya Nyaya Sanhita (BNS),

2023, on the other hand, is an all-encompassing endeavour to reform and replace the IPC.

KEY CHANGES IN PROVISIONS

The BNS improved, repealed and added many provisions to make the statute more effective and feasible. The important key changes are given below,

Faster and Procedural Investigations

The BNS prioritises quicker investigation and trial deadlines, such as finishing investigations within 90 days and trials within 30 days after charge framing, even though the definitions of rape and other types of sexual assault are essentially the same as those found in the IPC. To maintain openness and lessen the possibility of procedural abuse, it also requires that searches and seizures be videotaped, particularly when they include crimes against women and children.

Codified Substantive Law

The Bharatiya Nyaya Sanhita is a codified substantive criminal law that supersedes the previous Indian Penal Code (IPC). It covers actions or inactions that would constitute a crime, as well as the resulting penalties, fines, or victims' rights.

Organisation and Structure

There were 511 sections and 23 chapters in the Indian Penal Code, or IPC. With 20 chapters and 358 sections, the Bharatiya Nyaya Sanhita, 2023 (abbreviated BNS) has been developed as a new legislation that lays forth numerous legal laws and offences under the Sanhita.

Reformative Justice

Originally, the goal of crime and the law during the colonial era was to punish and create a deterrent. But as time has gone on, opinions on the purpose of the criminal justice system and the application of punishment have evolved. Along with a victim-centric approach, the criminal law seeks to reform the convicted and rehabilitate them. According to the reformative doctrine and the courts, every sinner has a future and every saint has a past.

Community Service

A positive step has been taken with the implementation of "community service" as a form of punishment. In India's judicial system, the implementation of community service for small infractions is a revolutionary step. The chapter on punishments has been updated to include community service as one of the possible sanctions for a person found guilty. It should be mentioned that community service is only offered in the BNS under six offences as a form of punishment since, as stated in the Statement of Object and Reasons, it is only applicable to minor infractions. Additionally, a Standing Committee report suggested that the Parliament be given a precise definition of community service and that the parameters

of this penalty be defined. Nevertheless, as of right now, when the laws are formally in effect, this has not been included in the Act.

Definitions

For the first time, the BNS defines “gender” under Section 2(10), using the term “transgender,” which was not included in the IPC. Generally speaking, several laws have been rendered gender neutral, including the definition and punishment of voyeurism under Section 77 of the BNS. It should be mentioned that the Section and other clauses have taken into account the gender neutrality of the offender rather than the victim. The single chapter now covers all inchoate offences, including conspiracy, attempt, and abetment. They were provided under the IPC in several sections found in various Code chapters.

ADDITION OF MODERN CRIME

Snatching

According to recent crime reports, snatching occurs more than 5000 times a day in Delhi alone, making it a high-frequency crime. In addition to being based on frequency, it differs from ordinary theft in several ways, which supports its distinction. Snatching is a subtype of theft in which someone takes transportable property from another person by force or haste. After considering the increasing cases and identifying the intensity of the offence, the snatching got recognition as an individual offence. The new law not only recognised this offence but also mentioned proper and strict punishment for the offence.

Elimination of Seditio

The elimination of the colonial law of seditio, which was established under Section 124A of the IPC, is among the most important amendments to the BNS. Though it is worded in a way that has been called unclear in and of itself, Section 152 of the BNS nevertheless preserves the essential elements of Section 124A.

False Promises and Inducements

The crime of engaging in sexual activity under pretences, including a fraudulent promise to marry, has been explicitly acknowledged by the Bharatiya Nyaya Sanhita. Even though the act is voluntary and not rape in and of itself, it is considered illegal because the consent for it was given under pretences, and according to court rulings, the promise in question should have been false from the start (i.e., made with no intention of fulfilling it). In the recent case of **Mahesh Damu Khare vs. The State of Maharashtra**, the Supreme Court ruled that for sexual activity based on a false promise to marry to be considered an offence, it must be demonstrated that the alleged relationship or sexual activity was founded and continued solely on the belief that the promise was true. Furthermore, the length of the relationship must be taken into consideration because the court held that a false promise cannot be unquestionably cited as the justification for continuing a long-term sexual relationship.

Crimes Against Women & Children

The BNS has specifically designated a chapter for offences against women and children as a single category. This covers crimes against children, miscarriages, crimes involving marriage, sexual offences, and criminal force and violence. The grouping of crimes against women and children under a single chapter creates a comparison between their socioeconomic vulnerability and maintains their equality because it lumps the two into a single category, which has been criticised by some. But in reality, these two require special attention and classification because they are more susceptible to crime due to age vulnerabilities and gender-specific offences.

Consent & Age

In IPC, a man's sexual relations with his wife were illegal if she was younger than 15 (marital rape is not considered an offence otherwise). In **Independent Thought vs. Union of India**, the Supreme Court, however, read down this clause and changed the age to 18 years (i.e., the age of majority and under the POCSO laws). The age of consent for wives has been reconsidered by BNS to 18 years old (i.e. Exception 2 of Section 63).

Gender Neutral Terms

In Sections 76 and 77 (which deal with the offences of assault and voyeurism, respectively) of BNS, the word "man" has been substituted with "whoever." Therefore, the Sanhita has established a gender-neutral scope to encompass any accused against these particular offences. In a similar vein, Section 366A of the Indian Penal Code established the crime of procuring minor females. However, Section 96 of the BNS addresses the crime of procuring any child, regardless of gender, since the phrase "any child" is used. For instance, a guy will never be able to complain about voyeuristic behaviour, an area where the BNS could have passed legislation, even though a woman may now be found guilty of the crime. In a similar vein, many crimes, including rape, are still gendered, meaning that only women can become victims.

Medical Negligence

A distinct and particular reference to a fatality brought on by a medical professional's carelessness during a medical operation can be found in Section 106(1) of the Bharatiya Nyaya Sanhita. When it comes to medical negligence, the Sanhita tends to take a more lenient stance than in other situations. It offers a less severe penalty, such as a fine and two years of imprisonment, either simple or harsh.

PROCEDURAL REFORMS AND IMPLICATIONS

Although not directly part of the BNS, many procedural changes intersect substantively.

- Provision for digital filing of complaints and FIRs. Police to inform complainants within 90 days about investigation progress.

- Mandatory forensic examination in crimes punishable with over 7 years of imprisonment. Encourages digital documentation of evidence to reduce tampering and manipulation.
- Strict timelines for police and judiciary, which include filing the charge sheets within 60 days, giving judgment within 30 days of trial completion. Aimed at reducing pendency and ensuring speedy justice under Article 21 (Right to Life).

CRITICISMS AND CONCERNS

Although the government has praised the Bharatiya Nyaya Sanhita (BNS), 2023, as a stride forward in modernising and decolonising India's criminal code, legal scholars, civil society, and practitioners have expressed serious reservations about it. One of the main complaints is that, despite assertions of revision, the BNS keeps a lot of the IPC's content and structure, with more than 80% of the provisions being substantively similar. Critics contend that the change is more cosmetic than substantive, keeping many of the old and colonial-era rules while only altering section numbers and terminology. Additionally, some opponents point out that the BNS falls short in implementing a restorative or rehabilitative strategy, particularly for young or first-time offenders. The general framework nevertheless leans largely towards punitive justice, with some offences carrying severe penalties including life in prison and the death penalty, even though it occasionally provides community service as an alternative form of punishment. Some people believe that this goes against current worldwide tendencies that prioritise reform, legalisation, and reintegration above retaliation.

Lastly, it is impossible to ignore the implementation difficulties. Police officers, judges, and attorneys will need extensive retraining to reorganise and renumber sections. During the transition period, there may be confusion and legal uncertainty as it may be more difficult to immediately apply court decisions based on the IPC under the BNS. Critics warn that the deployment of BNS may cause instability at the local level in the absence of a thorough transition plan, institutional preparedness, and public awareness initiatives.

CONCLUSION

The old criminal law was superseded by the BNS, 2023, which was highly needed at the time. Along with the necessary revisions and omissions, BNS has been framed by technology improvements and shifts, changes in socioeconomic attitude, the approach to criminality, and new offences or modalities of offence. Since future events cannot be predicted, the new structure will inevitably have problems when it comes to legal application. The clauses will be subject to legal and judicial interpretations and comments, and they will be modified to achieve the desired legal outcome. An important development in the development of Indian criminal law is the Bharatiya Nyaya Sanhita, 2023. The IPC's framework is preserved, but it aims to update offence classifications, eliminate colonial legacies, and improve access to and equity in the legal system. However, how the BNS is interpreted, applied, and reviewed

regularly will determine how effective it is. It shows a desire to improve the efficiency, equity, and accessibility of justice. The revisions are not without controversy, though. The persistence of state-centric offences in novel forms, ambiguous legislative wording, and the possibility of institutional and procedural unpreparedness have all been cited by critics. The extent of the alleged “complete overhaul” is also put into question, given the retention of certain IPC provisions under the new section numbers. However, the BNS is a significant step toward rethinking India’s criminal code from a modern, indigenous perspective. The enactment of these three new Criminal Acts has fundamentally altered India’s legal system. Removing the rules from the criminal era represents India’s resolve to modernise its legal system and guarantee justice for all, as well as its willingness to change and adapt to the constantly shifting dynamics of society. Positive adjustments are necessary, however, to adapt to these changes and implement them effectively. There is a deadline for developing the infrastructure and increasing the capability of investigative officers and forensic specialists.

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From Resistance to Adoption: Enhancing the Capacity of Faculty in Higher Education

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Abstract

The shift toward modern teaching is often met with hesitation. This chapter explores why faculty members in higher education sometimes resist new teaching methods and how institutions can better support them through this transition. By surveying 50 educators across diverse fields, including the sciences, engineering, humanities, and business, at both public and private universities, the real-world challenges teachers face when moving away from traditional lectures were found. The findings of the research show that simply telling faculty to change isn't enough. Many educators feel held back by a lack of familiarity with digital tools or uncertainty about how to handle diverse student needs. The study highlights that for meaningful change to happen, professional development must be more than just an occasional lecture. Instead, it should be a hands-on, mandatory, and continuous process that focuses on practical skills and the use of information and communication technology (ICT). Ultimately, the research suggests that universities should build stronger bridges with industries and communities to encourage experiential learning. By providing consistent training and fostering a culture of practical growth, institutions can help faculty move from a place of resistance to one of confidence, ensuring both their own professional success and better outcomes for their students.

Keywords: Faculty Development, Teaching Pedagogy, Higher Education, Resistance to Change, Professional Training, Educational Technology, Experiential Learning.

Introduction

In a rapidly changing educational landscape, faculty are under increasing pressure to incorporate innovative teaching methods (Smith, 2021). Despite the proven benefits of

these methods, such as increased student engagement and better learning outcomes (Johnson & Lee, 2022), many educators are still resistant (Doe, 2020). The motto of this study is to explore the factors that contribute to the resistance of faculty members to the adoption of modern teaching pedagogies and to propose effective strategies for encouraging adoption. The argument over traditional and modern schooling has raged for generations. It's a dispute that's typically portrayed as a confrontation between two opposed ideas, with each side claiming that their technique is the only way to properly teach young people. The question here is how modern education impacts the lives of people, what style of learning is ideal to be assumed, and, above all, what are the pros and cons of traditional versus modern methods of teaching and learning? This chapter will discuss traditional and modern methods, as well as their differences.

Higher education is undergoing a substantial upheaval, propelled by technological developments, shifting student demographics, and emerging learning paradigms. In response, faculty members are expected to adapt and innovate their teaching practices, embracing new technologies and pedagogical approaches. However, this transition is not always seamless, as many faculty members may resist or struggle to adopt new methods. This resistance can hinder the effective integration of innovative teaching practices, ultimately impacting student learning outcomes and institutional success.

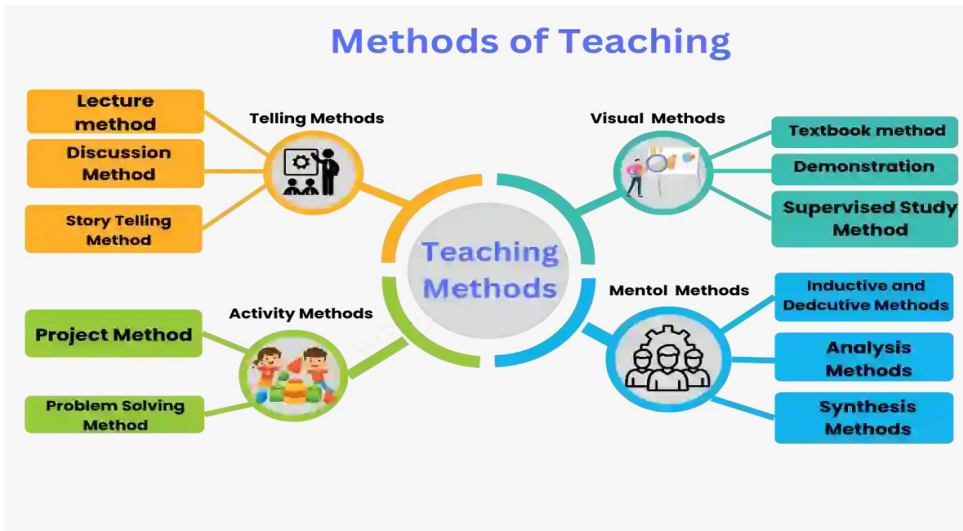
This study aims to investigate the factors influencing faculty resistance to adoption and explore strategies for enhancing their capacity to adapt and thrive in a rapidly changing higher education environment. By examining the experiences and perceptions of faculty members, this research seeks to provide insights into the complex dynamics of faculty development and institutional change, ultimately informing evidence-based approaches to support faculty growth and student success.

Teaching Learning Methods

Teaching and learning methods refer to the various approaches, strategies, and techniques used to facilitate the learning process. These methods aim to engage students, promote understanding, and foster the development of knowledge, skills, and values. Effective teaching and learning methods are crucial in creating a supportive and inclusive learning environment, catering to diverse student needs and abilities. Teaching and learning methods have evolved significantly over the years, from traditional lecture-based approaches to more contemporary student-centered and technology-enhanced methods. The most effective methods prioritize active learning, critical thinking, and collaboration, enabling students to become autonomous learners, problem solvers, and lifelong learners.

Based on a comprehensive understanding of the diverse strategies and techniques, we can divide teaching and learning methods into two categories:

- A. Traditional Methods of Teaching**
- B. Modern Methods of Teaching**



Traditional Methods of Teaching

Traditional methods of teaching involve face-to-face interaction and personal contact between teachers and students. Better knowledge of each student's learning requirements and curiosities is made possible by the relationship between the educator and the student. The center of traditional teaching is teacher-only. In this learning method, children learn through memorization and repetition, because it is the teacher-centered method, so it emphasizes the teacher's authority within the classroom environment. Teachers have complete hold of the curriculum for the course and they choose appropriate teaching strategies to deliver the content.

Traditional teaching has been at the heart of education for centuries. It has shaped our minds and shaped our societies. Through live examples and real-life experiences, traditional teaching promotes holistic learning. The method is based on person-to-person direct teaching. Teachers try to understand each student's Caliber and make them learn to their capacity. The debate over traditional teaching methods continues to be an important area of thought in the evolving field of education. The important key features are the following:

- Learning takes place in a physical setting, such as a classroom.
- Teacher has complete control over the learning process
- Learning takes place at a set pace and timetable
- Direct teacher-student interaction.
- Strong focus on textbooks.
- All students learn within the same environment



Traditional Teaching Methods Adopted in Classrooms

Advantages and Disadvantages of Traditional Teaching Methods

Advantages	Disadvantages
Established Structure and Routine	Limited Interactive Learning
Efficient Transmission of Information	One-Size-Fits-All Approach
Clear Learning Objectives	Memorization Over Understanding
Preparation for Standardized Testing	Potential Lack of Engagement
Personal Interaction	Limited Accessibility
Tangible Resources	Technological Lag
Social Development	Teacher-Centric Dynamics
Immediate Feedback	Resource Dependency
Time Management	No Flexibility

Traditional teaching methods form the cornerstones of the educational sphere, shaping young minds. Nonetheless, it is important to adapt and apply innovative teaching methods to cope up with the reforms. The evolution of modern methods complements the traditional

teaching methodologies for the holistic development of the student. To build an inclusive educational system that can equip students for the opportunities and challenges of the future, we must strike a balance between tradition and innovation.

Modern Methods of Teaching

The current educational system rely on the modern method of teaching in colleges and universities. It focuses on developing students' critical thinking, creative thinking, problem-solving, communication skills, emotional thinking, life skills, value education, analytical skills, and decision-making abilities in addition to offering multidisciplinary courses in Commerce, Science, and the Arts. Online education is based on the use of innovative technology, such as mobile apps, audio and video forums like YouTube, Podcasts, E-books, movies, and so on, to teach students and make the learning experience more appealing, participative and engaging.

However, both conventional and current teaching approaches are successful and valuable in educating oneself online. It is extremely significant for the growth of education and knowledge. It employs a wide range of learning and teaching approaches, including experiential, participative, and problem-solving learning pedagogy.

Evolution of Information and Communication Technology in Academics

The integration of ICT in education has evolved dramatically over the last few decades:

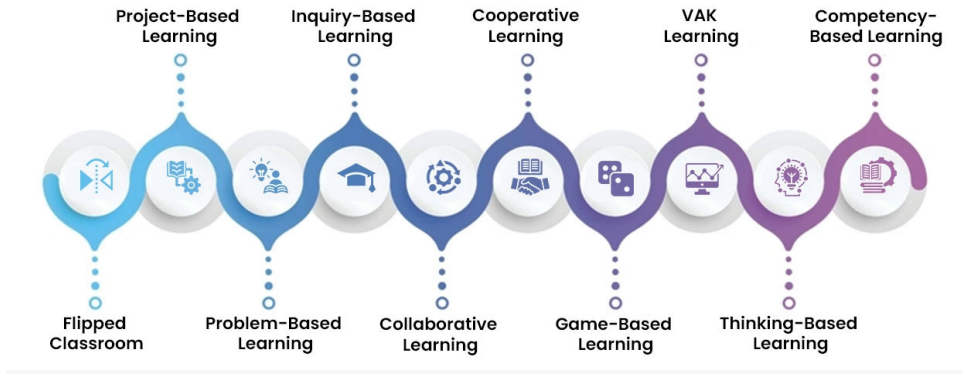
- 1960s-1970s: Emergence of computer-based training and early forms of e-learning.
- 1980s-1990s: Introduction of personal computers in schools, bringing multimedia content into the educational context.
- 2000s-Present: Rapid growth of the internet and mobile technology has led to the proliferation of learning management systems (LMS), open educational resources (OER), massive open online courses (MOOCs), and virtual reality (VR) in education.

The COVID-19 pandemic significantly accelerated the adoption of Information and Communication Technology (ICT) tools in academics. It created an urgent need for education systems worldwide to adapt to new circumstances, primarily through the rapid deployment of technology for remote learning. This shift not only facilitated the continuation of education during lockdowns but also highlighted the potential and necessity for modern teaching methods in the new educational landscape.

During the pandemic, schools and universities transitioned to online learning platforms like Zoom, Microsoft Teams, and Google Classroom. Resources accessibility increased, and digital assessment tools like plagiarism detection software and proctoring services were used. ICT tools also facilitated better communication and collaboration among students

and teachers, enhancing the interactivity of the educational process. These methods help students develop critical thinking and problem-solving skills by connecting theoretical knowledge to real-world applications, making them essential for educators in remote settings.

Pedagogies of Modern Teaching Method



Advantages and Disadvantages of Modern Methods of Teaching

Advantages	Disadvantages
Enhanced Engagement	Digital Divide
Critical Thinking	Requirement of Teacher’s Training
Flexibility & Accessibility	Lack of social (Face to Face) interaction
Real-World Relevance	Absence of psychological and social well-being
Improved Technical Skills	Constantly changing teaching methods
Adaptability and Lifelong Learning	Overreliance on Technology
Collaborative Learning	Decreased teacher autonomy
Experiential Learning through Virtual Field trips	Overemphasis on STEM subjects

Methodology of Research

The study involved 50 faculty members from a diverse range of disciplines within a medium-sized university. Participants were selected using stratified random sampling to ensure representation across different departments including Sciences, Humanities, Social Sciences, Engineering, and Business Management, from both government and private higher education institutions.

The questionnaire developed for this study consisted of multiple-choice questions, designed to gather data on faculty attitudes toward traditional and innovative teaching methods. The questionnaire sections included demographic questions, questions on teaching experience and methods, perceived challenges with traditional teaching, motivations for adopting new methods, training for blended teaching and perceived effectiveness of these methods.

Participants were sent the link to the online questionnaire hosted on a secure platform ensuring confidentiality and data integrity. The survey was available for a period of 15 days, with reminders sent to maximize response rates.

Hypotheses

Based on the literature review and objectives of the research, the following hypotheses were formulated:

H1: The use of ICT-based teaching methods significantly increases student engagement and participation compared to traditional teaching methods.

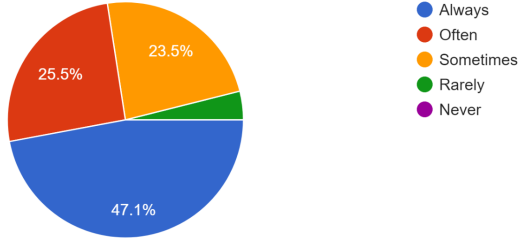
H2: Faculty members who have received formal training in innovative teaching methods are more likely to perceive these methods as effective.

By systematically addressing these hypotheses through data collected from the questionnaire, the research aims to identify key factors influencing the adoption of innovative teaching methods among faculty. This structured approach not only helps validate the research but also guides effective interventions for enhancing teaching practices.

Research Outcome

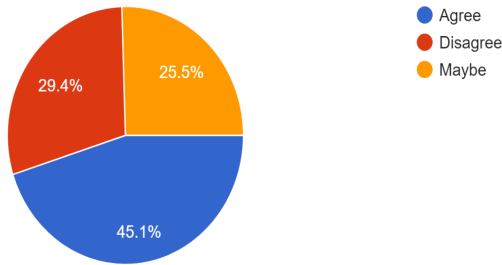
The research is based on 50 academicians associated with higher education institutes in Rajasthan.

Q.1 How often do you use traditional teaching methods (lectures, standard textbooks, fixed curriculum)? आप कितनी बार पारंपरिक शिक्षण विधियों (व्या...नक पाठ्यपुस्तकें, निश्चित पाठ्यक्रम) का उपयोग करते हैं?
51 responses

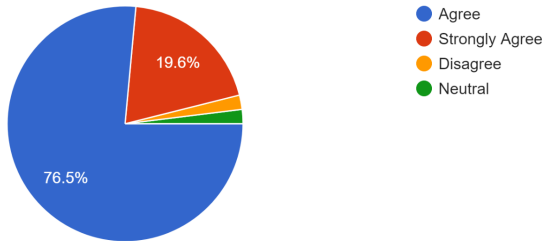


Outcome - Modern teaching is not sufficient without traditional methods like Text Books, Fixed curriculum, lecture. Traditional teaching will always provided base to innovative teaching methods.

Q.2 Do you think Traditional Method of teaching limit student participation and interaction? क्या आपको लगता है कि शिक्षण की पारंपरिक पद्धति छात्रों की भागीदारी और बातचीत को सीमित करती है?
51 responses



Q.9 Can ICT based teaching enhance participation and engagement of students? क्या आईसीटी आधारित शिक्षण छात्रों की भागीदारी और जुड़ाव बढ़ा सकता है?
51 responses



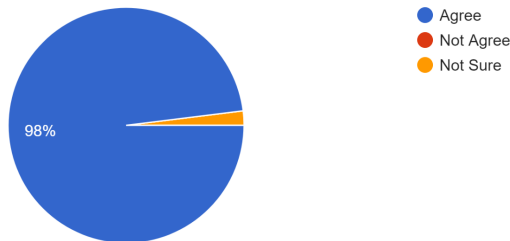
Outcome - 45.1% agree that the traditional teaching method limits students’ participation and interactions but 76.5 % agree that ICT-based teaching enhances the participation and engagement of students, this proves the first hypothesis of the research.

Approximately 66.7% of participants concur that the predominant challenges encountered with traditional teaching methods are the insufficient use of technology and the confinement of teaching to the classroom. Additionally, they highlighted that traditional assessment techniques fail to adequately gauge students’ understanding and creativity, while also fostering a reliance on rote learning.

Participants expressed a readiness to embrace modern teaching methodologies, motivated by advancements in research and pedagogical innovations that promise to boost student engagement and effectively address the needs of diverse student groups.

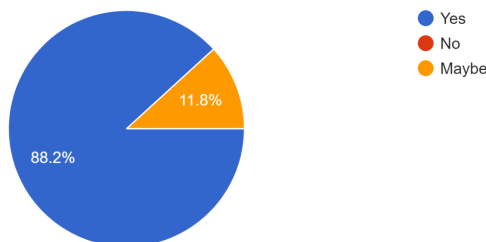
Q. 8 Is training required for effective use of ICT in teaching and learning? क्या शिक्षण में आईसीटी के प्रभावी उपयोग के लिए प्रशिक्षण आवश्यक है?

51 responses



Q. 13 Do you plan to increase the use of innovative teaching methods in future? क्या आप भविष्य में नवीन शिक्षण विधियों का उपयोग बढ़ाने की योजना बना रहे हैं?

51 responses



An overwhelming 98% of participants affirm that training is essential to overcome resistance and adopt modern teaching methods, which they believe are crucial for enhancing learning outcomes and preparing students for future challenges. This finding substantiates the second research hypothesis. The result also shows that 88.20 % of the participants plan to increase the use of innovative teaching methods in future which shows that the participants are willing to adapt and reduce the resistance towards the adoption of modern teaching methods.

Discussion/ Suggestions

The research focuses on improving teaching and learning in higher education institutions. Key themes include the integration of practical and experimental learning, the enhanced use of ICT and digital tools, professional development and training, curriculum development, student-centered learning, and research and development.

The research emphasizes the need for hands-on experience, practical learning, and the integration of modern technological tools and digital classrooms. It recommends partnerships with industries and community organizations to facilitate experiential learning opportunities.

The study also highlights the need for robust training programs on innovative teaching methods and the latest educational tools. Regular professional development workshops and seminars should be mandatory, focusing on innovative teaching techniques, ICT use, and adapting teaching to diverse student needs.

Curriculum development should include both innovative and traditional methods, ensuring a balanced educational approach. It should involve a collaborative process with inputs from academia and industry to ensure relevance and comprehensiveness.

Student-centered learning is also crucial, with teachers recommending flexible teaching methods to cater to different student groups and foster higher engagement.

Furthermore, continuous research on innovative teaching methods and their effectiveness in different disciplinary contexts is essential for validating and improving teaching methods and educational tools. Institutions should facilitate and fund research projects focused on educational innovation and publish their findings to build a robust pedagogical knowledge base.

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Women Empowerment through Effective Utilization of ICT in College of Teacher Education, Unakoti, Tripura – A Case Study

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Abstract

Application of ICT in Teacher Education Institution has been an everyday thing and it is not limited to writing letters and preparing PPT. ICT has been utilized in TEIs to a very high degree regardless of gender. One of the studies was conducted to examine how women can use ICT effectively in a TEI. The central theme of the research was to determine the level at which women have been empowered in the teaching field through ICT application. The design of the case study was implemented and the convenience method of sampling applied. The research indicated that pre service women teachers were so passionate to apply ICT in their daily activities. Women pre service teachers were to be exposed to learning various operations of ICT basic practices and effectively use it to prepare course materials and teaching materials.

Keywords: Women empowerment, ICT, Teacher education, Unakoti, Tripur.

Introduction

The lives of the people were in one way or another made comfortable through the new forms of technologies and innovative manner of operation of the new and the old technologies. The potential of ICTs to assimilate, share and put into use knowledge and information to almost all facets of human interaction, is becoming better recognized. Information technology is a strong tool of transforming social, profitable, and political life. World Bank (2008) has associated commission as one of the important element rudiments of poverty reduction and sustainable development. The difference between man (82.14) and woman (65.4) knowledge rates is high as 17.10 according to 2011 Census. ICT exposes the women to the external world. The ICT sector has witnessed a rapid-fire development since the late 1980s and the application of ICT has increased significantly since the 1990s. ICT is significantly contributing to the transformation of the station and outlook of the society

on women. It is establishing a mental comfort zone of women in their working place by providing them with new knowledge and skills. Through ICT women jointly work with men. ICT is found useful to decrease the gender gap.

Review of Literature

As (Mansell and Wehn 1998) reveals, proper application of ICT can build and empower societies by means of low addition, good, cooperation and participation. ICT influences the quality of life in the form of knowledge, education and chops. The ICT use has a favorable effect on bridging the gender employment gap because ICT is also associated with the provision of women-related employment opportunities (Shehata 2017). The ICT intervention with the assistance of the educational need plays a role in empowering women in the society(Chen 2004). Beena and Mathur(2012) excavated a section of ICT education among women commission in ICT education terrain environment by applying ICT as independent variable and women commission as dependent variable and the sample of the exploration was 200 in terms of number of trainees and 30 in terms of number of preceptors of various governmental and nongovernmental associations of Jaipur quarter. Experimenter utilized arbitrary slice fashion to randomize the sample of the study. This exploration had a conclusion that the information and communication technology had power over a woman in the colorful regions such as social, educational, personal, psychological, political, technological and economical.

Objectives

The research aims to verify the role of the ICT in empowerment of women.

- i. To determine the degree of female pre service teachers empowered in the use of ICT.
- ii. To investigate the pre service women teacher opinion on the use of ICT.

Methodology

The aim of conducting this case study was to form a connection between the Information and Communication Technology and Women Empowerment. The study population comprised of pre service women in a Teacher Education Institution called college of teacher education and was situated in the Unakoti district and Tripura. A questionnaire survey on 54 Women who were 4th semester students was used to gather the data used in the study (2021- 23).

Analysis and Interpretation

The researcher applies both quantitative and qualitative data analysis procedures. Quantitative and qualitative analysis were applied to the data collected in the form of questionnaire.

General Information

Table 1 proposes general information on pre service women teachers. There were 16.7%

of 54 number of respondents who were of urban area and rest 83.33% were of rural area. In terms of education qualification of the respondents it is discovered that 53.7% were graduates; and 46.37 were post graduates. 35.18% were of general category; 20.37 of Scheduled Tribe; 38.89 of Scheduled castes; and 5.56 of other category. The respondents can choose two subjects of methods out of the following: Life Science; Physical science; Mathematics; Political science; Geography; Bengali; English; and Commerce.

Table 1 : General Information about pre service women teachers

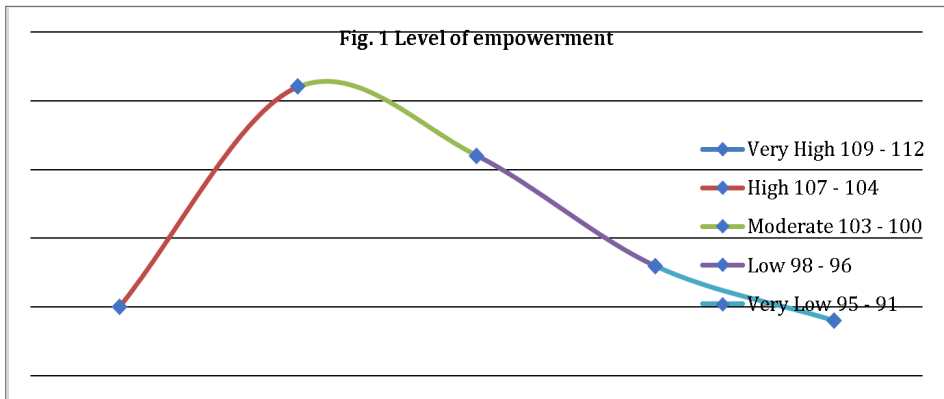
Particulars	Options	No. of responses	%
Area	Urban	9	16.67
	Rural	45	83.33
Educational Qualification	BA/BSc/BCom	29	53.7
	MA/MSc/MCom	20	37.03
	MBA	2	3.7
	MSW	3	5.57
Category	General	19	35.18
	ST	11	20.37
	SC	21	38.89
	Others	3	5.56
Method Subject	Life Science Physical Science	15	27.78
	Physical Science Mathematics	7	12.96
	Political Science Geography	16	29.64
	Bengali Political Science	12	22.22
	Life Science English	2	3.7
	Commerce English	2	3.7

i) Level of pre service women teachers empowered in utilizing ICT

To determine the level of pre service women teachers empowered with using ICT, it is evident through the tabular 2 that 9.257% were empowered very high, 38.89% were empowered high, 29.64% were moderately empowered, 14.82% were empowered low and 7.4 were empowered very low as shown in Fig.1. Consequently, 48.18 percent (9.25 + 38.89) of the pre service women teachers were observed to be very high and high in the empowerment of ICT usage.

Table 2 : Level of pre service women teachers empowered in utilizing ICT

Level	Score Range	z-score range	Frequency	%
Very High	109 - 112	1.123 & above	5	9.25
High	107 - 104	1.122 – 0.205	21	38.89
Moderate	103 - 100	-0.713 – 0.204	16	29.64
Low	98 - 96	0.714 - -1.631	8	14.82
Very Low	95 - 91	-1.632 & below	4	7.4



ii) Opinion of pre service women teachers in utilizing ICT

To determine the attitude of pre service women teachers about using ICT, t test was performed with the existing information that was presented in Table 3. The tabulated value of 1.96 at 0.05 level is lower than the calculated value of 2.51, therefore the t test is statistically significant. In summary, the confidence level of 95 percent indicates that there is a notable difference of opinion between Urban and Rural pre service women teachers in the usage of ICT.

Table 3: Pre service women teacher opinion on the usage of ICT.

Area	N	Mean	Standard Deviation	df	t	Significance
Urban	9	106.00	6.442	52	2.5106	Significant
Rural	45	102.00	3.867			
	54					

Findings and Discussion

The application of ICT among pre service women teachers in this research is discovered to be that, 48.18% found themselves to be very highly and highly empowered. Research findings by Shehata 2017; Chen 2004 also presents the argument that women were empowered by using ICT. Further, the research identified that there is a huge disparity of perception between Urban and Rural pre service women teachers in the use of ICT. This finding is in line with the role of ICT in various aspects as portrayed by Beena and Mathur (2012) in their study.

Conclusion

The empowerment of women in the form of networking the knowledge opens up space to women to express freely and share their experiences, enterprises and knowledge thus enabling them to become enriched in future. The ICT women would be appropriate to expand the scope of their effort and solve problems initially beyond their scope. Knowledge networking provides a novel interactive communication. Education and training has been a key issue of concern as far as women empowerment is concerned in the times past. Recent changes in ICTs have tremendous eventuality to facilitate and develop education and training. Through this research one finds that the status of the empowerment trend has been in increasing order and that there is the difference of opinion among the women towards ICT in the urban and the rural population. The educated pre service women teachers are more perceptive regarding the operation of ICT and its value in this competitive world.

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