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International Research Journal of Human Resources & Social Sciences

Aims and Scope

International Research Journal of Human Resources and Social Sciences (IRJHRSS) is a double blind peer reviewed, refereed monthly international journal that provides rapid publication of articles in all areas of human resources and social sciences and their applications. The journal provides a common forum where all aspects of human resources and social sciences are presented. The journal welcomes publications of high quality papers on following areas-

Study of Human Resources And Social Science Such As Policy Initiatives, Worker Rights, Benefits And Responsibilities, Employee-Management Relations, Strategic Planning And Allocation, Education And Training, Recruitment And Work Practices, Professional Development And Leadership, Cultural, Cross-Cultural And Gender Issues, Role Of The Unions And Their Impact On Organisational Productivity And Worker Satisfaction, Worker Employability And Transferability Of Skills, Wage And Incentive Aspects Of Employment, Worker Retirement Issues, Impact Of Technology On Human Resources Practices , Employees As A Source Of Innovation And Creation, Anthropology, Communication Studies, Criminology, Cross Cultural Studies, Demography, Development Studies, Education, Ethics, Geography, History, Industrial Relations, Information Science, International Relations, Law, Linguistics, Media Studies, Methodology, Philosophy, Political Science, Population Studies, Psychology, Public Administration, Sociology, Social Welfare, Paralegal, Performing Arts (Music, Theatre & Dance), Religious Studies, Visual Arts, Women Studies And Allied Subjects. Empirical research using primary, secondary or experimental data is also encouraged.

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LEARNERS' SPACES OR EXPECTED ANSWERS: EXPLORING TEACHERS DILEMMA

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ABSTRACT

Since babies are born and adults start looking for responses from them, adults get into the traps of expectations from them. The contrary might also be true. Who knows? Who can know? This trap of looking for one's self into the responses of others seems to be an important form of meaning making process for „human“ beings (and we have no access to understand this about „other“ beings). As babies grow, this trap of expected responses grows on both sides. A philosophical position on Preconceived Notions about the expected answers may be constructed as looking for oneself in others (but present work does not attempt this). Mutuality of existence and coexistence may be the premises on which this reflection may be based. Alternatively, it can be interpreted as Ego, sometimes self-centeredness and sometimes as simple reaffirmation about one's self too. When interpreted in terms of mutuality, a link or connection seems to establish when there is an agreement in the responses in terms of expectations. This process grows to the extent that pre-conceived notions about expected answers grows in general and in classroom contexts in particular. These preconceived notions about expected answers swells to the size that they start interfering in the regular co-construction of knowledge and ideas. In the process, a sense of supremacy may also creep in. Supremacy of not ideas, but individuality deeply sank in self-centeredness. In the context of classroom interactions, evolutions of learners' ideas are dependent to a large extent on the teachers' abilities to give adequate space to them to express and present their own ideas, however naïve these ideas may seem. Teachers are required to create those spaces in the teaching-learning process by extending these to the learners, those spaces that are often considered as essentially theirs. In this context, teachers' abilities to come out of their pre-conceived notion of expected answer is to be studied along with the factors that might or might not affect this. The study focuses on preservice teachers' natural dispositions towards „Could Come Out of the Pre-conceived Notion of Expected Answer“ in terms of Qualification Level of the Teacher, Teacher's Area of Expertise and Class Taught by the Teacher. In the study relevant graphs related to this focus have been drawn and interpreted. „Statistical Descriptives“ of the same have also been interpreted as part of the study. The study did not find any significant difference in pre-service teachers' response to „Could Come Out of the Pre-conceived Notion of Expected Answer“ in terms of Qualification Level of the Teacher. Whereas a difference in pre-service teachers' response to „Could Come Out of the Pre-conceived Notion of Expected Answer“ in terms of Teacher's Area of Expertise and Class Taught by the Teacher has been located. Also, the study finds that the strength of association between Could Come Out of the Pre-conceived Notion of Expected Answer for Teacher's Area of Expertise and Class Taught by the Teacher

is large. Further, the study hints that the teacher's area of expertise for teaching different subjects to science learners could help them to come out of the pre-conceived notion of expected answers. Also, the teachers teaching at the lower level could help the science learners to come out of the pre-conceived notion of expected answers more than their counterparts at higher levels of schooling in the selected schools. These factors had been located as research gaps in the study done by one of the researchers from this research team. The study contributes towards understanding the role of these factors in „formal“ science classroom settings while trying out „informal environments“ in eighteen selected schools under guidance of one of the researchers from this team.

Key Words: Culture of Science, learning strands, Science classrooms, Pre-service Teacher Education, Qualification Level of the Teacher, Teacher's Area of Expertise, Class Taught by the Teacher, Expected Answers

INTRODUCTION

(Bell et al., 2009) proposed a —strands of science learning framework that articulates science specific capabilities supported by informal environments. It builds on the framework developed for K-8 science learning in Taking Science to School (Duschl et al., 2007) —That four strand framework aligns tightly with the Strands 2 through 5. They have added two additional strands—Strands 1 and 6—which are of special value in informal learning environments. The six strands illustrate how schools and informal environments can pursue complementary goals and serve as a conceptual tool for organizing and assessing science learning. The six interrelated aspects of science learning covered by the strands reflect the field's commitment to participation—in fact, they describe what participants do cognitively, socially, developmentally, and emotionally in these settings. Learners in informal environments:

Strand 1: Experience excitement, interest, and motivation to learn about phenomena in the natural and physical world.

Strand 2: Come to generate, understand, remember, and use concepts, explanations, arguments, models, and facts related to science.

Strand 3: Manipulate, test, explore, predict, question, observe, and make sense of the natural and physical world.

Strand 4: Reflect on science as a way of knowing; on processes, concepts, and institutions of science; and on their own process of learning about phenomena.

Strand 5: Participate in scientific activities and learning practices with others, using scientific language and tools.

Strand 6: Think about themselves as science learners and develop an identity as someone who knows

about, uses, and sometimes contributes to science (Bell et al., 2009)¶.

Need and Background of the Study

Since babies are born and adults start looking for responses from them, adults get into the traps of expectations from them. The contrary might also be true. Who knows? Who can know? This trap of looking for oneself into the responses of others seems to be an important form of meaning making process. As babies grow, this trap of expected responses grows on both sides. Preconceived notions about the expected answers may be observed as looking for oneself in others too. Mutuality of existence, coexistence may be the premise on which this reflection is based. Sometimes this is interpreted as Ego, sometimes self-centeredness and sometimes as simple reaffirmation about oneself. When interpreted in terms of mutuality, a link or connection seems to establish when there is agreement in the responses in terms of expectations. This process grows to the extent that pre-conceived notions about expected answers grows in general and in classroom contexts in particular. These preconceived notions about expected answers swells to the size that they start interfering in the regular co-construction of knowledge and ideas. A sense of supremacy may also creep in. Supremacy of not ideas but individuals. Evolutions of learners' ideas is dependent to a large extent on the teachers' abilities to give adequate space to them to express and present their own ideas, however naïve these ideas may seem. Teachers are required to create those spaces in the teaching-learning process by extending to the learners, those spaces that are often considered as essentially theirs.

In this context, teachers' abilities to come out of their pre-conceived notion of expected answer is to be studied along with the factors that might or might not affect this. There had been an innovative work of applying informal Learning Strands in Science Classrooms (Kumar, 2014d; Prabha et al., 2013, 2012; Prabha & Kumar, 2014) formally with unit and lesson planning for teaching-learning science. In the process there had been attempts to develop theoretical context of Alternative Frameworks (Kumar, 2011, 2012a, 2015, 2013a, 2013d, 2013f, 2013g, 2013l, 2013i, 2014m, 2014x) and to undertake Concept specific researches (Kumar, 2013m) on Alternative Framework in Science on Magnets (Kumar, 2014c), rain (Kumar, 2014u), soil (Kumar, 2014w), cells (Kumar, 2014n), Electric Current (Kumar, 2014f), light (Kumar, 2014o), blood (Kumar, 2014j), Food (Kumar, 2014l), Mirrors and Lenses (Kumar, 2014s), Universe (Kumar, 2014r), Plant Reproduction (Kumar, 2014t), Sources of Energy (Kumar, 2014v), Air (Kumar, 2014i), Force (Kumar, 2014q), Light (Kumar, 2014o) etc. This had been followed by further research on understanding Natural Dispositions of the engaged teachers in Classroom Context (Kumar, 2013a) and related Processes (Kumar, 2012b, 2012c, 2014b, 2014e, 2014d, 2014h, 2014g, 2014p, 2014k, 2015, 2013b, 2013c, 2013e, 2013h, 2013j, 2013k, 2013n, 2014a). Factors affecting "Could Come

Out of the Pre-conceived Notion of Expected Answer” could not find space in these or other studies by the research team. The current study attempts to fill take that up.

Research Methodology

Research Questions

Three research questions are framed based on the following three factors viz. Qualification Level of the Teacher, Teacher's Area of Expertise, Class Taught by the Teacher.

1. How do we graphically represent preservice teacher’s natural dispositions towards”Could Come Out of the Pre-conceived Notion of Expected Answer” in terms of the identified factors?
2. How do we interpret ‘statistical descriptives’ related to preservice teacher’s natural dispositions towards “Could Come Out of the Pre-conceived Notion of Expected Answer’ in terms of the identified factors?
3. What are the differences (if any) in preservice teacher’s natural dispositions towards “Could Come Out of the Pre-conceived Notion of Expected Answer” in terms of the identified factors?

Research Objectives

The study has focused on the following objectives:

1. To draw and interpret relevant graphs related to preservice teacher’s natural dispositions towards “Could Come Out of the Pre-conceived Notion of Expected Answer” in terms of the identified factors.
2. To interpret the ‘statistical descriptives’ related to preservice teacher’ s natural dispositions towards “Could Come Out of the Pre-conceived Notion of Expected Answer” in terms of the identified factors.
3. To locate the differences (if any) in preservice teacher’ s natural dispositions towards “Could Come Out of the Pre-conceived Notion of Expected Answer” in terms of the identified factors.

Methodology, Sample and Tools:

An amalgamation of review of literature and experiences in the domain of science education brought about certain questions that needed to be explored. With this need evolved a tool in the form of questionnaire containing 26 items. This combination of close-ended and open-ended questions were related to specific context of teaching-learning processes. The specificity of these processes lies in the

framework developed as an alternative to the much-celebrated Herbartian way of planning. This general tool was validated by the field experts in an all-inclusive way. Colleagues in the teacher education institutions were also engaged in the validation process. Issues such as ambiguity of language and style of formatting were identified and addressed before application of the tool. The researchers used IBM-SPSS for the purpose of analysis. Observation and unstructured interviews triangulated the data.

Thirty-eight Pre-Service Science teachers were chosen as purposive sample. Data could not be received from eight of them. So total thirty pre-service teachers constituted as sample of the study. 592 responses on lessons were received from them. To elaborate further, the sample was from two universities viz. University of Delhi and GGSIP University, Delhi. They were associated with 18 schools across Delhi for their internship program called School Life Experience Program. During this program, they were directed by one of researchers from this team. They applied alternative framework of Lesson and Unit planning through this guidance and direction. Different graduation and post-graduation subjects ensured that the diversity in expertise is maintained. For preserving the identity of the participating teachers, they were allotted codes from 1.01 to 1.30 and 2.01 to 2.08. These codes represented different colleges too. While the pre-service teachers were primary sample, their learners in the eighteen schools became the associated sample. The combined sample of teachers and the learners revealed itself to be heterogeneous. As a result, we can accept that heterogeneity in teaching-learning settings was applied and maintained for application of the framework developed as an alternative to the Herbartian system.

The properties of different factors that had been studied in the sample are described below.

Level				
		Value	Count	Percent
Standard Attributes	Label	Qualification Level of the Teacher		
	Type	String		
	Measurement	Nominal		
Valid Values	1	Graduate	25	83.3%
	2	Post Graduate	5	16.7%

Expertise				
		Value	Count	Percent
Standard Attributes	Label	Teacher's Area of Expertise		
	Type	String		
	Measurement	Nominal		
Valid Values	1	Physics	1	3.3%
	2	Bio-Technology	2	6.7%
	3	Life-Sciences	8	26.7%
	4	Mathematics	3	10.0%
	5	Physical Sciences	10	33.3%
	6	Chemistry	4	13.3%
	7	Applied Sciences	1	3.3%
	8	Information Technology	1	3.3%

Class				
		Value	Count	Percent
Standard Attributes	Label	Class Taught by the Teacher		
	Type	String		
	Measurement	Nominal		
Valid Values	6	6th Class	13	43.3%
	7	7th Class	8	26.7%
	8	8th Class	8	26.7%
	9	9th Class	1	3.3%

Analysis of Data

While there had been a very comprehensive tool that was developed, the issue “Encouraged Learners Attempt to Generate Solutions to Problems” was identified for analysis in this paper. On this subject, the

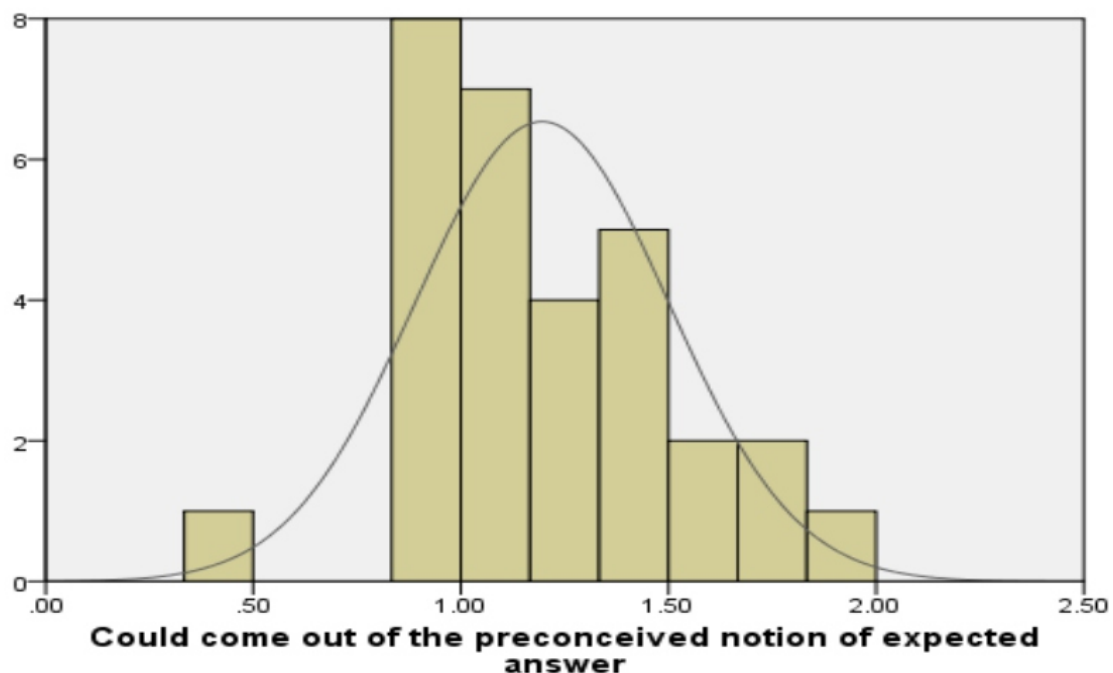
responses as disagree, agree, and strongly agree were logged. These responses were quantified. For quantification marks zero, one and two were given to these responses. Thus, average scores of all pre-service teachers were calculated. The average scores of the thirty responding teachers are analysed and reported. As per the constraints of research questions and research objectives of the paper analysis are being presented.

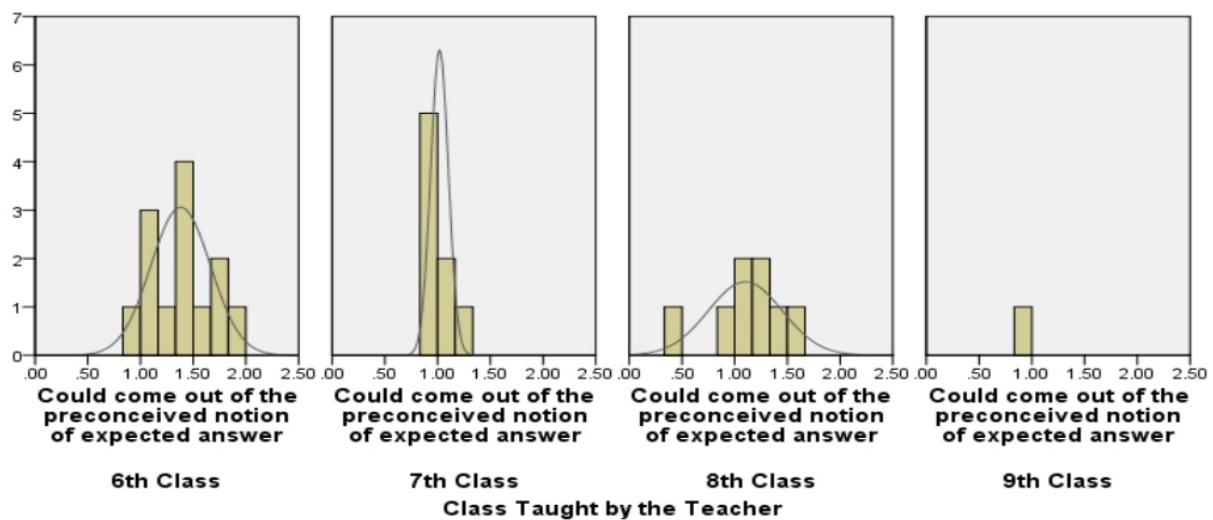
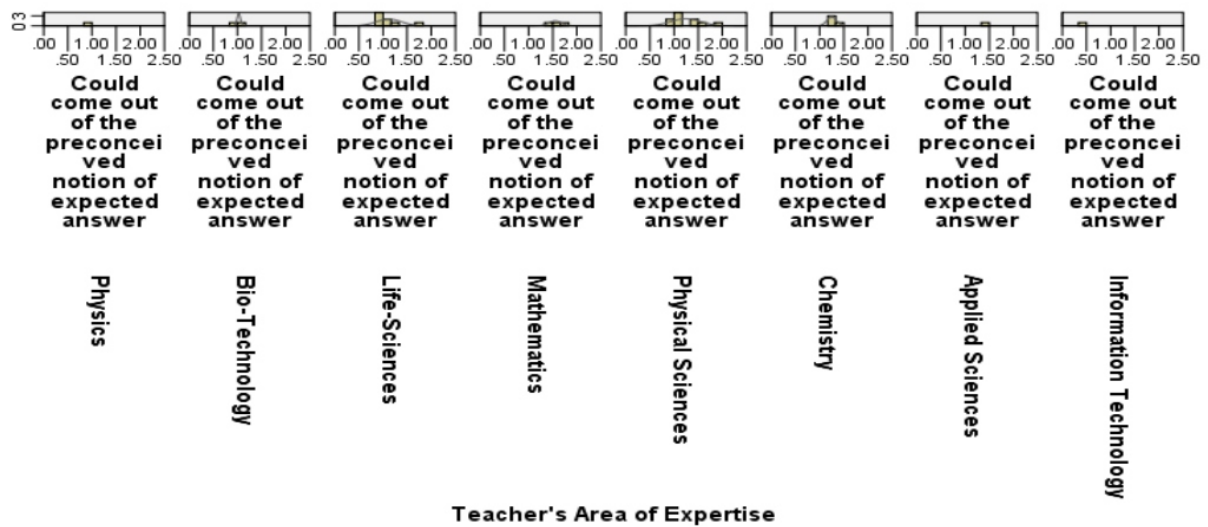
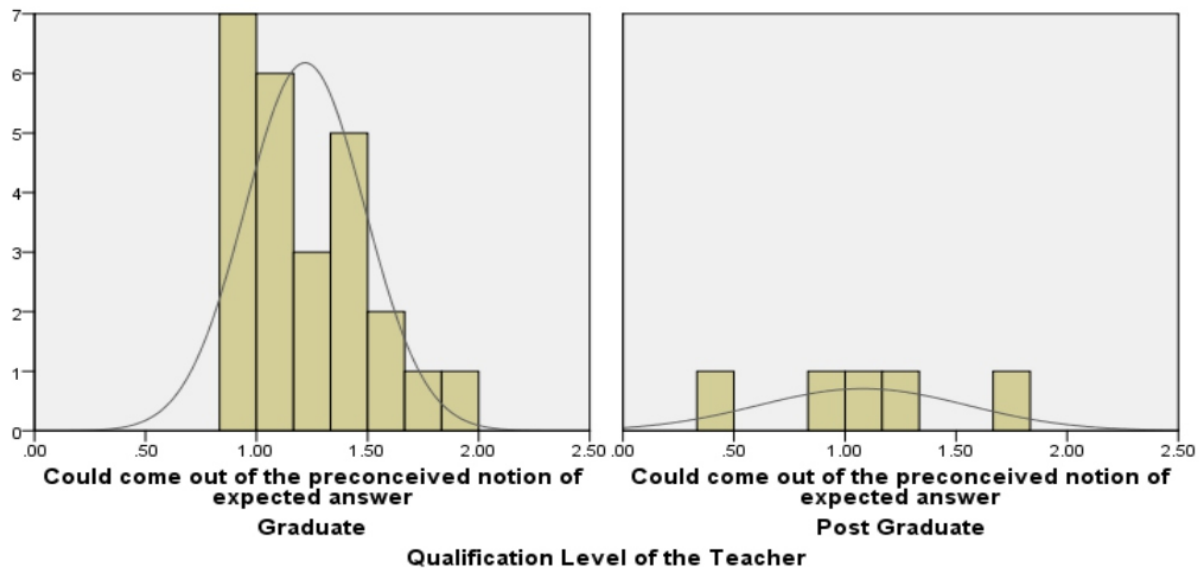
Findings

Table 1 shows the average scores of several teachers on the feedback schedule related to the Component “Could Come Out of the Pre-conceived Notion of Expected Answer” of the teaching-learning environment in damage of Teachers' Self-Assessment. The evaluation, interpretation and appropriate graphical descriptions had been used in the following discussions using the information from the Table 1.

Table 1 - Individual average score of different respondents on the item: Could Come Out of the Pre-conceived Notion of Expected Answer

Tch. Cd.	Av. Score
1.03	0.95
1.09	1.5
1.14	1
1.22	1.45
1.27	1.05
1.28	1.45
2.01	1.2
1.01	0.95
1.02	1
1.04	1.4
1.05	0.95
1.06	1.7
1.07	0.95
1.08	1.05
1.1	1.05
1.11	1.2
1.12	1.4
1.13	1.45
1.17	1.05
1.18	1.9
1.19	1.15
1.2	1.1
1.21	1.15
1.23	1.7
1.24	1.5
1.25	1.2
1.26	1.2
1.3	0.85
2.02	0.4
2.03	0.95





Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Could come out of the preconceived notion of expected answer * Qualification Level of the Teacher	30	100.0%	0	0.0%	30	100.0%

Could come out of the preconceived notion of expected answer * Teacher's Area of Expertise	30	100.0%	0	0.0%	30	100.0%
Could come out of the preconceived notion of expected answer * Class Taught by the Teacher	30	100.0%	0	0.0%	30	100.0%

Could come out of the preconceived notion of expected answer * Qualification Level of the Teacher

Report								
Could come out of the preconceived notion of expected answer								
Qualification Level of the Teacher	Mean	Median	Minimum	Maximum	Range	Std. Deviation	Skewness	Kurtosis
Graduate	1.2182	1.1500	.85	1.90	1.05	.26899	.826	.068
Post Graduate	1.0800	1.1500	.40	1.70	1.30	.46984	-.306	1.288
Total	1.1952	1.1500	.40	1.90	1.50	.30508	.112	.812

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Could come out of the preconceived notion of expected answer * Qualification Level of the Teacher	Between Groups	(Combined)	.080	1	.080	.850	.364
	Within Groups		2.620	28	.094		
	Total		2.699	29			

Measures of Association		
	Eta	Eta Squared
Could come out of the preconceived notion of expected answer * Qualification Level of the Teacher	.172	.029

Could come out of the preconceived notion of expected answer * Teacher's Area of Expertise

Report								
Could come out of the preconceived notion of expected answer								
Teacher's Area of Expertise	Mean	Median	Minimum	Maximum	Range	Std. Deviation	Skewness	Kurtosis
Physics	.9500	.9500	.95	.95	.00	.	.	.
Bio-Technology	1.0250	1.0250	1.00	1.05	.05	.03536	.	.
Life-Sciences	1.1188	1.0750	.85	1.70	.85	.26449	1.712	3.593
Mathematics	1.5500	1.5000	1.45	1.70	.25	.13229	1.458	.
Physical Sciences	1.2405	1.0750	.95	1.90	.95	.31108	1.134	.674
Chemistry	1.2500	1.2000	1.20	1.40	.20	.10000	2.000	4.000

Applied Sciences	1.4500	1.4500	1.45	1.45	.00	.	.	.
Information Technology	.4000	.4000	.40	.40	.00	.	.	.
Total	1.1952	1.1500	.40	1.90	1.50	.30508	.112	.812

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Sig.
Could come out of the preconceived notion of expected answer * Teacher's Area of Expertise	Between Groups	(Combined)		1.272	7	.182	2.802	.030
	Within Groups			1.427	22	.065		
	Total			2.699	29			

Measures of Association		
	Eta	Eta Squared
Could come out of the preconceived notion of expected answer * Teacher's Area of Expertise	.687	.471

Could come out of the preconceived notion of expected answer * Class Taught by the Teacher

Report								
Could come out of the preconceived notion of expected answer								
Class Taught by the Teacher	Mean	Median	Minimum	Maximum	Range	Std. Deviation	Skewness	Kurtosis
6th Class	1.3811	1.4000	.95	1.90	.95	.28260	.218	-.681
7th Class	1.0188	1.0000	.95	1.20	.25	.08425	1.601	2.915
8th Class	1.1000	1.1750	.40	1.50	1.10	.35051	-1.105	1.570
9th Class	.9500	.9500	.95	.95	.00	.	.	.
Total	1.1952	1.1500	.40	1.90	1.50	.30508	.112	.812

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Could come out of the preconceived notion of expected answer * Class Taught by the Teacher	Between Groups	(Combined)	.831	3	.277	3.856	.021
	Within Groups		1.868	26	.072		
	Total		2.699	29			

Measures of Association		
	Eta	Eta Squared
Could come out of the preconceived notion of expected answer * Class Taught by the Teacher	.555	.308

Analysis and Interpretation:

1) The Mean is 1.1952 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Total teachers taken together is 1.5 for which minimum value is 0.4 and maximum value is 1.9. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.30508. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.89 and 1.50. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 0.112. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 0.812 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

2(a) The Mean is 1.2182 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Graduate teachers taken together is 1.05 for which minimum value is

1.9. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.26899. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.95 and 1.48. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 0.826. which means that the data is moderately positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 0.068 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

2(b) The Mean is 1.08 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.15 which means fifty percent of the cases lie above and below it. The Range for Post Graduate teachers taken together is 1.3 for which minimum value is 0.4 and maximum value is 1.7. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.46984. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.61 and 1.54. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is -0.306. which means that the data is slightly negatively skewed. i.e., the number of low scorers is greater than the high scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 1.288 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

2© We test the null-hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Qualification Level of the Teacher the value of the F-ratio comes out to be 0.850 and the p-value comes out to be 0.364 through ANOVA. The interpretation of the p-value reveals that it is more than the alpha level i.e., 0.05 which means that we retain the null hypothesis. The interpretation of the F-ratio reveals that it is less than the critical value 4.196 which means that we retain the null hypothesis. On the basis of this interpretation, we retain the null hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Qualification Level of the Teacher as a conclusion of this interpretation. The value of eta-squared is 0.029 as shown in the table. As we retain the null-hypothesis the strength of association between Could Come Out of the Pre-conceived Notion of

Expected Answer * Qualification Level of the Teacher is considered insignificant.

3(a) The Mean is 0.95 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 0.95 which means fifty percent of the cases lie above and below it. The Range for Physics teachers taken together is 0 for which minimum value is 0.95 and maximum value is 0.95. This shows no difference between minimum on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is incalculable. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(b) The Mean is 1.025 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.025 which means fifty percent of the cases lie above and below it. The Range for Bio-Technology teachers taken together is 0.05 for which minimum value is 1 and maximum value is 1.05. This shows low difference between minimum and maximum values. This difference can be interpreted as low divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.03536. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.67 and 1.37. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(c) The Mean is 1.1188 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.075 which means fifty percent of the cases lie above and below it. The Range for Life-Sciences teachers taken together is 0.85 for which minimum value is 0.85 and maximum value is 1.7. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.26449. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.85 and 1.38. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 1.712. which means that the data is highly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 3.593 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

3(d) The Mean is 1.55 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.5 which means fifty percent of the cases lie above and below it. The Range for Mathematics teachers taken together is 0.25 for which minimum value is 1.45 and maximum value is 1.7. This shows low difference between minimum and maximum values. This difference can be interpreted as low divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.13229. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 1.41 and 1.68. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 1.458. which means that the data is highly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(e) The Mean is 1.2405 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.075 which means fifty percent of the cases lie above and below it. The Range for Physical Sciences teachers taken together is 0.95 for which minimum value is 0.95 and maximum value is 1.9. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.31108. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.92 and 1.55. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 1.134. which means that the data is highly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 0.674 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

3(f) The Mean is 1.25 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.2 which means fifty percent of the cases lie above and below it. The Range for Chemistry teachers taken together is 0.2 for which minimum value is 1.2 and maximum value is 1.4. This shows low difference between minimum and maximum values. This difference can be interpreted as low divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.1. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 1.15 and 1.35.

This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 2. which means that the data is highly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 4 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

3(g) The Mean is 1.45 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.45 which means fifty percent of the cases lie above and below it. The Range for Applied Sciences teachers taken together is 0 for which minimum value is 1.45 and maximum value is 1.45. This shows no difference between minimum and maximum values. This difference can be interpreted as no divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is incalculable. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(h) The Mean is 0.4 which means on an average most teachers disagree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 0.4 which means fifty percent of the cases lie above and below it. The Range for Information Technology teachers taken together is 0 for which minimum value is 0.4 and maximum value is 0.4. This shows no difference between minimum and maximum values. This difference can be interpreted as no divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is incalculable. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

3(I) We test the null-hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Teacher's Area of Expertise the value of the F-ratio comes out to be 2.802 and the p-value comes out to be 0.03 through ANOVA. The interpretation of the p-value reveals that it is less than the alpha level i.e., 0.05 which means that we reject the null hypothesis. The interpretation of the F-ratio reveals that it is more than the critical value 2.464 which means that we reject the null hypothesis. On the basis of this interpretation, we reject the null hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Teacher's Area of Expertise as a conclusion of this interpretation. The value of eta-squared is 0.471 as shown in the table. As we reject the null-hypothesis the strength of association between Could Come Out of the Pre-conceived Notion of Expected Answer * Teacher's Area of Expertise indicates a large effect.

4(a) The Mean is 1.3811 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.4 which means fifty percent of the cases lie above and below it. The Range for 6th Class teachers taken together is 0.95 for which minimum value is 0.95 and maximum value is 1.9. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.2826. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 1.09 and 1.66. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 0.218. which means that the data is slightly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is -0.681 which shows that the data distribution will be interpreted not outside the range of normality. This is evident in the graphical representation of the data as well.

4(b) The Mean is 1.0188 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1 which means fifty percent of the cases lie above and below it. The Range for 7th Class teachers taken together is 0.25 for which minimum value is 0.95 and maximum value is 1.2. This shows low difference between minimum and maximum values. This difference can be interpreted as low divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.08425. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.93 and 1.10. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is 1.601. which means that the data is highly positively skewed. i.e., the number of high scorers is greater than the low scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 2.915 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well.

4© The Mean is 1.1 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 1.175 which means fifty percent of the cases lie above and below it. The Range for 8th Class teachers taken together is 1.1 for which minimum value is 0.4 and maximum value is 1.5. This shows high difference between minimum and maximum values. This difference can be interpreted as high divergence in the mean scores on the response towards Could

Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is 0.35051. S.D. when interpreted with the calculated means, it implies that most of the teachers scored between 0.75 and 1.45. This means, on an average most of the teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer and some strongly agree with it. Skewness is -1.105. which means that the data is highly negatively skewed. i.e., the number of low scorers is greater than the high scorers on the question of Could Come Out of the Pre-conceived Notion of Expected Answer. This is evident in the graphical representation of the data as well. Kurtosis is 1.57 which shows that the data distribution will be interpreted outside the range of normality. This is evident in the graphical representation of the data as well. 4(d) The Mean is 0.95 which means on an average most teachers agree on Could Come Out of the Pre-conceived Notion of Expected Answer. The Median is 0.95 which means fifty percent of the cases lie above and below it. The Range for 9th Class teachers taken together is 0 for which minimum value is 0.95 and maximum value is 0.95. This shows no difference between minimum and maximum values. This difference can be interpreted as no divergence in the mean scores on the response towards Could Come Out of the Pre-conceived Notion of Expected Answer. Standard deviation is incalculable. Skewness is incalculable. Kurtosis is incalculable. This is evident in the graphical representation of the data as well.

4(e) We test the null-hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Class Taught by the Teacher the value of the F-ratio comes out to be 3.856 and the p-value comes out to be 0.021 through ANOVA. The interpretation of the p-value reveals that it is less than the alpha level i.e., 0.05 which means that we reject the null hypothesis. The interpretation of the F-ratio reveals that it is more than the critical value 2.975 which means that we reject the null hypothesis. On the basis of this interpretation, we reject the null hypothesis for the relation Could Come Out of the Pre-conceived Notion of Expected Answer * Class Taught by the Teacher as a conclusion of this interpretation. The value of η^2 is 0.308 as shown in the table. As we reject the null-hypothesis the strength of association between Could Come Out of the Pre-conceived Notion of Expected Answer * Class Taught by the Teacher indicates a large effect.

Conclusion:

The system generally shows resistance to alternatives given to already working models. this however has its own strengths too. Why should we discard anything that is serving the purpose to a considerable extent? Herbartian models of lesson planning has been serving our purpose very well till alternative theoretical frameworks started challenging its notions and design elements. In the alternative theoretical

frameworks, more flexibilities were required. Absence of design elements specific to teaching-learning of science aggravated the issue. In this context an alternative model of designing teaching-learning was developed by one of the researchers of the team. This alternative model has been thoroughly researched by the team. As part of the study of different aspects different papers had been published so that the field can review the work and the alternative can be given more space. In the present study focus is on preservice teacher's natural dispositions towards "Could Come Out of the Pre-conceived Notion of Expected Answer" in terms of Qualification Level of the Teacher, Teacher's Area of Expertise and Class Taught by the Teacher. In the study relevant graphs related to this focus have been drawn and interpreted. "Statistical Descriptives" of the same have also been interpreted as part of the study. The study did not find any significant difference in pre-service teachers' response to "Could Come Out of the Pre-conceived Notion of Expected Answer" in term of Qualification Level of the Teacher. Whereas a difference in pre-service teachers' response to "Could Come Out of the Pre-conceived Notion of Expected Answer" in terms of Teacher's Area of Expertise and Class Taught by the Teacher has been located. Also, the study finds that the strength of association between "Could Come Out of the Pre-conceived Notion of Expected Answer" for Teacher's Area of Expertise and Class Taught by the Teacher is large. Further, the study hints that the teacher's area of expertise for teaching different subjects to science learners could help them to come out of the preconceived notion of expected answers. Also, the teachers teaching at the lower level could help the science learners to come out of the pre-conceived notion of expected answers more than their counterparts at higher levels of schooling in the selected schools.

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RULE OF MUGHAL EMPIRE IN INDIA

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ABSTRACT

Beginning in 1526 and lasting until the middle of the 19th century, the Mughal Empire was an Indo-Islamic state that dominated a major area of the Indian subcontinent. Its reign began in 1526. Timurid dynasty emperors were the ancestors of the Mughal emperors. The so-called "classic phase" of the Mughal Empire began in 1556 with the accession of Jalaluddin Mohammad Akbar, also known as Akbar the Great. It came to an end in 1707 with the death of Emperor Aurangzeb, but the dynasty continued to rule for another 150 years after that.

Key words: Mughal Empire, Dynasty, Mughal Era, India

INTRODUCTION

The Mughal era in India lasted from 1526 until 1857. Perhaps India's Golden Age was the Mughal era. The Mughals were able to build a strong economy and burgeoning trade thanks to a good administrative framework. India's Mughal Empire was founded by Babur. Babur, a descendant of Timur and Genghis Khan, two of history's most illustrious people, was the first Mughal emperor to conquer land in India. His grandson Akbar is regarded as the person who truly established Mughal dominion. Humayun, the son of Babur, had his empire lost for over 15 years before regaining it with the aid of the Shah of Persia. Neither Babur nor Humayun were successful in establishing Mughal power over the nation. The Mughal Empire developed under Akbar and became one of the most powerful empires to dominate India. Akbar was a powerful emperor who was renowned for his tolerance of all religions. Instead of taking religious affiliation into consideration, he appointed officials. Akbar was reputed to have respected his vanquished adversaries by appointing them to the Mughal court. He married Rajput princesses to build political connections with Rajput monarchs and appointed his in-laws to several important offices in his court. It is well known that Akbar welcomed academics from all major religions to his court for talks on issues related to philosophy, religion, and divinity. He established the religion Din-i-Ilahi, which incorporated ideas from Jainism, Zoroastrianism, Islam, Hinduism, and Christianity. Mahesh Das, also known as Birbal, was a Hindu Brahmin who served as his personal confidant.

Jahangir, the king who succeeded Akbar following his death, is renowned for his appreciation of the arts. Under his leadership, painting grew in popularity and he supported numerous artists. When the emperor started to disregard his affairs in the court, it is reported that his wife Nur Jahan presided on his behalf. Under his rule, it is known that coins bearing her name were minted. Like his father, Jahangir was an impartial emperor. The successor to Jahangir, Shah Jahan, was not as progressive as Akbar or Jahangir, but he was also not conventional. Shah Jahan was a patron of the arts. India flourished as a centre for arts, crafts, and architecture throughout his administration. The economy and trade were very steady. He was put under house imprisonment by his son Aurangzeb after he emerged triumphant from a fight for the throne that occurred while Shah Jahan was unwell. The Taj Mahal was ordered to be built by Shah Jahan while he was under house imprisonment. An orthodox viewpoint was known to characterise Aurangzeb. He brought back the jiziya, a tax that non-Muslims in a Muslim state were required to pay that Akbar had previously done away with. Aurangzeb embarked on numerous journeys to enlarge his realm. He frequently engaged in combat with Shivaji, a Maratha warrior.

The Great Mughal Empire started to fall with Aurangzeb's passing. In comparison to the Great Mughals, Aurangzeb's successors are known as the Later Mughals and are less well-known in the history of the Mughal Empire in India. Between 1526 and 1857, the Mughal Empire, at its height, controlled most of the Indian Subcontinent as well as portions of Afghanistan and Balochistan. At the First Battle of Panipat, when they employed gunpowder for the first time in India, the Mongol leader Babur beat Ibrahim Lodi, the last of the Afghan Lodi Sultans, and established the empire. "Gunpowder empire" is how people refer to the Mughal Empire. The Indo-Aryan equivalent of "Mongol" is "Mughal." Babur was a Chingis Khan ancestor. Even into the sixteenth century, the Mughals continued to practise elements of Mongol culture, such as the positioning of tents around the royal camp during military operations. Islam was the Mughals' religion.

The empire expanded significantly during Akbar the Great and did so up to Aurangzeb's death. The empire was controlled by Jahangir, the son of Akbar, from 1605 to 1627. The empire was huge and prosperous enough to be regarded as one of the greatest empires in the world when Shah Jahan, Jahangir's son, was crowned emperor in October 1627. From 1630 and 1653, Shah Jahan ordered construction of the Taj Mahal, a structure that stands as the height of Mughal architectural achievement. The Mughals left a rich legacy of structures, artwork, and literature as supporters of the arts and education. Their magnificent gardens (jahanara), which are like a little piece of heaven on earth, and the purity of nature, which is praised by God in the Qur'an (Q34: 10), continue to be a striking part of their heritage.

The empire began a long and steady collapse in actual authority after Aurangzeb's death in 1707, but it continued to exercise all the trappings of power in the Indian subcontinent for another 150 years. The Nadir Shah army of the Persian shah conquered it in 1739. (1688-1747). Ahmad Shah (1747–1772) of Afghanistan pillaged Delhi in 1756. Since they were smug about their military prowess, the Mughals neglected to upgrade their technologies. Outsiders could engage their cannon, but no Indian could. The Mughal emperors' interest in preserving their opulent lifestyle and costly court increased as they became less concerned with excellent governance. Hence, the emperors before Aurangzeb are referred to as the "greater," and those who followed him as the "lesser." This trend closely resembles that of the Ottoman Empire, when the monarchs lost interest in sound government and continued the practises of their forebears, the Afghan Lodi Sultans.

More taxes were necessary to maintain the Mughal way of life, but the taxpaying public received no advantage. The development of agriculture or technology received little funding. Economic growth was prohibited because it was seen as a danger to the state's security (the more wealthy people could purchase arms and rebel). With the help of the British and French, local governors rapidly used this opportunity to essentially declare their independence from the central government. The British built factories as part of an early deal with the Mughals in 1616, and in 1765, through the Treaty of Allahabad, they gained tax-raising and administrative authority in Bengal, Bihar, and Orissa. The Mughal emperor thus became their puppet. After successfully competing against the French and Dutch and gaining control of a sizable portion of India, they ended the empire in 1857. The Mughals occasionally tried to forge positive interreligious ties with the non-Hindu majority by placing Hindus in important positions. In other instances, religious enthusiasm led to the destruction of Hindu statues and temples as well as the imposition of punitive taxes. In India, Pakistan, and Bangladesh, their positive legacy continues to promote interfaith cooperation, while their negative legacy encourages intercommunity (communitarian) animosity and even bloodshed. The Mughal legacy offers guidance on how to rule multiracial and multi religious civilizations.

MUSLIM IN INDIA

Long before the Mughals arrived in India, there were already Muslims living there. In the eighth century, the first Muslims arrived in the area. During the first half of the 10th century, a Muslim prince from Afghanistan attacked the Punjab eleven times, with little political success but stealing a significant deal of wealth. These invasions took place in Punjab. At the end of the 12th century, there was another invasion that was more successful. The culmination of these events was the establishment of the Delhi Sultanate. The city of Delhi was completely obliterated by a later Muslim invasion in the year 1398.

In the 15th century, descendants of the Mongol Empire who were residing in what is now the country of Turkestan gave rise to the Mughal Empire. They had converted to Islam and assimilated the culture of the Middle East, while retaining some aspects of the culture from whence they originated in the Far East. In addition to this, they inherited their predecessors' considerable military prowess and cunning from the Mongol people, and they were among the first Western military leaders to make use of firearms. The Mughal governing class was Muslim, but many of the empire's people were also Sikh and Hindu. Babur placed more emphasis on his Mongol ancestry than his faith when he first established the empire. The court abandoned the use of the lunar Muslim calendar in favour of a solar one that was better suited for agriculture under Akbar, who also eliminated the *jizya*, the levy on non-Muslims. Akbar's concept of *Din-i-Ilahi*, or "Godism" in English, which combined elements of Hinduism, Islam, and Christianity, was one of his strangest religious theories. He had close ties to the growing Sikh population, and it was declared the official religion up until his passing. Aurangzeb, a zealot notorious for retracting his zealous actions, did so subsequently. In addition to enforcing Sharia law, which he codified, Aurangzeb also reinstated the *jizya* and, like Babur before him, razed temples to make way for mosques. He is well renowned for his severe treatment of non-Muslims.

The Mughal court altered drastically under Aurangzeb. He expelled court musicians, dancers, and singers because, in his view, Islam forbade music. Also, he halted the creation of representational artwork, particularly the miniature paintings for which the Mughals are famous, in accordance with Muslim tenets that restrict images. Several of the Sikh Gurus were persecuted by the Mughal Emperors, and Jahangir put the fifth Guru to death. Even the Taj Mahal is said to have been constructed on a holy Hindu spot, but this is debatable. At times, well-known Sufi leaders like gained followers from both Hindus and Muslims, and some Hindu gurus were also well-liked by Muslims. Hindus and Muslims still travel to several Sufi shrines. Instead of seeing themselves as subordinate to Islamic law, the Mughals inclined to see themselves as rulers by divine right. They did not give religious experts much authority as a result. They acknowledged the Ottoman claim to the caliphate, but they still considered the Ottomans to be just another Muslim empire, especially given their shared history. It is debatable whether prior religious harmony efforts were purely pragmatic or resulted from a more openminded understanding of Islam. Without a doubt, earlier Sufi gurus like Kabir (1414–1518) had symbolised a 'peace to all' style of Islam that was appealing to many people in the subcontinent. He drew equally from Hindu and Muslim devotional traditions as he preached about how everyone is a part of one big family. The "two-nation hypothesis," which held that Muslims and Hindus were two nations and could not live in peace together, led to the eventual reversal of the initial policy and the partition of India.

AN EMPIRE IN FRAGMENTS

The modern nations of India, Afghanistan, Sri Lanka, Bangladesh, and Pakistan make up the South Asian subcontinent, which is included in the Eurasian landmass. It has a long history of both large empires and minor states, much like Europe does. Around 1750, the majority of its governance was carried out by a slack confederation of powerful princely states¹ and wealthy port cities. The powerful Mughal Empire used to have complete control over the whole subcontinent at one point in history. Yet, beginning in the seventeenth century, the Mughal dynasty's influence over the region began to erode for two distinct reasons. First, the ever-widening internal divisions of the crumbling empire led to opposing groups' challenges to the authority of the central administration. Second, businesses and governments in Europe started looking for methods to get their hands on part of the empire's wealth. In a strict sense, the empire would continue to exist until the year 1858. In point of fact, these two shifts reinforced one another and, by 1750, had already produced a significant problem for the rulers of the Mughal empire.

BUILDING THE MUGHAL STATE

The epic victory that Sultan Babur had over the Lodhi Sultan in the year 1526 was the event that led to the establishment of the Mughal state in the sixteenth century. To beat an army that was twice as large as his own, Babur relied on a total of 20 cannons. Yet, he passed only two years later, indicating that it was not actually Babur's leadership that kept his dynasty going strong. It was his grandson who was responsible for the success of the Mughal Empire, as it was he who was able to extend Mughal territory and construct a very effective government structure. A significant amount of wealth was generated as a result of extensive commercial activity, particularly in the production of textiles. By the beginning of the seventeenth century, Mughal rulers ruled over one of the world's most prosperous and populous empires in the history of the world.

A widespread and effective government was responsible for securing this prosperity for its citizens. The Mughal monarchs were responsible for the establishment of a very sophisticated administration. As the emperors bestowed land concessions upon them, both Hindu rajas and Muslim sultans were eligible to be promoted to the position of mansabdar, which is an officer of the state. These military and civic officials were responsible for keeping the empire's cavalry (which consisted of armed horsemen) battle ready and for collecting taxes on behalf of the empire. In exchange, they were given land rights, monetary compensation, and a status.

The Mansabdars were comparable to the nobility of Europe, yet there were important differences between the two groups. Noble titles in the Mughal system were not passed down via families and might be revoked at any time by the emperor. In addition, in contrast to European nobles, mansabdars did not own the land; rather, their power consisted solely in the authority to collect taxes. This indicated that they possessed a level of power that was not even close to that of the emperor.

BABUR AND THE ESTABLISHMENT OF MUGHAL

Bbur was a Chagatai Turkic prince who reigned from 1526 to 1530. He was a descendant of the Turkish conqueror Timur (Tamerlane) on his father's side and Chagatai, the second son of the Mongol monarch Genghis Khan, on his mother's side. Bbur established the dynasty. The minor principality of Fergana, located to the north of the Hindu Kush mountain range, was ruled by Bbur's father, 'Umar Shaykh Mrz; Bbur inherited the principality at a young age, in 1494. In the year 1504, he won the battles that took place in Kabul and Ghazn and thereafter established himself there. After capturing Samarkand in 1511, he soon realised that, due to the formidable Safavid dynasty in Iran and the Uzbeks in Central Asia, he should rather turn to the southeast towards India in order to have an empire of his own. He did this because he believed that India would be the best place for him to establish his empire. As a Timurid, Bbur had his sights set on the Punjab, which Timur had previously had a portion of in his dominion. He went on a number of expeditions into the indigenous habitats that were there. During the years 1519 and 1524, during his invasions of Bhera, Sialkot, and Lahore, he made it clear that he intended to conquer Hindustan, a region whose political climate was favourable to his endeavour.

After achieving victory in the Punjab, Buru moved his forces on Delhi and won the backing of a large number of Delhi's nobility. At the First Battle of Panipat, he confronted the main force of Ibrahim Lod, the Sultan of Delhi, after having defeated two advance troop contingents of the Sultan's army. By April of that same year, he had taken possession of both Delhi and Agra, giving him the upper hand in the conquest of Hindustan.

REIGN OF HUMAYUN

When Babur passed away, he left his son Humayun (1530–56) with a challenging responsibility. The reassertion of Afghan claims to the throne of Delhi, conflicts over his own succession, and the Afghan-Rajput march into Delhi in 1540 were all factors that contributed to the pressure that was put on him from all sides. He managed to escape to Persia, where he remained as an awkward guest at the Safavid court of Tahmasp I for the better part of ten years. During the reign of Sher Shah, an imperial unification and

administrative structure were built; however, Akbar would go on to expand these aspects further in the later part of the century. In 1545, with the support of the Safavids, Humayun established a foothold in Kabul and reasserted his Indian claim. This was a task that was made easier by the collapse of Afghan influence in the area following the death of Sher Shah Suri in May 1545. In 1555, Humayun took possession of Delhi. Yet, he did not hold power in the years leading up to the deadly accident that occurred when he fell down the stairs in his library.

REIGN OF AKBAR

After Humayun's unexpected death in 1556, the responsibility of further imperial conquest and consolidation fell on Jalal-ud-Din Akbar, who was just 13 years old at the time (reigned 1556–1605). The stunning military victory at the Second Battle of Panipat in 1556 prompted Akbar's regent Bayram Khan to vigorously pursue an expansionist agenda on the emperor's behalf. As soon as Akbar reached adulthood, he began to exhibit his own aptitude for judgement and leadership, and he began to separate himself from the constraints of domineering ministers, court factions, and harem intrigues. This occurred almost immediately. A workaholic who rarely slept more than three hours a night, he personally oversaw the implementation of his administrative policies, which were to form the backbone of the Mughal Empire for more than two hundred years. These policies were to form the backbone of the Mughal Empire for more than two hundred years. He continued to conquer, annex, and consolidate a vast territory that was bounded by Kabul in the northwest, Kashmir in the north, Bengal in the east, and beyond the Narmada River in central India. This territory was roughly the same size as the Mauryan territory that existed approximately 1,800 years earlier.

Beginning in 1571, Akbar began construction of a fortified city close to Agra that he named Fatehpur Sikri (the word "Fatehpur" means "town of victory"). It was there that Akbar had palaces constructed for each of his senior queens, as well as an enormous man-made lake and opulent courtyards filled with water. It included the tomb of the Sufi saint, Shaikh Salim Chisti (1418-1572), whom he revered, and who had predicted the birth of his son. Shaikh Salim Chisti was buried there. The city, on the other hand, did not endure for very long because in 1585 the capital was relocated to Lahore. It's possible that the water supply in Fatehpur Sikri was inadequate or of low quality. On the other hand, other historians say that Akbar needed to pay attention to the northwest portions of his kingdom, which is why he transferred his capital to the northwest. In the year 1599, Akbar relocated the capital of his empire back to Agra, and he continued to rule from there until his death.

When it came to the administration of a huge region and the incorporation of numerous ethnic groups into the service of his empire, Akbar utilised two separate strategies that were both successful. In the year 1580, he inquired about the local revenue statistics for the preceding decade in order to gain a better understanding of the specifics regarding the production and price fluctuations of various crops. Akbar, with the assistance of Raja Todar Mal, a Rajput king, set a revenue schedule that the peasantry was able to endure while yet supplying the state with the highest amount of profit possible. The revenue demands, which were determined by regional farming customs and the condition of the soil, ranged from one-third to one-half of the yield and were paid in cash. Akbar placed a significant amount of importance on the zamindars who owned land. They were able to gather revenue by utilising their extensive local knowledge and influence, then they transferred it to the treasury while keeping a piece of it for themselves in exchange for the services that they provided. Within his administrative system, the warrior aristocracy, known as mansabdars, held ranks known as mansabs. These mansabs were stated in terms of the number of troops under their command and indicated factors such as pay, armed contingents, and duties. The earnings from jagirs, which were not inherited and could be transferred, was the primary source of income for the military elite (revenue villages).

Akbar was a wise ruler who had a genuine appreciation for the difficulties of administering such a large empire. He instituted a policy of reconciliation and assimilation of Hindus, who represented the majority of the population. This policy included Maryam al-Zamani, the Hindu Rajput mother of his son and heir, Jahangir. He recruited and rewarded Hindu chiefs with the highest ranks in government; encouraged intermarriages between Mughal and Rajput aristocracy; allowed new temples to be built; personally participated in celebrating Hindu festivals such as Deepavali, or Diwali, the festival of lights; and abolished the jizya (poll tax) imposed on non-Muslims. In addition, he allowed new temples to be built. Din-i-Ilahi, which translates to "Divine Faith," was Akbar's new religion, and it was based on the idea that all faiths and sects should be tolerated. Akbar is credited with developing his own doctrine of "ruler ship as a divine illumination," which he enshrined in the religion. He advocated for the remarriage of widows, discouraged the marriage of children, criminalised the practise of Sati, which consisted of widows taking their own lives on the funeral pyre of their husbands, and convinced the merchants of Delhi to create special market days for women, who were otherwise confined to their homes. Towards the conclusion of Akbar's rule, the Mughal Empire controlled the vast majority of the territory in India that lay to the north of the Godavari River. The regions of Gondwana in central India, Assam in the northeast, and huge areas of the Deccan were the only exceptions to this rule. Gondwana paid homage to the Mughals.

In the year 1600, the Mughal Empire under Akbar generated an income of 17.5 million pounds. To put it into perspective, the total amount of money in the British Treasury in the year 1800 was only £16 million.

The realm ruled by Akbar was home to a thriving intellectual and cultural community. The Shahnameh, the Bhagavata Purana, and the Bible were some of the works that were housed in the expansive imperial library, which contained literature written in Hindi, Persian, Greek, Kashmiri, English, and Arabic. Akbar engaged in a diverse set of pursuits in an effort to gain knowledge and uncover the truth, regardless of where these things could have been located. At Fatehpur Sikri, he built a special chamber for these conversations, and he brought Jesuit missionaries from Goa to his court. He also sponsored debates and dialogues on a regular basis among religious and intellectual elites who held differing views. Akbar was responsible for directing the development of the artistic masterwork known as the Hamzanama, which consisted of 1,400 huge paintings.

JAHANGIR AND SHAH JAHAN'S REIGN

The Taj Mahal is the most well-known structure constructed during Mughal reign. The rule of the Mughals, led by Jahangir (1605–1627) and Shah Jahan (1628–1658), was characterised by political stability, quick economic growth, exquisite paintings, and impressive structures. The Iranian beauty Mehr-Un-Nisaa, whom Jahangir married and called Nur Jahan ("Light of the World"), became the most influential person in the court aside from the emperor. Because of the Mughal court's splendour and brilliance, Persian poets, artists, scholars, and officers—including her own family members—found refuge in India. In addition to corruption, the number of ineffective, time-serving officials increased dramatically, upsetting the delicate balance of impartiality at the court. Jahangir enjoyed Hindu holidays but encouraged widespread conversion to Islam. He persecuted Jainists and even had Guru Arjun Dev, the fifth saint-teacher of the Sikhs, put to death. But he didn't do it out of any religious conviction. Prince Khursaw, a rival for the Mughal throne, was aided by Guru Arjun in the civil war that erupted after Akbar's demise. The significance of Diwali to Sikhs is derived from the 1620 release of 52 Hindu rulers from captivity.

Shah Jahan rebelled in 1622 as a result of Nur Jahan's fruitless attempts to secure the throne for the prince of her choice. The Persians conquered Kandahar in southern Afghanistan that same year, dealing a severe blow to Mughal prestige. When Jahangir gave Sir Thomas Roe, the British East India Company's ambassador, permission to develop a factory at Surat, he unintentionally started the process that would lead to the fall of the empire.

Shah Jahan ordered Mughal soldiers to conquer the Deccan and the northwest beyond the Khyber Pass between 1636 and 1646. The imperial treasury was depleted by these conflicts, despite the fact that they effectively displayed Mughal military prowess. As the state expanded militarily and the number of nobility and their retinues nearly quadrupled, so did the peasantry's demands for increased taxation. Political unification and maintenance of law and order over extensive territories encouraged the growth of big hubs of commerce and crafts—such as Lahore, Delhi, Agra, and Ahmadabad—linked by highways and rivers to distant places and ports. Shah Jahan also ordered the construction of the renowned Peacock Throne (Takht-e-Tavous, Persian:), which was encrusted with rows of pearls, 116 emeralds, and 108 rubies. The Mughals took great pride in their status as emperors, and they dressed and conducted themselves accordingly.

Under Shah Jahan's rule, the world-famous Taj Mahal was constructed in Agra as a mausoleum for his adored wife, Mumtaz Mahal. It stands for both Mughal aesthetic brilliance and extravagant spending during a time of resource shortage. Because the administration was unable to bring about any significant changes in the current social system, the economic situation of peasants and artisans did not improve. The revenue officials, whose main concerns were personal or familial gain, had no incentive to generate resources independently of the powerful Hindu zamindars and village chiefs, whose self-interest and local dominance prevented them from turning over the full amount of revenue to the imperial treasury. The Mughals unknowingly fostered conditions that ultimately resulted in the dissolution of their empire by their increasing reliance on land revenue. To support this extravagant way of life, an elaborate court, bodyguards, a harem, and fine clothing were established. More tax money was required. In the meantime, armies with more sophisticated technology could confront them from the outside with their gunpower technology, which had given them military superiority and went uncontested within India. The emperors' deterioration and eventual downfall was caused by their own avarice and complacency.

THE MUGHAL'S END

By a series of treaties and alliances, the British were in control of substantial portions of the Mughal Empire and other principalities by the middle of the nineteenth century. Although they were in fact ruling completely, they were still acting as agents of the Mughal Empire. In 1853, they took away Nana Sahib's titles and income, and in other places, they refused to acknowledge adopted sons as legitimate heirs while assuming power themselves. The Rani of Jhansi (1835–1858) was one of those who became disenchanted with British policies in India when they refused to acknowledge her son as the rightful successor after her husband's passing.

The Brits would seize any kingdom they had power over if they deemed its ruler to be depraved or if he lacked a legitimate heir, a practise known as the "Lahore policy." They occupied six states between 1848 and 1856, resulting in a great deal of instability. The British gave the Rani an annual stipend and told her to leave the fort in Jhansi in March 1854. She refused to leave and raised a volunteer army to fight the British East India Company's regular Sepoy army, which was primarily made up of Indian soldiers but also included British officials. Rumors that the British intended to flood India with Christian missionaries and that pork and bull fat was being used to lube the new Enfield rifle cartridge led to a series of revolts among the Sepoy army in 1857. The sepoys at Meerut revolted on May 10. They quickly took control of Delhi and installed Bahadur Shah II as the country of India's monarch. The British citizens fled to the Red Fort after Agra was also seized. Lucknow also fell, and the Rani of Jhansi, battling the British while costumed as a man, appeared from the Indian side as one of the heroes. On June 18, 1858, she passed away.

Despite the fact that Muslims and Hindus both rebelled against the British and there was significant Hindu-Muslim unity at the time, they always blamed Muslims for what became known as the Indian Mutiny and never fully trusted them again. They claimed that since Muslims were obligated to the global Muslim ummah, they could not be loyal to the British. Some Muslims referred to the uprising as a jihad, suggesting that they would not surrender to non-Muslim government and that they had a divine obligation to fight against infidel control. Since the Mughal emperor was still in charge and could not "mutiny" against his own legitimate rule, the word "mutiny" is barely relevant. Bahadur Shah II was exiled to Burma after being found guilty of treason. As the East India Company was disbanded, Queen Victoria was proclaimed Empress of India and Britain took complete control of its Indian holdings. They continued their programme of conquest, expelling "corrupt" Indian princes on a regular basis, claiming that Indians couldn't properly govern themselves. India rose to prominence inside the British Empire. Although all of the British protectorates and overseas territories collectively fell under the umbrella word "empire," the title "Emperor" as used by British kings technically only extended to India. Even while several princely republics maintained their formal independence, Sri Lanka and the whole subcontinent were under British rule by the early 20th century.

The Sikhs, who supported the British, gained respect and trust as a group. For instance, before the events of 1857–1858, Muslims were the majority social group in the North West Provinces, where they held 72 percent of all official government positions, including those in the legal field. Only nine out of 284 positions were held by Muslims in 1886, and it appeared that a long and illustrious dynasty had come to an unjust end.

The threat posed by European invaders left the Mughal Empire unprepared to handle it. It was unable to keep up its dominant military position. It collapsed from within because the emperors weren't as focused on running the country as they should have been. Due to extravagance, their forebears, the Afghan Lodi Sultans, had lost their sway. They didn't take the lesson to heart and, after a successful and affluent beginning, allowed their empire to decline, losing its competitive edge and literally devouring its money.

It is known that a small number of Bahadur Shah Zafar's relatives reside in Delhi, Hyderabad, and Kolkata, India. There are four main branches of the Temur clan today: Shokohane-Temur (Shokoh), Shahane-Temur (Shah), Bakshane-Temur (Baksh), and Salatine-Temur. The majority of direct descendants still go by the name Temur (Sultan).

CONCLUSION

The Mughal dynasty, sometimes known as the Mogul dynasty, was a Muslim monarchy that governed the majority of northern India from the early 16th century to the middle of the 18th century. The kings of the dynasty, who were derived from Timur and Genghis Khan, featured very competent monarchs over the course of seven generations. Moreover, the dynasty was distinguished by the endeavours of its emperors to combine Hindus and Muslims into a single empire in India. The first monarch of the Mughal Empire, Babur, reigned from 1526 to 1530, and was succeeded by his grandson Akbar, who ruled from 1556 to 1605, as well as Shah Jahan. The Mughal Empire reached its greatest size during the reign of Aurangzeb (1658–1707), but the ruler's intolerance planted the seeds for the empire's eventual demise.

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IMPACT OF PANDEMIC ON MENTAL HEALTH OF HUMAN SATYAPAL SINGH RESEARCH SCHOLAR SUNRISE UNIVERSITY

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ABSTRACT

The COVID-19 pandemic posed as a "black swan" event, and as a response, governments from many nations adopted a variety of strategies. Yet, the majority of nations declared total lockdown, with severe social and travel restrictions. The Indian government imposed a 21-day national lockdown on March 24, 2020, restricting movement for the entire 1.3 billion-person population. Even short-term lockdowns, isolation, and social withdrawal can be precursors to long-term repercussions like signs of mental stress and disorder, such as insomnia, anxiety, depression, and post-traumatic stress symptoms. Despite the abundance of studies published on COVID-19, there are few studies that provide information on the general population's mental health. In order to help the government organisations and healthcare experts protect the mental health wellness of the community, the current survey was designed to evaluate the mental health impact of the current lockdown on the people of New Delhi, India, one week after it was imposed.

INTRODUCTION

The 2019 new Corona Virus (2019-CoV), also known as SARSCoV-2, has spread quickly from its origin in Wuhan City in Hubei Province of China across the entire world in a matter of weeks, posing a threat of a public health disaster in the form of a pandemic. The number of pneumonialike infections among vendors at the Huanan seafood market with an unclear aetiology was reported to the WHO by the Chinese government on December 31, 2019. More than 5.4 million cases and a startling 3,44,000 fatalities had been reported as of May 24, 2020, globally. The COVID-19 was divided into four stages by the WHO based on its distribution. Stage 1 (imported cases), Stage 2 (local transmission), Stage 3 (community transmission), and Stage 4 are among these stages (transmission out of control). Stage 3 Community Transmissions were experienced as a result of the virus' rapid spread in Italy, China, Spain, and the United States. With an increase in instances, the Indian government declared a nationwide lockdown beginning at midnight on March 24, 2020, in an effort to stop cases by enforcing social segregation. For the first time likely since World War II, there were severe restrictions on travel, and all

restaurants, theatres, and bars were closed internationally. International travellers who are stranded in the middle of their vacations as a result of worldwide flight cancellations or returns are destroying the aviation industry. With a \$2.94 trillion GDP and a ranking of 5 among the most polluted nations according to the IMF, India is currently on lockdown and faces both a public health crisis and a financial shock. The following lockdown resulted in the abrupt and significant reduction of human traffic in and around the big cities as a result of the closure of practically all governmental and non-governmental offices with a stringent "Work-From-Home Policy." Movement restrictions, factory closures, and curfew hours caused the environment to appear to change from the usual state of anthropogenic contamination. Worldwide reports of an increase in animal sightings because of a lack of human activity have been made. There have been reports about the pollution levels decreasing after the lockout. On the other side, a massive rise in medical waste has become an environmental issue, raising concerns about re-infection and complicating efforts to dispose of it. The authors of this article talk about how COVID-19 has affected the environment in many ways.

The global expansion of the Covid-19 pandemic has forced society to preserve social distance. It has severely disturbed the education industry, which is a key factor in determining a nation's economic future. The World Health Organization suggested using the abbreviation COVID for Coronavirus disease 2019 as the virus's official name on February 11, 2020. On December 31, 2019, Wuhan, China, made the first discovery of it. In Wuhan, China in 2020, a 61-year-old man became the first COVID 19 fatality. In March 2020, the WHO proclaimed COVID-19 to be a pandemic. The first COVID-19 pandemic case was discovered on January 30, 2020, in the Indian state of Kerala, and the victim had travelled to Wuhan, China (Wikipedia). India announced the first COVID-19-related death on March 12, 2020. More than 4.5 million people have been impacted globally by it (WHO). The UNESCO report states that it affected more than 90% of all students worldwide in mid-April 2020, but that number has since dropped to just over 67% in June 2020. Over the world, the COVI-19 outbreak has affected more than 120 crore students and young people. In India, the various limitations and the nationwide lockdown for COVI-19 have an impact on more than 32 crore students. According to the UNESCO report, around 14 crore primary children and 13 crore secondary students—the two educational levels most commonly affected in India—are affected.

Upon observation of the corona virus pandemic situation, the WHO suggested maintaining social isolation as the initial preventative measure. Consequently, in order to isolate the infected people, every nation initiated a lockdown. Schools, colleges, and institutions in the education sector were closed. All school, college, and university exams, including entrance exams, were postponed indefinitely in addition to the suspension of classes. As a result, every student's timetable was wrecked by the lockout.

Although it is a unique circumstance in educational history, COVID provides opportunity to transition from the demanding classroom teaching style to a new era of digital model. Many educational institutions have been forced to cancel their lessons, exams, internships, etc. and opt for online alternatives due to the lockdown. When this sudden catastrophe forced the closure of educational activities, educators and students were initially somewhat bewildered and unsure of how to handle the situation. Yet as time went on, everyone recognised how many lessons the lockdown had taught them about how to deal with pandemics of this nature. As a result, COVID presented numerous obstacles and chances for educational institutions to improve their technological infrastructure. For teachers and students, the lockout has provided a glimmer of hope for online learning to continue. Teachers used apps like Zoom, Google Meet, Facebook, YouTube, and Skype to deliver lectures and provide homework to students via the internet. In every industry worldwide, there are WhatsApp groups for parents, teachers, students, and guardians. This has a significant negative impact on both the Indian and global education systems. That has made life for dentists in the entire world on lock down. All educational activities were stopped in India as around 32 crore students left their current schools or universities. The COVID-19 epidemic has shown us that change is inevitable. It has acted as a catalyst for educational institutions to develop and choose platforms with hitherto unexplored technology. The government of India took steps to ensure that education was provided throughout the nation, but the education sector has been striving to survive the crises with a new strategy and by digitising the difficulties.

The COVID-19's effects on education, both positive and negative, are explored, and some helpful recommendations are made for how to carry with educational activities while under licence, which allows for unrestricted use. Upon observation of the corona virus pandemic situation, the WHO suggested maintaining social isolation as the initial preventative measure. Consequently, in order to isolate the infected people, every nation initiated a lockdown. Schools, colleges, and universities all lost funding for education. The lockdown obliterated the schedules of all school, college, and university exams, including entrance tests. Even though it is a unique circumstance in educational history, COVID-19 has opened up numerous options to transition from the demanding classroom teaching paradigm to a new era of digital model. Many educational institutions have been forced to cancel their lessons, exams, internships, etc. and opt for online alternatives due to the lockdown. At first, the situation of this sudden crisis that required educational activities left both the teachers and the pupils somewhat perplexed and unsure of how to handle it. Yet as time went on, everyone recognised how many lessons the lockdown had taught them about how to deal with pandemics of this nature. As a result, COVID-19 presents chances and challenges for educational institutions to improve their technology literacy, and the lockdown has given them a glimmer of optimism that professors and students can continue their academic activities online. Teachers used the internet to assign homework to pupils and conduct lessons

using live interactive video chat so that they could stay in touch and discuss any problems they were having. A shift to digital learning may be easier in a country like China that employs a system of centralization that is far more centralised. There are certain low-income children that are unable to use computers for studying even in a country like the United States (Study Abroad Life). The similar thing occurs in India, where not all students have access to high-speed internet and technological devices, and they consequently suffer. Numerous modern educational institutions in India are now not digitally equipped to handle the abrupt transition from the traditional educational setup to the online educational system.

MENTAL HEALTH

Mental health is more than just the absence of mental disorders; rather, it is an essential component of both physical and mental well-being. It is the bedrock upon which a person's health and their ability to perform effectively are built. It addresses issues pertaining to mental health as well as the prevention of mental problems, their treatment, and rehabilitation. According to the estimates provided by the WHO, India has a disability-adjusted life year burden that is equal to 2443 per 100,000 people and a suicide rate that is equal to 21.1 per 100,000 people. Because of problems with mental health, it is estimated that the global economy will suffer a loss of 1.03 trillion USD between the years of 2012 and 2030.

When it comes to providing high-quality services, the Mental Health Policy, 2014 places an emphasis on using a rights-based and participatory approach. The Mental Healthcare Act of 2017 lays out the legislative principles for the provision of services to protect, further, and maintain the rights of those who are afflicted with mental diseases. They are compliant with the Convention of the United Nations on the Rights of People with Disabilities (UNCRPD). The National Mental Health Programme and Health and Wellness Centers are two examples of initiatives that are part of an effort to improve the standard of care provided at the primary health care level. There are also rehabilitation centres and services available for people who are addicted to drugs.

The ability to manage one's thoughts, feelings, behaviours, and interactions with others is one of the individual attributes that can have an effect on one's mental health. Other elements that can influence mental health include: In addition, several components of a person's psychology, personality, genetics, and environment, in addition to aspects of society, culture, economics, politics, and the environment, all have a role. In order to find a solution to the problem, it will be necessary to raise awareness and provide assistance for mental health.

Fostering an environment that encourages individuals to engage in healthy behaviours and provides support for such behaviours is an essential component of mental health promotion. The development of an enabling environment through the implementation of national mental health policies and legal frameworks is necessary for the efficient management of mental health concerns and the provision of comprehensive guidelines for the assurance of mental health promotion. In order to accomplish this, a multidisciplinary approach that takes into account the entirety of a person's existence is necessary. It is impossible to exaggerate how important it is to treat conditions related to mental health. It advocates the establishment of comprehensive measures for promotion, prevention, treatment, and rehabilitation that involve many levels of government. Encouragement on the part of policymakers should be given to the availability and accessibility of primary healthcare that is reasonably priced for the treatment of common mental diseases.

MENTAL HEALTH STATUS OF INDIA

According to the most current survey conducted by India's National Institute of Mental Health and Neurosciences (NIMHANS), over 150 million Indians require services related to mental health care, but less than 30 million of them actually seek treatment for their conditions. "More than ten percent of people in the population have a diagnosable mental health condition or substance use disorder. The significance of maintaining good mental health and the critical need to seek treatment for any mental illnesses "According to Pratima Murthy, Director of NIMHANS, who spoke to DW. The National Mental Health Survey investigated a variety of topics, one of which was mental morbidity, which can be defined as a decline in both one's physical and mental health that can be attributed to a psychiatric disorder. In addition, both neurosis and disorders brought on by stress were discussed. The results of the survey showed that there is a concerning high likelihood of suicide among one percent of the whole sample size.

ANXIETY

Anxious times. Psychologists and poets love it. It explains psychopathology and social behaviour. Frustration causes fear. Frustration changes. Freud believed worry "controls our behaviour" by causing us to avoid danger. Worry. Concerns about loved ones, quizzes, tests, and other exams are valid. Teens are irritable due to emotional issues like worry. Compulsion-induced dread.

It alerts the ego to dangerous impulses. Worry may be unwarranted. Anxiety can disrupt life. Cattell (1966) "The volume of unmet demands and the degree of doubt (36 degrees) that they will be met

determine anxiety. Anxiety is uncertainty about rewards or desire fulfilment." May (1994) defines anxiety as the fear of losing a value the person considers essential to his self. Unexpected anxiety can occur. Weinberg and Gould define anxiety as worry, concern, and apprehension linked to physiological arousal or activity (2007). It differs from intelligent fear. Anxiety is about uncontrollable or inevitable events, whereas fear is about fleeing danger. Another study defines anxiety as "a future-oriented mental state in which one is ready or prepared to attempt to cope with approaching adverse occurrences," suggesting that present and future dangers distinguish anxiety from terror. Length, threat specificity, motivated direction, and duration distinguish fear and anxiety.

Phobias, social anxiety, and PTSD are anxiety disorders. Anxiety can cause heart palpitations, tachycardia, muscle weakness, weariness, chest pain, shortness of breath, migraines, stomachaches, and more. Blood pressure, heart rate, perspiration, and muscle blood flow increase as the body prepares for a threat, while immunological and digestive functions are suppressed (the fight or flight response). Anxiety causes pallor, perspiration, shaking, and pupillary dilation. Anxious people panic. Anxiety sufferers often have panic episodes. Panic attacks are unpredictable but dangerous. Panic attacks cause a feeling of death or loss of consciousness. Panic disorder patients with anticipation anxiety between attacks may develop phobias. 40 million People have anxiety.

An excessive amount of worry and tension, an unrealistic perspective on problems, restlessness or "edginess," irritability, headaches, sweating, difficulty concentrating, nausea, the need to frequently use the restroom, fatigue, difficulty falling or staying asleep, trembling, and being easily startled are all symptoms of anxiety. Drugs, mental illness, or both can cause anxiety. Doctors first explore for physical causes of anxiety. Anaemia, asthma, sickness, drug intoxication or withdrawal, and heart abnormalities can worsen anxiety.

Anxiety. DSM-IV-TR anxiety disorders include panic disorders, agoraphobia, specific phobias, social phobias, obsessive compulsive disorder, posttraumatic stress disorder, acute distress disorder, generalised anxiety disorder, general medical anxiety, substance-induced anxiety, and anxiety disorder not otherwise specified. Anxiety disorders are characterised by selfcenteredness, uncontrollable anxiety about potential threats, dangers, or other negative events, and physiological symptoms like perspiration, heart palpitations, shaking, etc. Existing categorization methods lack discriminatory validity for common diseases. Overlapping symptoms explain emotional disorder prevention, management, and development. GAD, PD, OCD, PTSD, SAD, and phobias are serious mental illnesses.

OBJECTIVE

The purpose of the present survey was to assess the mental health impact that the current lockdown has had on the population of New Delhi, India, one week after it was imposed. This was done to assist government agencies and healthcare professionals in maintaining the community's mental health and wellbeing.

SAMPLE OF THE STUDY

Out of the 2876 people who were invited, there were a total of 992 people who participated in the study; 11.2% of them were aged between 21 and 35 years, 46.3% were aged between 36 and 50 years, 6.5% were over 65 years of age, and the remaining 35% were aged between 51 and 65 years and were from the Delhi region.

TOOLS USED IN THE STUDY

- Impact of Event Scale - Revised (IES-R),
- Perceived stress scale 10 (PSS-10)
- Shapiro-Wilk test

METHADODOLOGY

Following a review of the relevant literature, which included scales such as the Impact of Event Scale - Revised (IES-R), Perceived Stress Scale 10 (PSS-10), and the international guidelines, a self-administered, prevalidated web-based questionnaire with 18 questions in English was created to explore age and domains of knowledge about COVID-19, understand the causes of lockdown, and identify stressors like fear of infection, helplessness and boredom, limited supplies, and (groups from New Delhi). The questionnaire was distributed to those who accepted the invitation and confirmed they were New Delhi residents, were older than 20 years old, and had completed at least a graduate-level education. Among the 992 participants in the study (out of the 2876 who were invited), 11.2% were between the ages of 21 and 35, 46.3% were between the ages of 36 and 50, 6.5% were beyond the age of 65, and the remaining 35% were between the ages of 51 and 65. For the same, ethical approval and permission were acquired. Using SPSS 20.0, statistical analysis of the data was performed. According to the Shapiro-Wilk test, the data were regularly distributed. Age was used to separate the results, and Table 1 (p 0.05) highlights the domains where age showed a significant connection.

Significant relationships between age groups and the multivariate variables of participants' awareness of COVID-19, its consequences on humanity, and their perceptions of the current situation were found, according to chi-square analysis. Age was found to significantly correlate with the effects on employment and income as well as changes in eating and sleeping habits among the bivariate variables. According to Pearson's association study of bivariate variables, higher practise of social distance was made possible by better comprehension of its meaning. Also, a negative association between age and travel plans showed that as age decreased, there was a greater likelihood that trip plans would change. While a rise in eating pattern changes was associated with an increase in anxiety of contracting COVID-19 through interpersonal contact, a decline in sleep pattern alterations was seen.

RESULT AND DISCUSSION

Several approaches to mental health have been taken in reaction to the COVID-19 pandemic, depending on the strengths and limitations of the individual. Successful disease containment requires the use of essential instruments, including knowledge of the disease and the causes of shutdown. In the current study, 98.2% of respondents followed it and 92.5% and 97.5% of respondents were familiar with COVID-19 and social isolation or distancing, respectively ($p < 0.05$). There was a direct association between individuals who practised social isolation or isolating themselves from others and those who were conscious of it. According to the current study, 78.5% of respondents were upbeat and thought that by working together, the sickness could be controlled ($p < 0.05$). Yet, it has been shown that anxiety levels increase as more people follow updates about the same thing. Even though social media has been crucial in spreading knowledge in recent years, information must still be acquired from health authorities in order to help separate fact from fiction because the former can assist allay anxieties. Participants' 12.1% feelings of helplessness and depression show that confinement, lack of routine, and less social and physical contact with others can lead to mental exhaustion, discontent, and a sense of separation from the rest of the world. Participants' 12.1% feelings of helplessness and depression show that confinement, lack of routine, and less social and physical contact with others can lead to mental exhaustion, discontent, and a sense of separation from the rest of the world.

91.6% of respondents changed or cancelled their trip plans as a result of the shutdown. When asked about the disease's potential repercussions on humanity, 60.2% of respondents thought it would result in the loss of human life, 29.8% expressed concern about a potential economic downturn, and 1.9% thought it was just a social media hoax. When asked what they did during the lockdown, only 11% reported engaging in hobbies, despite WHO recommendations that people during the current COVID-19 epidemic engage in regular exercise, daily tasks, and hobbies for mental health well-being (WHO,

2020). Age groups and the multivariate variables of participants' awareness of COVID 19, its impact on humanity, and how they felt about the current situation all showed significant correlations.

It has been demonstrated that sleep problems increase the likelihood of developing mental illnesses. Also, it has been discovered that anxiety, tension, and self-efficacy all affect how well you sleep. Moreover, some people's tendency towards suicide has been linked to short sleep duration. In the current study, 55.3% of participants reported having problems sleeping during this lockdown time, with the most severe sleep disturbances reported by participants between the ages of 35 and 50 and those who feared catching the disease. Because of the isolation, this may be linked to high levels of worry and stress, which would be a sign of poor mental health. The initiation, intensity, and duration of depression are all influenced by nutritional factors, which are intertwined with human behaviour and emotions. Many studies back up the idea that chronic stress exposure can cause anorexia or obesity, and that stress can increase or reduce calorie intake. In the current study, variations in eating patterns were seen in 79.5% of participants, with persons aged 35 to 50 experiencing the greatest variations. These variations were positively connected with the practise of social distance and the fear of contracting the disease upon meeting someone. Although not statistically significant, the fact that 26.3% of respondents said they began consuming more alcohol, drugs, or tobacco raises concern because isolation may cause alcohol abuse to worsen and may even result in the emergence of alcohol use disorder in high-risk individuals during and after the pandemic.

Table 1
Descriptive statistics for various domains.

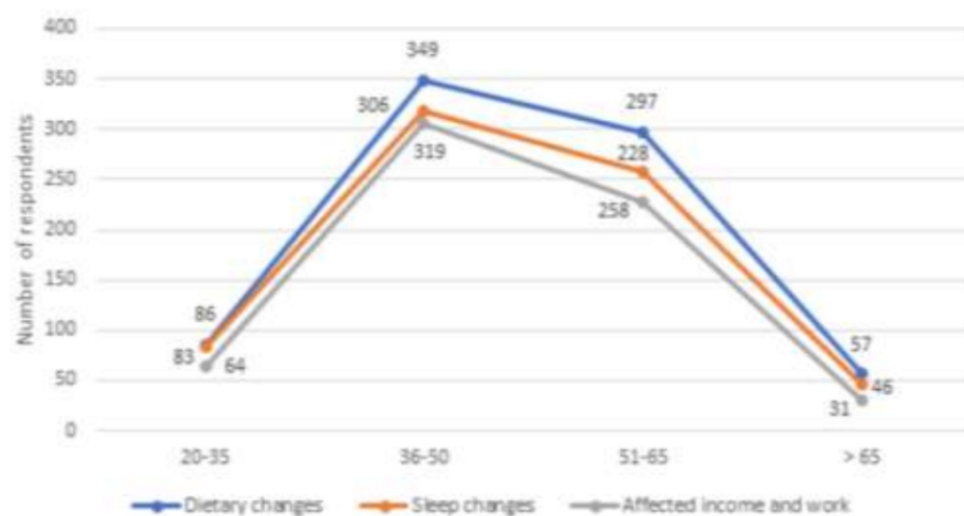
Questions and possible responses		20 – 35 (n = 117)	36 – 50 (n = 460)	51 – 65 (n = 350)	> 65 (n = 65)	Total (%)
Family members	1	21	19	14	4	58 (5.8)
	2–3	47	164	110	39	360 (36.2)
	3–6	30	192	174	12	408 (41.3)
	> 6	19	85	52	10	166 (16.7)
Knowledge of covid-19*	Serious disease affecting all age group	101	433	326	56	916 (92.3)
	Serious disease affecting only the elderly	11	13	11	4	39 (3.9)
	Just another kind of flu like swine flu	2	9	5	4	20 (2.1)
	Seasonal flu	1	1	1	1	4 (0.4)
	Other	2	4	7	0	13 (1.3)
Heard about similar pandemic	Yes	49	186	151	23	409 (41.2)
	No	55	236	168	38	497 (50.3)
	Maybe	13	38	31	4	86 (8.6)
Effects on mankind*	It will lead to loss of human life	61	288	212	36	597 (60.2)
	Bring worldwide economic slowdown	35	123	115	23	296 (29.8)
	Just a hype has been created through social media	7	6	2	3	18 (1.9)
	Will pass like any other disease	13	28	10	3	54 (5.5)
	It will have multiple effects, including global slow & down and mortality	0	1	0	0	1 (0.1)
	It will pass but only after giving a permanent scar on the whole & human community	1	0	0	0	1 (0.1)
	Financial and human loss	0	1	0	0	1 (0.1)

	Others	0	13	11	0	24 (2.3)
Meaning of Social distancing/isolation	Abstaining /staying away from people	114	455	347	62	968 (97.5)
	Abstaining from social media	3	5	3	3	14 (2.5)
Are you practising Social distancing/isolation	Yes	113	452	345	64	974 (98.2)
	No	4	8	5	1	18 (1.8)
Feeling about present situation*	Feeling optimistic, together we can fight it	82	357	288	52	779 (78.5)
	Helpless & depressed can't do anything about it	15	59	40	6	120 (12.1)
	Anxious & restless	15	33	18	3	69 (7.0)
	Just another phase	5	11	4	4	24 (2.4)
Activities at home	Work from home	33	133	79	7	252 (25.4)
	Spending time with family	25	157	102	16	300 (30.3)
	Television/mobile/social media	22	66	51	14	153 (15.4)
	Household chores	17	68	80	12	167 (16.8)
	Hobbies	20	36	38	16	110 (11.1)
Has lockdown affected your income and work*	Yes	64	306	228	31	629 (63.4)
	No	53	154	122	34	363 (36.6)
Can you sustain lockdown for long	Yes, I can manage	37	157	130	27	351 (35.4)
	No cannot manage the basic amenities and medical needs	40	166	88	21	315 (31.8)
	No i will be emotionally shattered	40	137	132	17	326 (32.8)
Alter/Cancel travel plans	Yes	99	419	328	63	909 (91.6)
	No	18	41	22	2	83 (8.4)
Fear of acquiring disease/ spreads by meeting people?	Yes	96	382	295	47	820 (82.7)
	No	21	78	55	18	172 (17.3)
Sleep pattern changes*	More than usual	23	87	43	4	157 (15.8)
	Trouble in sleeping	60	232	215	42	549 (55.3)
	No changes	34	141	92	19	286 (28.9)
Increased smoking and alcohol	Yes	35	101	87	38	261 (26.3)
	No	82	350	262	37	731 (73.7)
Diet pattern changes*	Yes	86	349	297	57	789 (79.5)
	No	31	111	53	8	203 (20.5)
Is COVID-19 a taboo	Yes	43	135	90	13	281 (28.3)
	No	74	325	260	52	711 (71.7)
Do you have sufficient funds to manage lockdown?	Yes	59	201	186	47	493 (49.7)
	No	21	106	52	8	187 (18.8)
	Maybe	37	153	112	10	312 (31.5)

* Statistically significant findings ($p < 0.05$).

Resentment has reportedly been seen to develop during quarantine due to a lack of essential supplies. Although the majority of responders could not manage because of a shortage of basic amenities and medical demands (31.8%) or because of emotional reasons (32.8%), 35.4% of participants said they could maintain lockdown.

The absence of consistent



Graph 1. Significant association of bivariate variables.

medical care, according to Blendon RJ, was a worry for participants. People frequently go through financial difficulties while in quarantine. Lockdown had a significant influence on 63.4% of the population's job and income, which was favourably correlated with those aged 35 to 50, followed by persons aged 50 to 65, and had an impact on their financial situation. Although though 49.7% of the study's participants said they had enough money to handle a lockdown, the remaining participants were either unsure or lacked the means to make it last. Because people are unable to work and professional activities are abruptly terminated, financial loss is a stressor both during and after isolation. The impacts seem to persist a long time. It has been demonstrated that the financial loss caused by quarantine contributed to the symptoms of mental health issues, rage, and anxiety. This induced considerable socioeconomic anguish.

CONCLUSION

The COVID-19 epidemic has prompted several mental health interventions. Disease understanding and shutdown causes containment. 98.2% followed it, while 92.5% and 97.5% knew of COVID-19 and social isolation or distancing, respectively ($p < 0.05$). Isolation correlated with attentiveness. The report found that 78.5% of respondents believed working jointly might control the condition ($p < 0.05$). Yet, repeating updates worries. Health authorities must still dispel myths to ease worries, even when social media has expanded knowledge. 12.1% of participants felt helpless and dejected, suggesting that confinement, loss of routine, and reduced social and physical contact may lead to mental fatigue, unhappiness, and isolation. 12.1% of participants felt helpless and depressed, suggesting that confinement, lack of regularity, and decreased social and physical contact may lead to mental fatigue, misery, and isolation. Travelers were impacted 91.6%. 60.2% thought the illness would kill people, 29.8% worried about economic collapse, and 1.9% thought it was a social media hoax. 11% of people reported practising activities during the lockdown, despite WHO recommendations that people exercise, undertake daily tasks, and have hobbies for mental health (WHO, 2020). Age groups and the multivariate variables of participants' understanding of COVID 19, its impact on humanity, and how they felt about the current situation were significant.

Mental diseases cause sleep problems. Anxiety, tension, and self-efficacy affect sleep. Low sleep duration may raise suicide risk. 55.3% of people had problems sleeping during the lockdown, especially those between 35 and 50 and those who worried acquiring the illness. Isolation can cause anxiety, signalling mental illness. Diet affects depression onset, intensity, and duration. Several studies show that stress increases or decreases calorie intake and promotes anorexia or obesity. In this study, 35–50-year-olds experienced the largest eating pattern modifications at 79.5%. Social distance and sickness dread

were positively associated with these differences. 26.3% reported using more alcohol, drugs, or cigarettes. Isolation may lead to alcohol use disorder in high-risk individuals during and after the pandemic. Supply shortages may make quarantine unpopular. 35.4% of respondents could lockdown despite a lack of basic amenities and medical needs (31.8%) or emotional reasons (32.8%). Blendon RJ claimed participants worried about medical inconsistency. Quarantine typically costs money. Lockdown affected 63.4% of the population's work and income, positively affecting those aged 35 to 50 and 50 to 65. 49.7% of the study's participants said they had enough money for a lockdown, but the remainder were unclear or didn't. Isolation and financial loss stress. Effects last. Mental illness, rage, and anxiety have been associated to quarantine-related financial loss. Distress ensued.

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ACCOUNTABILITY AND TRANSPARENCY PROCUREMENT PRINCIPLES IN GOOD GOVERNANCE AND HUMAN RIGHTS PERSPECTIVES IN MAINLAND TANZANIA

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ABSTRACT

Accountability and transparency procurement principles have played a significant role in establishing good governance in any procurement regime. These principles also safeguard the protection of human rights under human rights principles. These principles if well utilised and implemented, also encourage compliance with human rights norms. In the Tanzanian procurement regime, accountability and transparency procurement principles are also covered under procurement statutory rules. The covered principles are also articulated under regional and international procurement rules to which Tanzania is a party to them. Accountability as a principle is a form of liability that introduces to whom and for what and what is accountable in procurement undertakings. The transparency principle, on the other hand, its essence is to show openness during in entire procurement process. The liability created by the accountability principle and openness in the entire procurement process by authorities, in general, promote good governance and enhance compliance with human rights norms in procurement regimes. Compliance with accountability and transparency procurement principles also improves public confidence in government performance. Absolute compliance with these procurement principles in the procurement regimes ensures taxpayers' resources utilization trust. In particular, accountability and transparency procurement principles have a close link with good governance and human rights. The two procurement principles are inseparable. The author of this article believes that there is a close link between accountability and transparency procurement principles with good governance and human rights. As earlier noted, it is strongly believed that good governance and human rights play a significant role in enhancing implementation and compliance to procurement principles in public procurement. Further discusses in this paper that despite Tanzania to belief in various human rights principles as articulated by human rights norms, and also belief in human good governance as enshrined under the national Constitution, the current procurement system lacks a constitutional base, and procurement principles under discussion are only recognized under enabling Acts of the Parliament. This article makes emphasis that, there is a need for the current procurement system to be constitutionalized so that public entities conduct procurement based on the procurement principles named above in order to ensure that human rights and good governance goals are full achieved by public entities, without which value for money will never be accomplished in Mainland Tanzania.

Keywords: Accountability, transparency, procurement, good governance, and human rights.

INTRODUCTION

This article examines public procurement principles in good governance and human rights perspectives in Tanzania's Mainland. The procurement principles that are covered in this article are only two. The principles covered are accountability and transparency procurement principles. Accountability refers to the commitment to the ideals of democracy, rule of law, and cultural accountability.¹ This term can be broken into four separate segments. These include individual accountability, managerial accountability, fiscal accountability, and program accountability. The term transparency, on the other hand, refers to openness. The term can also be put into various segments, which are integrity, rectitudeness; decorum, and leadership by example. The term is also linked to the idea of stewardship. These procurement principles, among others, are articulated under current procurement legislation applicable in Tanzania Mainland.² Implementing and complying with procurement principles is a good consideration for good governance and human rights norms. At the international level, for instance, the UN Framework and Guiding Principles on Business and Human Rights (UNGPs) provide for a globally applicable set of guidelines for governments.

It also covers businesses and other procurement actors towards ensuring respect for human rights in the context of business making.³ Under Pillar I of the UNGPs, states have a duty obligation to take all necessary measures and steps to prevent business-related human rights abuses. This includes ensuring an adequate regulatory framework for business activities. Also ensures human rights are given full effect to in all areas of law and policy making, domestically and internationally. These essentially provide guidance and information to businesses on how to respect human rights.⁴ In general, the procurement principles in question are coupled with good governance and human rights. This article is divided into four stages. Stage one is an introduction picturing generally the matter under examination. Stage two briefly the article considers an overview of accountability and transparency procurement principles with respect to good governance and human rights in public procurement. Stage three specifically traces public procurement and good governance, including some theories supporting accountability and transparency procurement principles in public procurement. Stage four is devoted to the ostensibly on the legal framework and close connection of procurement principles in view of good governance and human rights in Tanzania Mainland. Stage six is about a conclusion.

Conceptualizing Good Governance and Human Rights in Public Procurement

Good governance and human rights are important concepts. Before examining public procurement principles in good governance and human rights perspectives, it is important to briefly state on what

good governance and human rights are all about. The article later indicates how the two principles are linked with goods governance and human rights. As a matter of fact, there is no single and exhaustive definition of what “good governance” is. There is also no delimitation of its scope that commands universal acceptance.⁵ Usually, depending on the context and the overriding objective sought, good governance has been said at various times to encompass a number of issues. This includes full respect of human rights, the rule of law, effective participation, multi-actor partnerships, political pluralism, transparent and accountable processes, institutions,⁶ etc. The concept of „governance“ has become a frequent concept used in a different fields. It is however not a new concept. In fact, the term “governance” is linked with “corporate” as used in business making. This has gained prominence only during the last two decades.⁷ This terminology clearly had its origin in the Greek word “kyberman” which means to steer, guide or govern. This passed on from Greek to Latin word as “gubernare” and the old French is “governor”. This word has been defined in different ways by different organizations or committees, according to their own ideological concerns.⁸ The concept of good governance has been clarified by the work of the former Commission on Human Rights. The Commission identified the key attributes of good governance.⁹ These attributes include transparency, responsibility, accountability, participation, and responsiveness.

It is also contended that there is a significant degree of consensus that good governance relates to political and institutional processes. It is also related to outcomes that are deemed necessary to achieve the goals for development.¹⁰ From such notion, it has been said that good governance is the process whereby public institutions conduct public affairs, manage public resources, and guarantee the realization of human rights in a manner essentially free from abuse and corruption, and with due regard to rule of law.¹¹ The concept of good governance is also linked with a number of key attributes. Such attributes include transparency, responsibility, accountability, participation, and immediate responsiveness to the need of the mass.¹² Regarding the way good governance relates to human rights, it is urged that the two are mutually reinforcing. It is also said that, while human rights principles provide a set of values to guide the work of governments and other political and social actors, on one hand, without good governance, human rights can not be respected and protected in a sustainable manner.¹³ In relation to public procurement, it is argued that the procurement system of any country becomes strong effective, and efficient when good governance and human rights are taken into account by procuring entities of a nation.

Theories Enhancing Good Governance in Public Procurement

There are a number of theories supporting procurement principles in question. The economic downturn

which has taken place and the responsibilities and performance of many public officials with respect to the management of the public administration, have renewed demands for democratization and accountability in public procurement today. In this context, transparency principles become a necessary tool for the public to monitor and evaluate the performance of their representatives and public servants participating in public procurement engagements. Furthermore, transparency principles become an important component of good governance and institutional quality as well. These in turn, are proven drivers of economic growth and public welfare.¹⁴ It is believed further that, in achieving public procurement integrity in any country like Tanzania, accountability and transparency procurement principles should always be linked good governance. Human rights norms must also be linked with procurement principles covered in this article. The mentioned procurement principles are said as two sides of the same coin in the procurement system.

The management of public bodies is a complex activity that entails the balancing of different and sometimes, somewhat contradictory, objectives.¹⁵ The relationship between public procurement and good governance is subject to increasing attention.¹⁶ Effective procurement always provides governments with a means of bringing about social, environmental, and economic reform, and malpractice within public procurement demonstrates a failure of governance.¹⁷ Various eminent authors such as Malta, Schapper, Calvo-Gonzalez, and Berroa¹⁸ are of the view that the public procurement environment is quite different from that of even just a few decades ago in the current world. Modern governments are now complex service organizations and major economic players. Procurement has shifted to being more focused on complex infrastructure and services. This also often involves complete service solutions, high risk, and high value, with just-in-time supply lines. This indeed requires high-level skills required for the preparation of specifications. It also requires market research, financing, and contract management.¹⁹ There are a number of procurement theories, which are normally used also to measure performance and compliance with the existing procurement principles in any procurement system in the world. These theories, in one way or another, help very much with the stability of particular procurement systems in the country. It is arguably stated that there are a number of theories available in procurement. However, considering the relevancy of this article, only a few will be examined that are seen to be more relevant to the topic in question. Some of the theories that are examined in this article, include principal-agent theory, and legitimacy theory. These two theories seem to be more relevant to the topic under examination. Each and every theory above stated is separately examined as below indicated.

Principal-Agent Theory

Principal-agent is the first theory covered in this article. The principal-agent problem has done much in

recent years to illuminate diverse legal subjects in public procurements. The theory covers the management-shareholder relationship in public corporations. It also involves real estate markets, insurance, employment, and other real-life situations.²⁰ Basically, in a principal-agent relationship, one party who is called the agent on one hand is required to perform some procurement activities or services. This being, for instance, supplying of goods on the behalf of the other party called the principal, on the other. This involves the delegation of some discretion and decision-making authority. This theory indicates the extent in which international or regional agreements on public procurement have the potential to strengthen the accountability of national procurement officials. The procurement officials have to ensure that public procurement integrity is daily maintained. Some eminent procurement authors argue that maintaining integrity in public procurement is one of the most important pillars of modern national procurement systems in the world.²¹ In general, this theory makes emphasis procurement practitioners engaged in various procurements to observe accountability and be accountable for whatever they are engaged in within public procurement sectors. This theory, therefore, enhances and guarantees the accountability procurement principle covered in this research article.

Legitimacy Theory

The legitimacy theory is one of the important theories in public procurement sectors as well. The theory also emphasizes the need of having a procurement system adhering to the principles of accountability and transparency. The legitimacy theory posits that the organization is responsible to disclose its practices to the stakeholders, especially to the public, and justifying its existence within the boundaries of society.²² It is, therefore, important to bear in mind that, the relationship and interaction between an organisation and society is the main focus of the legitimacy theory. It is, however, important that apart from venturing into the details of the theory under examination, an understanding of the concept of what is “legitimacy” is so significant in this situation, particularly in the field of procurement law. Conceptualizing the concept of legitimacy, Suchman,²³ defines it as “a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some social construction system of norms, values, beliefs, and definitions”.²⁴ The legitimacy theory argues that officers make a disclosure practice as a way to build a good impression among the stakeholders of the role and the officers.²⁵ This theory makes emphasis the need for procurement practitioners to disclose and everything pertaining to procurement proceedings. With this, the theory guarantees and enhances transparency procurement principle in public procurement.

Public Procurement Principles in Good Governance and Human Rights Perspectives in Mainland Tanzania

Tanzania, like other nations in the world, believes in good governance and the protection of human rights. It is on this basis that Tanzania is a party to a number of human rights organizations that deal with human rights issues. Tanzania is also a party to a number of human rights treaties and Conventions that deals with human rights.²⁶ Tanzania has established a special organ that specifically deals with issues relating to the protection of human rights.²⁷ On a similar note, in its national Constitution, the URT Constitution of 1977, as amended, has a clause on governance issues.²⁸ It is our argument that despite Tanzania believing in human rights principles as enshrined under various human rights documents, and Tanzania being part of them, there have been a few efforts of enforcing issues of accountability and transparency procurement principles as these international rules stipulate. Indeed, as earlier argued, Tanzania believes in good governance issues and there is the incorporation of good governance in the URT Constitution of 1977, the main challenge which has been observed is that there is no single or clear provision that focuses on accountability and transparency procurement under the URT Constitution of 1977. It is our further argument that the current procurement system in Tanzania is only described under the enabling Acts of Parliament only. It is, therefore, our argument that at this point, the current procurement system has no constitutional base in Mainland Tanzania. The absence of a constitutional provision on procurement issues makes accountability and transparency procurement principles not to be implemented and complied with in an effective way, especially by procuring entities that are obliged statutorily to do so in Mainland Tanzania.

It is indeed stated that the objective of any procurement policy is to promote transparency and accountability in the governance agenda of any country. It is done to ensure that the requisite standards are transparently maintained in the conduct of government business. It is argued that sound procurement practices constitute part of the essential element of good governance. This is taken as just as poor practices which lead to waste and delays of procurement activities in public entities. Oftentimes, this has been a major cause of corruption and by implication, bad governance in the public sectors. It is on the basis of this that most governments in Africa have come to realise that a well-organized procurement system contributes to good governance and the protection of human rights principles. This also increases confidence and assures judicious government spending.²⁹ This article covers procurement principles namely; accountability and transparency in good governance and human rights perspectives in Mainland Tanzania.

It is undisputable fact that public procurement is one of the major areas where the government implements its annual budget. It is contended that approximately 70% of the annual government budget is spent on public procurement. This is where a good number of Bidders participate in various tendering processes. This basically depends on the annual procurement plans (APP) set by each and every procuring entity concerned from user departments. Bidders' participation, both nationals, and internationals, on some occasions, attracts challenges in the procurement system, particularly in spending the annual government budgets. Such challenges include corruption, conflict of interests, and other malpractices. It is on such a note that, the way accountability and transparency principles are implemented and complied with in procuring entities is a good way of measuring good governance and human rights in public procurement sectors in Mainland Tanzania Mainland. It is our argument that observance of good governance and human rights in public procurement sectors is important since it is in public procurement sectors where there is a high percentage of building the national economy of the country and at the same time corruption becomes inevitable. From a human rights perspective, the concept of good governance can be linked to principles and rights set out in the main international human rights instruments.³⁰

It is our argument further that, where their procurement sectors highly contribute to the national economy of the country, definitely, their nation will be in peace and tranquility. In this, every citizen will have confidence and effectively participate in building their nations. It is further argued that ultimately there is a need for "radical transparency" in the public procurement area. This is because some stakeholders are of the view that, there is a need to putting meaningful progress on procurement and human rights norms. This may perhaps manifest as an obligation for companies working with the government to disclose all of the subcontractors and suppliers in their supply chain. This should not underestimate the efforts that initiatives and radical transparency might be vital steps in shedding light on dark, hidden, and uncomfortable realities in various public procurement sectors.³¹

The 2011 Public Procurement Act, amended by the 2016 Public Procurement (Amendment) Act also emphasizes procuring entities to make consideration of good governance norms, while conducting and completing tendering processes and other required procedures availed in-laws. The current procurement laws indicate that good governance principles should be highly taken into account, without which value for money (VfM) can never be fulfilled. This includes respect for rule of law, observing human rights, and trustworthiness. It also includes accountability, transparency, fair competition, and proper use of public resources. The procurement laws in place further insist that procuring entities and Bidders participating in tendering processes must take their responsibilities effectively.

They all must ensure that there is openness and transparency and make competitive and fair decisions in all procurement functions that are undertaken for the betterment of the nations. To achieve this, all procuring entities are obliged to advertise their procurement information in Tanzania Procurement Journal (TPJ), which is published by PPRA, without fail.³² In practice, the stated TPJ and PPRA website are always used by all Bidders and other procurement stakeholders in getting first-hand procurement information and details about all bidding businesses. There are a number of issues that have been indicated under current public procurement statutes relating to good governance in public procurement sectors in Mainland Tanzania. These include, but not limited to: Good governance in public procurement concerns procuring entities to ensure that, public resources which are tendered by procuring entities are utilized and entities consider procurement rules and principles, to mention are few, transparency, accountability, and fair competition to all Bidders competing in the procurement proceedings in achieving value for money.

Proper and effective implementation of procurement contracts is another important area. This area also relates to good governance in public procurement. In this area, it should be realized by all procuring entities that, implementation of procurement contracts is also part and parcel of the procurement proceeding, and therefore, it should be seriously noted that, procuring entities should monitor effectively all procurement contracts entered with Bidders, and ensure that, Bidders perform their respective procurement contracts in line with, and as agreed upon by all parties to a contract. In relation to this, when procurement contracts are well monitored by procuring entities concerned, definitely procuring entities and the government in particular, this ensures value for money, and the government attains its procurement goals as planned. Another area that attracts good governance in public procurement is for procurement practitioners, working and performing procurement functions, to do so with patriotism, skills, and high competence, having all qualities needed for the benefit of the nation. In relation to this, procurement laws have categorically stated accountability clearly pointing out that, for every procurement practitioner participating in a particular procurement function, one is accountable to make timely decisions for all complaints that are raised by Bidders during procurement processes, and are also accountable for decisions they make thereof.

Considering good governance and ensuring human rights in the public procurement sector, procurement laws in place also emphasize the need for all procuring entities to ensure that, they do not offer tenders to Bidders discriminatively since current procurement legislation state clearly that, all persons are eligible and qualified to participate in the tendering processes. This includes youths, women, and persons with disabilities,³³ in order to bring equality among Bidders in Tanzania Mainland.³⁴

Moreover, procuring entities are required while conducting their procurement functions, should ensure that, all sorts of violations of human rights are controlled and discouraged. In achieving this goal, procuring entities are even required under current procurement statutes not to purchase commodities or tendering services from Bidders who are alleged to be involved in any sort of human rights violation scandals. Such human rights violations scandals include child labours, discrimination or any kind of humiliation, and issues relating to safety. It is evident that, in some countries, Bidders who are found with human rights violation allegations are even barred to participate in tendering processes advertised by procuring entities.³⁵ There are also some procuring institutions that are involved in serious human rights violations scandals.

Conclusion

From observations that have been made, it is obvious that, for a particular nation to reach optimum level of procurement development there is a need of making frequent reforms in various sectors, especially in issues pertaining to governance and administration in particular. Such frequent reforms in various public sectors should be made to improve and encourage good governance and human rights. This should be considered not only in other sectors, but also in public procurement sector in various procuring entities. In ensuring that such aim is reached, in various occasions, responsible authorities dealing with procurement management and monitoring, particularly PPRA has been encouraging and reminding Bidders and other procurement stakeholders to consider human rights and good governance norms while conducting procurement functions. By adhering to human rights and good governance norms, procurement challenges such as corruption will be discouraged to a large extent in the public procurement sectors, for the benefit of the national economy in Mainland Tanzania. Finally, it is concluded that it is the responsibility of every stakeholder engaged in procurement businesses to ensure that accountability and transparency procurement principles are complied with, and properly implemented in order to ensure that human rights and good governance goals are fully achieved, especially in public entities in Mainland Tanzania.

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Portrayal of Women as Emerging Self in Preeti Shinoy's Novel Life is What You Make It..

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ABSTRACT

Preeti Shenoy represents marginalized world of women and depicts how women go through or face such questions „What would you do if destiny twisted the road you took?“, and „what if it threw you to a place, you did not want to go?“, and „would you fight, would you run or would you accept?“. Set across two cities in India in the early eighties, *Life is What You Make It* is a gripping account of a few significant years of Ankita's life. Ankita Sharma has the world at her feet. She is young, good looking, smart, and has tonnes of friends and boys swooning over her. She also manages to get into a premier management school for her MBA. Six months later, she is a patient in a mental hospital. Life has cruelly and coldly snatched that which meant the most to her and she must now fight to get it all back. It is a deeply moving and inspiring account of growing up, of the power of faith and how determination and an indomitable spirit can overcome even what destiny throws at you. A tale, at its core a love story that makes us question our beliefs about ourselves and our concepts of sanity, and forces us to believe that life is what one makes.

Keywords: Bipolar disorder, mental health, sanity, boldness, patriarchal social set up, determination, willpower.

Preeti Shenoy is an author and artist living in Bangalore. Her first book *34 Bubblegums and Candies*, is a creative non-fiction, made it to the national best seller list. Her interests are as multifarious and diverse as her several academic degrees. She also specializes in pencil portraits and hold an internationally recognized qualification from UK in portraiture. She has held a number of varied jobs in the past. She has also written for different publications like *Reader's Digest* and *The Times of India*, as well as taught English and Math to underprivileged children. She loves art, reading, travelling, photography, nature, animals, blogging, basketball, and most of all, spending time with family.

Life is What You Make It is second book by Shenoy published in 2011. After it she published *Tea for Two* and *A Piece of Cake*, *The Secret Wish List*, *The One You Can not Have*, *It Happens for A Reason*, *Love*

Kisses and All Things Warm, Why We Love The Way We Do, Its All in the Planet's, A Hundred Little Flames, Love a Little Stronger, The Rule Breakers, Wake Up, Life is Calling, and The Magic Mindset: How to Find Your Happy Place.

Life is What You Make It (2011) is a novel which shows gripping account of a few significant years of Ankita's life. It also addresses the questions „what would you do if destiny twisted the road you took?’, ‘what if it threw to a place, you did not want to go?’; ‘would you fight, would you run or would you accept?’”. Shenoy has answered all these questions portraying the character of Ankita. She represents her as a new woman. It is similar to what Dorothy Parker has written, “I cannot be just to books which treat of woman as woman. My idea is that all of us, men as well as women; should be regarded as human beings” (The Second Sex, xiv). Similarly, Shenoy portrays her protagonist as human being. The protagonist Ankita Sharma has the world at her feet. She is young, good looking, smart, and has tonnes of friends. When the novel starts, Ankita is in a mental hospital. How did Ankita get here? What were the events that led to this? Will she ever get back her life? Life has cruelly and coldly snatched which meant most to her and she fights to get it back. It is a deeply moving and inspiring account of growing up, of the power of faith and how determination and an indomitable spirit can overcome even what destiny throws at her. It is a tale, at its core a love story that makes one question beliefs about self and one's concept of sanity, and forces one to believe that life is truly what one makes it. Ankita is a woman who does act in a way what Swami Vivekanand suggests about:

Women must be put in a position to solve their own problems in their own way. No one can or ought to do this for them. And our Indian women are as capable of doing it as any in the world. Liberty is the first condition of growth. It is wrong, a thousand times wrong, if any of you dares to say, “I will work out the salvation of this woman”....Hands off! They will solve their problems” (76).

Ankita has been the school head girl. She is from a typical lower middle- class family. She has been hesitant, but during college elections her friends motivate her for fight for Arts Scry. She fights and also wins. She becomes more confident. She herself confesses once, „when my initial embarrassment was gone, it was replaced by a sense of competitive spirit (18)”. This shows that being a girl reared in lower middle class typical family she is submissive but, at the depth she has immense confidence to reach heights. During elections, she feels hesitant for sometime, later she overcomes it and becomes bold. These lines show her feelings beautifully:

It was the first time in my life that I was facing a crowd of at least 3000 people. Standing on the stage there, addressing them, with the spot light on me, it all felt very surreal. I was a little nervous and my palms were slightly cold but I managed to deliver my short, rehearsed speech without any glitters. (20)

And about freedom she experiences first time:

I was beginning to discover that there was indeed something liberating about an all- woman atmosphere. Here you could be yourself totally. There were no men would ogle at you, and nobody really raised an eyebrow. It was capsulated, insulated world and I was slowly beginning to understand it. (21)

Ankita has been in relationship for two times. In Delhi, she is in love with Vaibhav. And at Cochin, she has been in love relationship with Abhishek. But she never gets dominated by any of two. When her friend Abhishek stops her leaving Cochin to join M.B.A at Bombay college, but she is determined. She is practical girl. It is clear when she says:

He was such an emotional fool. This was an opportunity of a lifetime for me. How could I just think it up, for something which I presumed was love? How foolish was that? I was not getting swayed. Abhi felt I was being hard hearted. I felt I was being practical and emotional. (68)

Furthermore, her intentions are clear when she thinks:

Later I thought about what Abhi said. I concluded he was frustrated and jealous as he had not made it. How could he ask me to give up something I had worked so hard for just so I could be with him. CUSAT did not look appealing at all. In the dazzle and glamour of Bombay, what chances did it have. I did not feel any regret about leaving my friends behind. (69)

When Abhishek commits suicide, she becomes insane. Mental illness is still a taboo in India. She suffers a lot. But eventually, being a strong headed woman, she recovers from it and becomes an independent woman. She leaves M.B.A., and opt career in creative writing.

To conclude, it is said that Preeti Shenoy's *Life is What You Make* is a story of human mind and the immense power of positive thinking. The gripping narrative conveys with gentle wisdom how by changing our thoughts we can change our life itself. Ankita has fought a mental disorder, been through hell, and survived bad period of depression. Being a girl from lower middle class, she learns a lot, becomes confident. She does good in college. Due to some incidents collectively, she suffers depression, but eventually she overcomes it and studies her dream subject that is creative writing.

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