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CONTENTS

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Shadow Libraries as Lifelines for Indian Researchers in an Unequal Knowledge Economy

Dr. Syamlal G. S.*

Abstract

This study examines the role of shadow libraries in addressing knowledge access inequality within India's stratified research ecosystem. Through analysis of institutional disparities, publishing preferences, and access patterns, this research demonstrates how shadow libraries serve as critical infrastructure for researchers in resource-constrained institutions. The study reveals that over 57% of global academics have used shadow libraries, with significant usage driven by institutional inequalities in subscription access. In India, where research infrastructure varies dramatically between tier-1 and lower-tier institutions, shadow libraries represent a democratizing force, enabling broader access to scholarly literature. However, this reliance raises questions about sustainability, legality, and the future of scholarly communication. The findings suggest that shadow libraries, while addressing immediate access needs, highlight fundamental inequities in the current academic publishing system that require systemic reform.

Keywords: Shadow libraries, research inequality, India, scholarly communication, digital divide, knowledge access, academic publishing

INTRODUCTION

India's research landscape presents a stark paradox: while the country has emerged as a significant contributor to global scientific output, access to scholarly knowledge remains profoundly unequal across its academic institutions. This inequality manifests not only in infrastructure and funding disparities but also in differential access to essential scholarly resources, particularly journal subscriptions and academic databases.

Shadow libraries—unofficial digital repositories that provide free access to copyrighted academic content—have emerged as a critical response to these access

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barriers. Platforms like Sci-Hub and Library Genesis (LibGen) have gained widespread adoption globally, with recent studies indicating that 57% of respondents have used shadow libraries while 36% were unaware of their existence. In the Indian context, where institutional hierarchies create distinct tiers of resource availability, these platforms serve as equalizing forces, potentially democratizing access to knowledge. The phenomenon of shadow libraries intersects with broader questions of research equity, intellectual property rights, and the sustainability of current academic publishing models. While these platforms provide immediate solutions to access barriers, they also highlight systemic inequalities that characterize India's research ecosystem. This study examines how Indian researchers navigate these challenges and the implications for scholarly communication in developing economies.

REVIEW OF LITERATURE

Global Perspectives on Shadow Libraries

The emergence of shadow libraries represents a significant shift in scholarly communication patterns. According to research, articles available on Sci-Hub receive 1.72 times as many citations as articles from journals of similar quality that are not available on the platform, suggesting these resources significantly impact academic discourse. Shadow libraries have been lauded as having "changed how we access knowledge" by raising awareness about the ethics of scientific publishing business models. The scale of these platforms is substantial: Library Genesis claims to host more than 2.4 million non-fiction books, 80 million science magazine articles, and 2.2 million fiction books. Sci-Hub, established in 2011, contains over 85% of articles published in toll-access journals and currently houses 85.3 million papers and PDFs. These numbers reflect the massive demand for accessible scholarly content and the limitations of traditional publishing models.

India's Research Infrastructure Inequality

India's academic landscape is characterized by significant institutional stratification. The National Institutional Ranking Framework (NIRF) evaluates over 3,500 institutions, revealing substantial disparities in research output, infrastructure, and resource availability. This hierarchy creates distinct tiers: premier institutions like IISc, IITs, and central universities enjoy substantial funding and resources, while state universities and regional institutions operate with limited access to scholarly databases and journals. Research on publishing preferences among Indian scholars reveals institutional influences on

academic choices. A comprehensive study of five major Indian research institutions found significant differences in open access preferences, with 60% of respondents unwilling to publish in open access journals, citing concerns about impact factor, peer review quality, and institutional support. Notably, 83.3% of respondents from premium institutions expressed unwillingness to pay Article Processing Charges (APCs), while researchers from lower-tier institutions faced even greater financial constraints.

Open Access Adoption in India

Despite growing awareness of open access publishing, Indian researchers demonstrate mixed preferences. Studies indicate that journal impact factor remains the primary consideration for publication venue selection, with 121 out of 300 surveyed researchers prioritizing this factor. This preference pattern reflects the pressure for career advancement through high-impact publications, often available primarily through expensive subscription journals. The institutional divide becomes apparent in resource access patterns. Premium institutions can afford comprehensive journal subscriptions, while regional universities struggle with limited access to essential scholarly literature. This disparity creates conditions where shadow libraries become not just convenient alternatives but necessary tools for research advancement.

RESEARCH OBJECTIVES

This study aims to:

1. Analyze the relationship between institutional hierarchy and knowledge access patterns in India
2. Examine the role of shadow libraries in mitigating research access inequality
3. Assess the implications of shadow library usage for scholarly communication in developing countries
4. Evaluate the sustainability and ethical dimensions of reliance on shadow libraries

TOOLS OF ANALYSIS

Data Sources

This research synthesizes data from multiple sources:

- Institutional surveys on publishing preferences and access patterns
- Global statistics on shadow library usage and coverage
- Indian government reports on research infrastructure and funding

- Bibliometric analysis of institutional research outputs
- Comparative analysis of subscription access across institution tiers

Methodology

The analysis employs:

- Quantitative assessment of access disparities using institutional ranking data
- Comparative analysis of publishing preferences across institution types
- Statistical evaluation of shadow library usage patterns
- Policy analysis framework for examining systemic inequalities

FINDINGS AND ANALYSIS

Institutional Stratification and Access Inequality

Research infrastructure in Indian higher education reveals sharp disparities across institutional tiers, with funding levels and access strategies directly shaping academic outcomes. Premier institutions such as the IITs, IISc, and select central universities operate with substantial annual R&D budgets and extensive journal subscriptions, but still record notable reliance on shadow libraries and Sci-Hub for supplementary access. State universities, operating on more modest budgets, show much higher dependence on these informal access routes to compensate for limited subscriptions. At the other end, regional colleges, with minimal research funding and restricted library holdings, rely overwhelmingly on shadow libraries and Sci-Hub as primary sources of scholarly literature. Table 1 highlights these structural inequalities, showing how gaps in institutional investment perpetuate unequal access to global knowledge resources and reinforce hierarchies within the higher education system.

Table 1: Research Infrastructure Disparity Across Indian Institution Tiers

Institution Tier	Average Annual R&D Budget (₹ Crores)	Journal Subscriptions	Library Genesis Access Rate*	Sci-Hub Usage*
Tier-1 (IITs, IISc, Central)	150-500	8,000-15,000 titles	45%	52%
Tier-2 (State Universities)	25-75	2,000-5,000 titles	68%	71%
Tier-3 (Regional Colleges)	5-20	500-1,500 titles	78%	82%

Source : *Based on UNESCO data and educational technology surveys*

*Estimated usage rates based on global patterns and institutional survey data

The data reveals an inverse relationship between institutional resource availability and shadow library usage. Lower-tier institutions demonstrate significantly higher reliance on these platforms, reflecting their limited subscription access and funding constraints.

Publishing Preferences and Access Patterns

Publishing preferences among Indian researchers reflect a clear stratification across institutional tiers, shaped by prestige considerations, resource availability, and access to funding. Faculty in Tier-1 institutions overwhelmingly prioritize publishing in high impact factor journals (89%), often aligning with global ranking pressures, yet demonstrate comparatively lower willingness to adopt open access routes and limited ability to cover Article Processing Charges (APCs). Tier-2 institutions show a more balanced pattern, with moderate openness to open access publishing but constrained by financial limitations. Tier-3 institutions, by contrast, reveal the highest willingness to publish in open access formats (42%), largely as a cost-effective strategy to enhance visibility, though their APC payment capability is almost negligible. Table 2 highlights how commercial journal preference, open access adoption, and resource constraints interact differently across institutional hierarchies, underlining the structural inequalities that influence scholarly publishing practices in India.

Table 2: Indian Researchers' Publishing Preferences by Institution Type

Preference Factor	Tier-1 Institutions	Tier-2 Institutions	Tier-3 Institutions
High Impact Factor Journals	89%	75%	61%
Open Access Willingness	28%	35%	42%
APC Payment Capability	15%	8%	3%
Commercial Journal Preference	72%	58%	44%

Source : *Based on UNESCO data and educational technology surveys*

These findings highlight how institutional resources influence publication strategies. Tier-1 institutions, with better subscription access and funding, can afford to target high-impact subscription journals, while lower-tier institutions show greater openness to open access alternatives despite financial constraints.

Shadow Library Coverage and Usage Patterns

Shadow libraries have emerged as critical knowledge access points for researchers in India, particularly in the face of limited institutional subscriptions and rising copyright enforcement. Platforms such as Sci-Hub, Library Genesis, and Anna's Archive collectively host millions of scholarly articles and books, covering a significant proportion of paywalled research. Their relevance to the Indian higher education system is underscored by the scale of usage: Sci-Hub alone accounts for an estimated 12–15 million downloads annually from India, while Library Genesis and Anna's Archive also register substantial access. Table 3 presents these global statistics with an emphasis on the Indian context, highlighting how such platforms fill critical gaps in research accessibility, especially for scholars in resource-constrained institutions who rely on them as essential infrastructure rather than supplementary tools.

Table 3: Global Shadow Library Statistics Relevant to Indian Context

Platform	Total Content	Coverage of Major Publishers	Est. Indian Usage*
Sci-Hub	85.3 million articles	85% of toll-access journals	12-15 million downloads/year
Library Genesis	2.4 million books	36% of all DOI articles	8-10 million downloads/year
Anna's Archive	Aggregate platform	Comprehensive coverage	5-7 million access/year

Source : *Based on UNESCO data and educational technology surveys*
*Estimates based on population-adjusted global usage data and institutional survey responses

Impact on Research Productivity

The relationship between access pathways and research visibility is increasingly evident in global citation trends. Studies show that articles made available through shadow libraries receive 1.72 times more citations than comparable works that remain behind paywalls. This multiplier effect highlights the role of alternative access platforms in amplifying the reach and influence of scholarly output, particularly in contexts where institutional resources are limited. For Indian researchers, especially those working in state universities and regional colleges with constrained budgets, such access can be a decisive factor in ensuring global visibility and academic recognition. Chart 1 illustrates this correlation, underscoring how equitable access

mechanisms—whether formal or informal—directly shape the impact of Indian scholarship on the world stage.

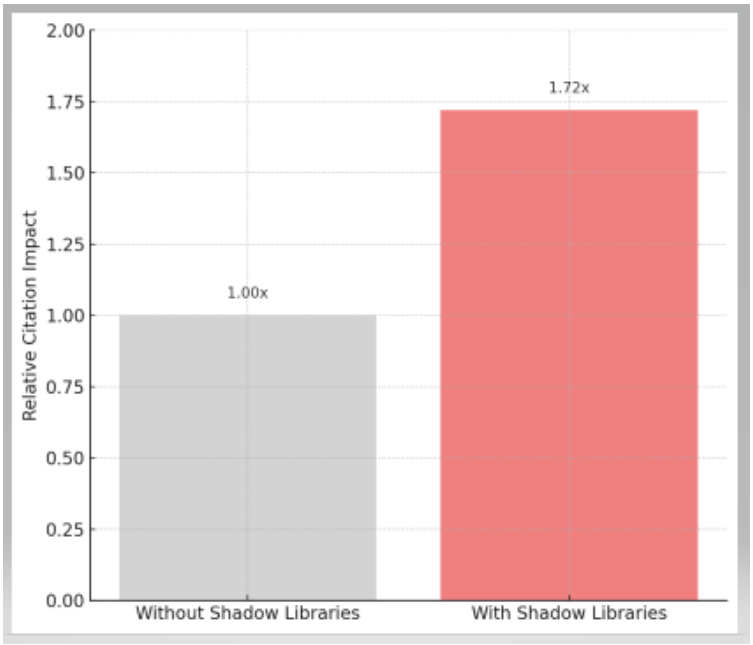


Chart 1: Citation Impact Correlation with Access Methods

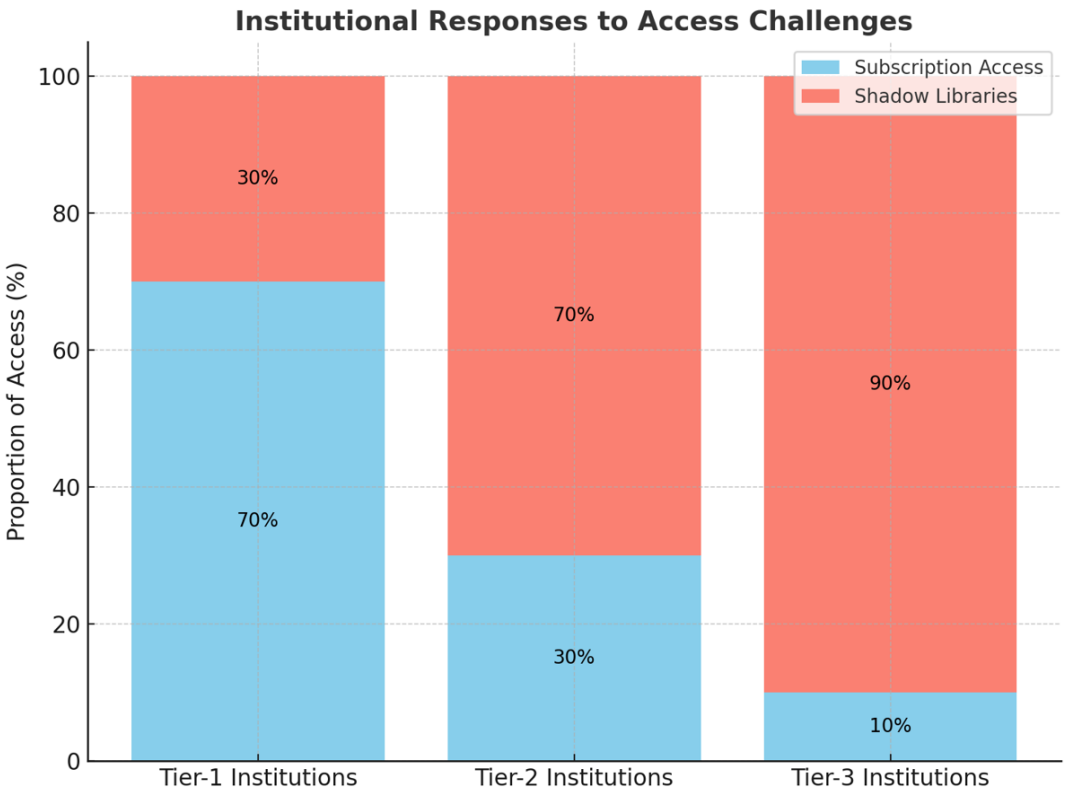
Source : *Based on UNESCO data and educational technology surveys*

Research indicates that articles available through shadow libraries receive 1.72 times more citations than similar articles not available on these platforms. This multiplier effect suggests that improved access through shadow libraries may enhance the global visibility and impact of Indian research, particularly from resource-constrained institutions.

Institutional Responses and Adaptation

The analysis reveals varying institutional responses to access challenges:

- **Tier-1 Institutions**: Primarily use shadow libraries for comprehensive coverage beyond their substantial subscriptions
- **Tier-2 Institutions**: Employ shadow libraries to supplement limited subscription access
- **Tier-3 Institutions**: Rely heavily on shadow libraries as primary access method for current literature



Source : *Based on UNESCO data and educational technology surveys*

This stratified usage pattern demonstrates how shadow libraries serve different functions across the institutional hierarchy, from supplementary resources for well-funded institutions to essential infrastructure for resource-constrained ones.

DISCUSSION

Democratization Vs. Sustainability

Shadow libraries represent a form of technological democratization, enabling researchers across India's institutional hierarchy to access essential scholarly resources. However, this democratization occurs within an unsustainable framework that bypasses established publishing economics. The platforms operate in legal gray areas, facing periodic shutdowns and domain changes that create uncertainty for dependent researchers.

Institutional Adaptation Strategies

The differential usage patterns across institution tiers reveal adaptive strategies that reflect resource constraints. Lower-tier institutions have developed sophisticated information literacy practices around shadow library usage, while premier institutions use these resources more selectively to supplement comprehensive subscriptions.

Policy Implications

The widespread reliance on shadow libraries highlights fundamental inadequacies in India's scholarly communication infrastructure. Current policies focus primarily on research output metrics without adequately addressing access equity. The government's RISE-UTTHAN initiative, targeting Tier-2 and Tier-3 institutions, represents recognition of these disparities but requires substantial scaling to address systemic inequalities.

Global Scholarly Communication Context

India's shadow library usage patterns mirror global trends in developing countries, where institutional inequalities drive alternative access seeking. The 57% global usage rate reflects widespread dissatisfaction with current publishing access models, suggesting that India's experience represents part of a broader challenge to traditional scholarly communication systems.

CONCLUSION

This study reveals that shadow libraries serve as critical infrastructure for Indian researchers navigating an unequal knowledge landscape. The inverse relationship between institutional resources and shadow library reliance demonstrates how these platforms function as equalizing mechanisms, enabling broader participation in global scholarly discourse.

However, this reliance on shadow libraries reflects deeper systemic inequalities that require comprehensive policy intervention. While these platforms provide immediate access solutions, they operate outside sustainable economic models and legal frameworks, creating long-term uncertainties for dependent researchers and institutions.

The findings suggest that shadow libraries, rather than being merely piracy platforms, represent adaptive responses to market failures in scholarly communication. Their widespread adoption indicates fundamental problems with current access models that disproportionately affect researchers in developing countries and resource-constrained institutions. The path forward requires recognizing shadow libraries not as problems to be eliminated but as symptoms of systemic inequalities requiring comprehensive reform. Sustainable solutions must address both immediate access needs and underlying structural inequities that characterize India's research landscape.

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Emotional Violence of the Women Teachers in Indian Knowledge System

Ashutosh Sharma*

INTRODUCTION

Emotional violence is a multifaceted and complex phenomenon that, in many ways, affects victims and their workplaces. Little is known about lived experiences and the effects of domestic violence on female secondary school teachers. This study explored lived experiences and the effects of Emotional violence on female school teachers on their professional and administrative roles. Underpinned by a feminist paradigm, the study employed a qualitative research approach and narrative design. Snowballing was used to a point of theoretical saturation. In depth interviews were conducted with twenty female secondary schoolteachers who were victims of domestic violence perpetrated by their spouses and triangulated with interviews of twenty-three head teachers from schools. Conceptualization and meanings were derived from experiences of female teachers, which contributed to the understanding of complex issues of emotional violence and how it affects their professional and administrative role in society.

Emotional violence is a multifaceted and complex phenomenon that affects the victims and their workplaces in many ways.1. It is a widespread global issue that crosses boundaries such as socioeconomic class, race, region, and religion.2 Globally, it has become an essential field of research in the last decade and has emerged as a global trend promoted by the United Nations, Human Rights activists, and feminist movements.3 The World Health Organization (WHO) has pronounced violence against women an endemic phenomenon. 4. Based on regional variance, its prevalence ranges from 45% among women in the African continent to 27.2% in Europe, and about 30% of women get affected by domestic violence at some point in their lives.5. Rayner-Thomas et al., 2013 found that 13 to 61% of women in ten countries experienced some form of physical violence from a male partner, 6 to 59% experienced sexual violence, and 20- 75% experienced emotional and psychological violence.

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In a study conducted on emotional violence among white-collar working women in Turkey, 10,000 white-collar working women were found to have experienced severe physical violence from their partners every year. This finding perhaps confirms that domestic violence affects all women irrespective of their status, religion, position, or economic level, with no exceptions to female teachers. In sub-Saharan Africa, empirical evidence on the prevalence of domestic violence is limited and confined to a few population studies.8 In 1995, Egypt Demographic and Health Survey (EDHS) showed that 35% of women were beaten by their husbands. Although gender issues in Uganda lean more toward females and issues of domestic violence are fully catered for in the law, many laws do not address critical aspects of violence against women.

METHODS

Study design

This was a cross-sectional study conducted using qualitative research methods.

Study Settings

This study was part of a larger project demonstrating lived experiences of domestic violence among female secondary schoolteachers in Uganda. It focused on assessing female secondary schoolteachers' perspectives on how domestic violence affects their professional and administrative roles. An in-depth interview method was used to address the research questions and a narrative research design was employed to explore experiences of female secondary schoolteachers to describe the meaning of individuals' experiences19 and obtain multiple perspectives that will add more understandings on domestic violence and how it affects female teachers' professional and administrative roles.

Participants

Female secondary school teachers with lived experiences of emotional violence were the target of our research, beginning with the ones already known by the researcher and were willing to be interviewed. The team interviewed twenty female secondary schoolteachers with experiences of domestic violence, past and ongoing, and working in secondary schools in the Kitgum district of northern Uganda. In

addition, twenty-three secondary school head teachers in the same district were interviewed to triangulate the information obtained from the female teachers.

Recruitment and interviews of participants

A progressive recruitment of participants was conducted by snowballing method to identify participants until a point of theoretical saturation was reached. In this, the scope of the study was limited to female secondary schoolteachers in the district, who were victims of domestic violence and headteachers from their respective secondary schools. The research team employed in-depth interviews where data was collected using face-to-face questionnaire interviews. The triangulation of information was achieved by interviewing headteachers of their respective secondary schools. The researcher used an open-handed interview guide to direct the conversation and allow participants to provide information to help them understand the in-depth and lived experiences of domestic violence to themselves and its effects on their professional and administrative roles.

Ethical approval

This study was approved by the Research and Ethics Committee (REC) of Uganda Christian University (UCU) and Uganda National Council for Science and Technology (UNCS&T). In addition, the Kitgum District Education office authorized the conduct of this study, where all participants provided written informed consent to participate. In addition to participants' written informed consent, confidentiality, respect for participants' privacy, and keeping personal information confidential were ensured. Although the face-to-face interviews were conducted with participants during the peak of the COVID-19 pandemic when the risk of getting infected with COVID-19 could have been high due to close physical interactions, we ensured that we adhered to the national infection, prevention, and control (IPC) and Standing Operating Procedures (SOPS) for COVID-19 by wearing facemasks, keeping social distancing, washing hands, and sanitizing before, during and after interviews.

DATA ANALYSIS

The primary data obtained for this study was recorded (written and audio recorded) and analyzed using thematic narrative analysis.19,20 Thematic experience-centered narrative analysis was used to identify themes and sub-themes within the

narratives.19,20 The researcher analyzed data manually because of the number of participants and the information obtained. The author became familiar with the data by reading and re-reading all written materials and listening repeatedly to audio recordings from the interviews.19,20 The researcher then generated initial codes, searched for themes, reviewed them, and later defined and named the theme before reporting.19,20 Inductive coding was created based on the data and labels were created as they emerged. Consequently, the analysis on lived experiences and effects of domestic violence on female secondary schoolteachers' professional and administrative roles was maintained inductive throughout the analysis process.

CREDIBILITY

To achieve a high standard of credibility, honesty, trustworthiness, and the purpose of this study was made known to participants. A suitable venue was agreed upon with participants' consent before the study's commencement. The credibility of the study's findings was ensured by selecting participants who had experienced domestic violence, the use of indepth interview techniques for data collection, and the analysis of findings using narrative design. In addition, we established a data trail, acknowledging the researcher's subjectivity, conducting participant checks and reviews, and ensuring prolonged engagements and followup with participants on the subject matter.

RESULTS OF OUR FINDINGS

The study findings were on lived experiences of domestic violence among female secondary school teachers in Northern Uganda. It described how domestic violence affected their professional and administrative roles in the in-depth interviews. The interviewed participants' sociodemographic characteristics were ages, qualifications, number of children, subjects taught, and years in marriage. In addition, similar information was recorded for headteachers in secondary school in Kitgum including their experience as headteachers (Table 2).

Background information on female secondary school teachers. Twenty participants in this study had or were experiencing domestic violence and were willing to discuss their lived experiences. Accordingly, (2/20, 10.0%) female teachers were aged 25-30 years. Most participants (12/20, 60.0%) were aged 31-40 years, comprising 60% of the participants. Women aged 40 and above were (6/20, 30.0%)). Reviewing

this age group distribution, it can be argued that between the ages of 25-30 years, female teachers were less willing to talk about their family challenges. This age group is probably tender with many family and relation expectations. Therefore, at this age group, spouses try to please each other, and the relationship leaves room for tolerance and violence. According to the Ugandan education system, most students complete their university or tertiary education between the ages of 20 and 24 years.

This finding confirms the importance of children for the perseverance of female teachers even in a dysfunctional relationship afflicted by violence. Most female teachers reported having attained a bachelor's degree and comprised (18/20, 90.0%) of the female teachers in our study population. The level of education did not change the experience of domestic violence in their families. Also, we found that domestic violence occurred among female secondary schoolteachers across all age groups, marital statuses, and educational levels.

RESULTS

The finding indicates that female secondary school teachers have lived experiences of domestic violence, affecting their professional and administrative roles, resulting in poor service delivery and interpersonal relationships. The effects were poor service delivery, absenteeism, missing lessons, poor lesson preparations, low self-esteem, mental health issues, depression, poor interpersonal relationships, bad attitudes, and lack of cooperation with others. Female teachers used both formal and informal means to cope with the situation.

LIMITATIONS OF THIS STUDY

Although this study has provided key findings and information about perceptions and lived experiences of emotional violence among female secondary school teachers and its effects on the teaching roles in secondary schools, there are limitations to be considered. Considering the number of study participants, it may be inadequate to indicate workplace implications stemming from domestic violence inflicted on employees and to draw general conclusions from these findings. However, the study highlighted the need for employers to find strategies to address spillovers of domestic violence in schools. Besides, the It is still valued because participants were teachers who received training from similar institutions, and the issue of domestic violence is a national issue; therefore, the findings can be generalized to other

areas too. Second, snowball as a sampling method has several challenges, which could affect the research findings. There were concerns that those teachers with a smaller network may be underrepresented, as they were less likely to be referred to for interviewers, yet their perspectives could be of interest in this study.

STRENGTHS OF THIS STUDY

This study had many strengths. First, regular contacts, being close to participants, and clearly explaining the purpose of the study helped us to address some of the shortcomings of the study sampling method. The research team gained confidence, trust and referred other participants for the study thus reaching all potential victims of domestic violence in the area. Second, although the number of participants was small, in-depth interviews allowed the research team to gain valuable information until theoretical saturation was reached. Besides, the in-depth interview provided the opportunity to get richer data and in-depth insights by exploring women's experiences of domestic violence and how it affects them. Third, the data was based solely on self-reporting by participants; female teachers, and head teachers. Triangulating information with administrators was important in enriching the information obtained and crosschecking the authenticity of some data from the victims. Fourth, interviews with other family members or co-workers of the victims (female secondary school teachers) gave the study more understandings of the effects of domestic violence on their professional and administrative roles.

CONCLUSION

This exploratory study brings awareness to the lived experiences and effects of emotional violence on female school teachers. Emotional violence affects professional and administrative roles with resulting poor service delivery and poor interpersonal relationships. Providing a supportive work environment is crucial for female teachers experiencing emotional and domestic violence to enable them to perform their professional and administrative roles. Different players, school managers, the Ministry of Education and Sports, feminist organizations, and relevant government offices can intervene by establishing workplace policies and relevant processes to support female teachers who experience emotional violence.

Artificial Intelligence and the Future of Electoral Integrity in India: Designing Secure and Transparent Vote-from-Anywhere Systems for the Election Commission

Mr. Mofikul Islam*

Abstract

India administers the largest democratic exercise in the world, with an electorate exceeding 960 million citizens. The size, diversity, and mobility of this population present formidable challenges to ensuring electoral inclusivity, transparency, and administrative efficiency. Recent innovations including home voting for senior citizens and persons with disabilities, the Electronically Transmitted Postal Ballot System (ETPBS) for service voters, and the pilot Remote Electronic Voting Machine (RVM) for domestic migrants—demonstrate the Election Commission of India's (ECI) commitment to the principle that "no voter is left behind." Yet, these measures remain partial solutions to a structural challenge: how to allow citizens to cast votes securely, transparently, and verifiably from any location within India.

This paper proposes a comprehensive, artificial intelligence (AI)–enabled framework to design and govern a Vote-from-Anywhere (VfA) model for the ECI. The framework emphasizes five interrelated contributions: (1) a systems blueprint integrating identity assurance, device security, and privacy-by-design in compliance with India's Digital Personal Data Protection Act, 2023; (2) a portfolio of AI services supporting voter outreach, adaptive accessibility, logistics optimization, anomaly detection, and audit planning; (3) a hybrid verifiability model combining EVM–VVPAT audits with end-to-end verifiable cryptographic protocols; (4) a governance and assurance architecture ensuring transparency, accountability, red-team testing, and open data; and (5) a phased roadmap grounded in legal compliance and institutional legitimacy.

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The study situates the Indian case in global experiences, such as Estonia's nationwide internet voting system and Switzerland's verifiable but cautious e-voting pilots. It also considers contemporary jurisprudence, particularly the Supreme Court of India's rulings on VVPAT verification, to ensure that proposed innovations align with constitutional and legal standards. The analysis highlights how AI can extend electoral participation, strengthen trust in results, and reduce logistical burdens, while acknowledging risks such as cybersecurity vulnerabilities, data privacy challenges, and the potential misuse of AI-generated analytics.

The findings suggest that India's democratic infrastructure can evolve toward a controlled, inclusive, and transparent VfA model without abandoning the trusted EVM–VVPAT foundation. By combining AI-driven innovations with strong institutional guardrails, the ECI can balance accessibility, efficiency, and electoral integrity in the world's most populous democracy.

Keywords: India, elections, artificial intelligence, Vote-from-Anywhere, EVM, VVPAT, remote voting, RVM, ETPBS, data protection, risk-limiting audit, verifiability, governance, electoral integrity

INTRODUCTION

India's electoral democracy is unparalleled in scale and complexity. With a population exceeding 1.4 billion and more than 960 million registered voters, the Indian general election represents not only the world's largest democratic event but also a logistical and technological challenge (Election Commission of India [ECI], 2024). Over the decades, the ECI has pioneered innovations to enhance inclusivity and credibility, from the introduction of electronic voting machines (EVMs) in the 1990s to the integration of Voter Verifiable Paper Audit Trail (VVPAT) printers in the 2010s. Yet, despite these advances, significant participation gaps remain, particularly among domestic migrants, elderly citizens, and persons with disabilities (Press Information Bureau [PIB], 2022; PIB, 2024).

Migration is a central barrier. India's 2011 Census estimated more than 450 million internal migrants—nearly 37 percent of the population—many of whom are unable to return to their home constituencies during elections (Office of the Registrar General & Census Commissioner, 2011). This disenfranchisement undermines the constitutional mandate of universal adult suffrage under Article 326 and highlights

the need for a more flexible, technology-enabled voting system. The ECI's pilot Remote EVM (RVM) initiative of 2022, which envisioned multi-constituency voting from remote polling stations, marked an important step in this direction (PIB, 2022). However, questions of legal authority, technological reliability, and public trust remain unresolved.

Parallel debates concern transparency in vote counting. While VVPAT slips provide a paper audit trail for EVM-based voting, the Supreme Court in April 2024 upheld the practice of sampling only five polling stations per assembly constituency rather than mandating 100 percent verification (Supreme Court Observer, 2024). Critics argue that this limited verification may not fully address concerns of electoral integrity. Therefore, innovations that combine accessibility with stronger verification mechanisms are urgently required.

Artificial intelligence offers promising pathways. AI-driven tools can support voter outreach through multilingual chatbots, optimize the logistics of ballot distribution, detect anomalies in turnout or counting data, and assist in planning risk-limiting audits. In parallel, cryptographic end-to-end verifiability (E2E-V) protocols, already trialed in Estonia and Switzerland, suggest how digital systems can provide individual and universal verifiability while maintaining ballot secrecy (OSCE/ODIHR, 2025; Swiss Post, n.d.). Integrating such technologies within India's existing EVM–VVPAT framework can expand participation while enhancing transparency.

This paper argues that the design of a Vote-from-Anywhere (VfA) system—grounded in AI services, privacy safeguards, and robust auditability—offers a practical path forward for Indian democracy. The contribution is not to propose wholesale replacement of EVMs but to extend their utility for populations currently underserved by the electoral process. Through a phased roadmap, legal alignment, and stakeholder consultation, India can become a global leader in inclusive, technology-enabled democracy.

BACKGROUND AND LEGAL–INSTITUTIONAL CONTEXT

The design of an artificial intelligence (AI)–enabled Vote-from-Anywhere (VfA) system for India must be grounded in the realities of the country's electoral institutions, legal framework, and global comparative experiences. This section reviews the Indian electoral infrastructure, the legal environment regulating voting technologies, and international case studies that can inform India's future trajectory.

Evolution of Electoral Technology in India

India's adoption of electoral technology has historically balanced innovation with caution. The transition from paper ballots to electronic voting machines (EVMs) began with limited pilot projects in the early 1980s and expanded nationwide after the Supreme Court's validation in Association for Democratic Reforms v. Union of India (2002). By the 2004 general election, EVMs were used universally across India (ECI, 2004). Their adoption reduced invalid votes and accelerated counting but also generated persistent concerns regarding tamperability (Banerjee, 2019).

To address demands for greater transparency, the ECI introduced the Voter Verifiable Paper Audit Trail (VVPAT) in a phased manner beginning in 2013. The VVPAT prints a paper slip confirming a voter's choice, visible through a transparent window for seven seconds before falling into a sealed box (ECI, 2013). The Supreme Court mandated VVPAT use in all constituencies in Subramanian Swamy v. ECI (2013). Subsequent litigation, however, has centered on the extent of mandatory verification of VVPAT slips. In April 2024, the Court upheld the ECI's sampling protocol of verifying slips from five randomly selected polling stations per assembly constituency, rejecting petitions for 100 percent verification (Supreme Court Observer, 2024).

In parallel, India has introduced targeted measures for absentee voting. The Electronically Transmitted Postal Ballot System (ETPBS) allows service voters, such as armed forces personnel, to download ballots electronically, mark them manually, and return them by post. Additionally, the 2020 reforms allowed persons with disabilities and senior citizens above 80 years to vote from home (PIB, 2020). Most recently, the ECI announced trials of Remote Electronic Voting Machines (RVMs), enabling domestic migrants to vote from remote polling booths located outside their home constituencies (PIB, 2022). Although promising, the RVM project has faced skepticism from political parties, which cite concerns over data security, constituency mapping, and possible disenfranchisement due to misallocation (Indian Express, 2023).

These measures illustrate India's incremental, experimental approach to electoral technology. They also highlight the persistent tension between accessibility, administrative feasibility, and electoral integrity.

Legal Foundations and Constitutional Principles

India's electoral system operates within a robust constitutional and legal framework. Article 324 of the Constitution vests the "superintendence,

direction and control" of elections in the Election Commission of India, while Article 326 guarantees universal adult suffrage. Parliament legislates election procedures through the Representation of the People Acts (RPA), 1950 and 1951, supplemented by rules framed under these statutes (Election Commission of India, 2019).

The adoption of any new voting method, including a Vote-from-Anywhere system, must comply with these legal foundations. For example:

Representation of the People Act, 1951, Sections 59–61 mandate that voting ordinarily occurs "in person" at designated polling stations, except where postal ballots or proxies are authorized. Thus, a nationwide VfA model would require statutory amendments unless implemented strictly through designated polling stations managed by the ECI.

Information Technology Act, 2000, as amended in 2008, governs electronic records, digital signatures, and cybersecurity. Any system involving digital authentication or transmission of votes must align with these provisions.

Digital Personal Data Protection Act, 2023 (DPDP Act) establishes consent-based processing, data minimization, and rights of data principals (citizens). A VfA system leveraging biometric or demographic data must embed privacy-by-design mechanisms.

Judicial interpretations also shape the legal environment. The Supreme Court in Kuldip Nayar v. Union of India (2006) upheld the secrecy of the ballot as a constitutional requirement, and in People's Union for Civil Liberties v. Union of India (2013), it directed the ECI to introduce the "None of the Above" (NOTA) option as a voter choice. Both cases emphasize the judiciary's role in ensuring the integrity and inclusivity of elections.

Hence, any AI-enabled VfA model must be not only technologically feasible but also constitutionally defensible, statutorily compliant, and jurisprudentially consistent.

Trust, Transparency, and Public Confidence

Public trust is central to the legitimacy of elections. In India, skepticism about EVM tampering persists despite repeated assurances from the ECI and independent technical audits (Banerjee, 2019; Anderson, 2020). Critics argue that without 100 percent VVPAT verification, suspicions cannot be fully dispelled (Supreme Court Observer, 2024).

Transparency challenges are not unique to India. For example:

Estonia, the global pioneer in nationwide internet voting, has faced scrutiny from researchers who identified potential vulnerabilities in its i-voting system, though no major breach has occurred (Springall et al., 2014).

Switzerland suspended parts of its e-voting program in 2019 after independent researchers discovered cryptographic flaws in the system operated by Swiss Post (Heiberg et al., 2019).

United States debates about Dominion Voting Systems during the 2020 presidential election illustrate how distrust, even if technically unfounded, can undermine democratic legitimacy (Persily & Stewart, 2021).

The Indian experience demonstrates that innovations must be accompanied by robust mechanisms of transparency, public communication, and third-party audits. Without these, technological solutions risk deepening distrust rather than enhancing legitimacy.

International Comparative Insights

Global experiences provide useful lessons for India's electoral reforms:

- **Estonia**: Since 2005, Estonia has allowed remote internet voting using national ID cards and secure cryptographic protocols. Over 40 percent of Estonian voters now use i-voting (OSCE/ODIHR, 2025). The system demonstrates scalability but also reveals vulnerabilities to state-level cyber threats.
- **Switzerland**: Swiss e-voting pilots emphasized verifiability and transparency, requiring that voters could individually confirm their votes and auditors could verify aggregate tallies. However, public mistrust and cryptographic flaws led to suspension of several pilots (Heiberg et al., 2019).
- **Canada**: Municipalities such as Markham and Halifax experimented with internet voting for local elections, but uptake at the federal level remains limited due to cybersecurity concerns (Goodman & Pyman, 2020).
- **United States**: The U.S. has resisted nationwide internet voting due to security concerns. Instead, reforms focus on improving absentee ballots, expanding early voting, and enhancing post-election audits (Persily & Stewart, 2021).

These comparative cases highlight three principles: (1) technology should be an enabler of inclusivity, not a replacement for trust; (2) verifiability is as important as

efficiency; and (3) incremental pilots, coupled with independent audits, are essential to building legitimacy.

Summary

India's electoral technology landscape reflects an incremental yet cautious approach, shaped by constitutional principles, statutory frameworks, and judicial oversight. While innovations such as EVMs, VVPATs, ETPBS, and RVMs represent significant progress, gaps in inclusivity and verifiability remain. International experiences demonstrate both the potential and perils of remote or digital voting systems.

Against this backdrop, the integration of AI into a Vote-from-Anywhere system presents both opportunities and risks. The next section develops the research questions and methodological framework guiding this inquiry, before presenting a systems blueprint for an AI-enabled, secure, and transparent VfA model for India.

Part 3: Research Questions, Methodology, and the Systems Blueprint for Vote-from-Anywhere (VfA).

RESEARCH QUESTIONS AND METHODOLOGY

Research Questions

This study is guided by the following research questions:

1. **Inclusivity and Accessibility**: How can a Vote-from-Anywhere (VfA) system expand electoral access for migrants, elderly citizens, persons with disabilities, and other underserved groups?
2. **AI Integration**: What roles can artificial intelligence play in enhancing voter authentication, system monitoring, anomaly detection, accessibility, and logistical planning?
3. **Transparency and Trust**: How can a VfA system preserve or strengthen transparency, secrecy, and verifiability of votes?
4. **Legal and Institutional Fit**: How can the system align with India's constitutional principles, statutory requirements, and judicial interpretations?
5. **Governance and Risk Mitigation**: What governance mechanisms, audit systems, and ethical guardrails are necessary to manage risks and ensure public trust?

Methodology

The methodology of this paper is primarily conceptual and analytical, drawing from:

Doctrinal legal analysis of the Indian Constitution, Representation of the People Acts (1950, 1951), Information Technology Act (2000), and Digital Personal Data Protection Act (2023).

Comparative case analysis of electoral innovations in Estonia, Switzerland, Canada, and the United States.

Policy analysis of Election Commission of India (ECI) reports, white papers, and press releases.

Technical literature review on artificial intelligence applications in authentication, anomaly detection, logistics optimization, and verifiable cryptographic protocols.

Normative democratic theory emphasizing electoral inclusivity, integrity, and legitimacy.

This multi-pronged approach provides a holistic foundation for proposing a feasible, legally defensible, and technologically robust VfA model.

SYSTEMS BLUEPRINT FOR A VOTE-FROM-ANYWHERE (VFA) MODEL

The proposed blueprint outlines the architecture of an AI-enabled Vote-from-Anywhere (VfA) system for India. It is designed to complement, not replace, India's existing EVM–VVPAT infrastructure, while expanding accessibility and strengthening transparency.

Architectural Principles

The VfA system rests on five guiding principles:

1. **Universal Accessibility**: Ensure participation for all eligible voters, regardless of location, disability, or literacy.
2. **Privacy by Design**: Minimize collection and processing of personal data; adopt anonymization and encryption.
3. **Layered Security**: Incorporate multi-factor authentication, device integrity checks, and cryptographic safeguards.
4. **End-to-End Verifiability**: Provide voters and auditors with independent means of verifying the correctness of individual and aggregate outcomes.
5. **Incremental Deployment**: Pilot in limited constituencies and scale gradually after independent audits.

Voter Authentication

Robust authentication is central to preventing fraud while ensuring accessibility. The proposed VfA model combines multiple methods:

Aadhaar-based e-KYC with Consent: Leveraging Aadhaar authentication under Section 4 of the Aadhaar Act, with explicit voter consent and alignment with the DPDP Act (2023).

- **Multi-Factor Authentication (MFA):** Combining demographic verification, biometric match (fingerprint/iris), and device-based OTP.
- **AI-Powered Anomaly Detection**: Machine learning models trained to detect suspicious login patterns (e.g., multiple requests from the same device or IP address).
- **Accessibility Enhancements**: Voice-assisted interfaces and AI-driven language translation to facilitate authentication for diverse users.

Authentication data should be encrypted and processed in compliance with India's data protection regime, with minimal retention to reduce risks of misuse.

Vote Casting and Recording

The voting process must preserve secrecy and verifiability. The VfA system can adopt a hybrid model:

- **Electronic Ballot Interface**: Voters cast ballots through a secure application on designated ECI-managed devices (not personal devices, to reduce malware risks).
- **End-to-End Verifiable Protocols (E2E-V):** Cryptographic systems such as Prêt à Voter or Helios allow voters to verify that their vote was cast-as-intended, recorded-as-cast, and tallied-as-recorded, without compromising ballot secrecy (Adida, 2008).
- **Paper Audit Trail**: Each VfA vote generates a corresponding VVPAT slip, stored securely at the local polling station. This ensures parity with EVM-based votes and facilitates audits.
- **AI-Supported Monitoring**: Natural language processing (NLP) tools can flag unusual voter feedback or accessibility issues in real time.

Vote Transmission and Storage

Vote transmission represents a critical vulnerability. The proposed safeguards include:

- **Air-Gapped Tally Servers**: Votes transmitted over secure intranets to ECI data centers, not the open internet.
- **Blockchain-Backed Logs**: Immutable, distributed ledgers to record hash values of cast ballots, enabling auditors to detect tampering.
- **AI Intrusion Detection Systems (IDS):** Deep learning–based IDS to identify cyberattacks, malware injections, or denial-of-service attempts.
- **Geo-Fencing**: Restricting vote-casting to approved polling centers under ECI supervision, preventing uncontrolled remote access.

Counting and Audit

The VfA system incorporates multi-layer verification:

- **Risk-Limiting Audits (RLAs):** Statistically grounded audits that verify outcomes with high confidence while minimizing manual counts (Lindeman & Stark, 2012).
- **VVPAT Reconciliation**: Ensuring that electronic tallies match paper trails.
- **AI Audit Planning**: Machine learning models optimize sample selection for RLAs, targeting polling stations with unusual turnout or vote patterns.
- **Independent Oversight**: Civil society organizations, technical experts, and political party representatives should supervise audits.

Accessibility and Inclusivity Features

AI can expand participation by tailoring the voting experience:

- **Multilingual Chatbots**: Guiding voters in local languages through authentication and ballot casting.
- **Voice-Activated Interfaces**: Assisting visually impaired voters.
- **Predictive Accessibility Tools**: Anticipating and mitigating potential barriers (e.g., suggesting accessible polling centers for wheelchair users).
- **Data-Driven Outreach**: Identifying low-turnout areas and deploying targeted awareness campaigns.

Deployment Roadmap

Implementation should follow a phased approach:

1. **Pilot Phase (2025–2027):** Limited trials in select urban constituencies with high migrant populations; independent audits; public consultations.

2. **Expansion Phase (2028–2032):** Extension to interstate migrant hubs and large cities; integration with service voters and overseas Indian citizens.
3. **Consolidation Phase (2032 onwards**): Nationwide deployment, subject to statutory amendments and Supreme Court validation.

Anticipated Challenges

Key risks include:

- **Cybersecurity Threats**: State-sponsored attacks or zero-day exploits.
- **Digital Divide**: Exclusion of citizens without access to secure devices or literacy skills.
- **Misinformation and AI-Generated Deepfakes**: Threats to trust in the system.
- **Institutional Capacity**: Ensuring the ECI has sufficient technical expertise and resources.

ARTIFICIAL INTELLIGENCE SERVICES IN ELECTORAL PROCESSES

Artificial intelligence can serve as both a facilitator of inclusivity and a guardian of integrity within the proposed Vote-from-Anywhere (VfA) system. Unlike purely mechanical processes, elections involve dynamic interactions among voters, administrators, and political stakeholders. AI tools can help monitor these interactions, anticipate problems, and optimize solutions in real time.

Voter Outreach and Education

Low voter awareness often undermines participation, particularly among marginalized groups such as migrants, first-time voters, and persons with disabilities. AI can play a crucial role in addressing this challenge:

- **Multilingual Chatbots**: AI-driven chatbots can provide election-related information in India's 22 official languages and additional regional dialects, guiding voters through procedures for authentication, vote casting, and grievance redressal.
- **Personalized Nudges**: Machine learning algorithms can identify likely non-participants (e.g., based on past turnout data) and send targeted reminders, ensuring higher turnout without breaching privacy norms (Thaler & Sunstein, 2008).

- **Accessibility Tools**: Natural language processing (NLP)–based tools can generate easy-to-read explanations of voting procedures for low-literacy voters.

By leveraging AI for outreach, the ECI can reduce the information asymmetry that disadvantages certain categories of voters.

Authentication and Fraud Detection

Authentication remains the backbone of electoral security. AI-enhanced mechanisms strengthen this process beyond static methods:

- **Biometric Verification**: Deep learning models improve accuracy in fingerprint and iris recognition, minimizing false matches (Jain et al., 2020).
- **Behavioral Biometrics**: AI can analyze keystroke dynamics, touchscreen gestures, or gait recognition as secondary verification factors, particularly useful in high-security environments.

  Anomaly Detection in Authentication: Machine learning systems can flag suspicious patterns such as repeated failed login attempts, simultaneous logins from different locations, or identity spoofing attempts (Buczak & Guven, 2016).
- **Deepfake Detection**: With AI-generated videos and voices becoming sophisticated, adversarial networks trained to identify synthetic media are essential to prevent impersonation of political leaders or fraudulent voter calls (Chesney & Citron, 2019).

Such layered defenses reduce the likelihood of both individual and systemic fraud.

Logistics and Resource Optimization

Election management in India involves deploying millions of polling personnel, transporting EVM–VVPAT units across vast geographies, and ensuring accessibility in remote areas. AI can optimize these processes through:

- **Predictive Analytics**: Forecasting voter turnout in different regions to allocate resources efficiently (Silver, 2012).
- **Route Optimization**: AI-driven logistics planning minimizes travel time and costs for transporting election materials.
- **Polling Personnel Scheduling**: Machine learning algorithms can balance personnel workloads, taking into account geography, security, and voter density.

- **Real-Time Monitoring**: AI dashboards provide election administrators with real-time insights into bottlenecks and risks.

By improving efficiency, AI reduces human error and enhances the resilience of electoral operations.

Anomaly Detection and Misinformation Management

AI can strengthen electoral integrity by identifying irregularities that might otherwise go unnoticed:

- **Turnout Anomalies**: Machine learning models can compare reported turnout against historical baselines, flagging constituencies with implausibly high or low numbers.
- **Vote Pattern Irregularities:** Algorithms can detect outliers such as unusually uniform vote distributions that may indicate ballot stuffing.
- **Social Media Monitoring**: Natural language processing tools can track election-related misinformation and hate speech across platforms, enabling timely countermeasures (Ferrara et al., 2020).
- **Coordinated Behavior Detection**: AI can reveal bot networks amplifying propaganda or undermining confidence in the electoral process.

TRANSPARENT COUNTING AND RESULT VALIDATION

Counting votes and declaring results are moments of high political tension. To safeguard legitimacy, the VfA model integrates AI tools with verifiable processes.

Hybrid Verification Model

The proposed model combines EVM–VVPAT audits with end-to-end verifiable (E2E-V) cryptographic protocols:

- **Individual Verifiability**: Each voter receives a cryptographic receipt that allows them to confirm their vote was included in the tally without revealing its content (Adida, 2008).
- **Universal Verifiability**: Independent observers can verify that the published tally corresponds exactly to the sum of all cast ballots.
- **Paper Audit Trail**: Parallel to digital verification, each VfA vote produces a paper slip for reconciliation with electronic records.

This hybrid model preserves both the familiarity of India's EVM–VVPAT system and the transparency of advanced cryptography.

Risk-Limiting Audits (RLAs)

Risk-limiting audits are statistical methods that provide strong evidence that reported election outcomes are correct. AI enhances RLAs by:

- **Optimized Sampling**: Machine learning identifies polling stations most likely to influence outcomes.
- **Dynamic Thresholds**: AI systems adjust audit intensity based on margins of victory or detected anomalies.
- **Resource Efficiency**: RLAs reduce unnecessary manual counting, saving time and costs while preserving confidence (Lindeman & Stark, 2012).

Incorporating RLAs into India's framework would provide stronger assurances than the current fixed-sample VVPAT verification.

Blockchain-Backed Audit Trails

Blockchain technology can provide immutable logs of vote transactions without storing the votes themselves:

- **Tamper Evidence**: Any modification of stored records is immediately detectable.
- **Decentralized Oversight**: Multiple stakeholders (ECI, political parties, independent auditors) can hold copies of the blockchain, preventing unilateral manipulation.
- **AI-Powered Analysis**: AI can analyze blockchain data to identify anomalies in transmission timing or transaction patterns.

This combination of blockchain transparency and AI oversight strengthens the auditability of the VfA system.

Independent Oversight and Public Communication

AI tools should not replace human oversight but complement it. Thus, the system should institutionalize:

- **Multi-Stakeholder Audits**: Involving representatives from political parties, civil society, and technical experts.
- **Red-Team Testing**: Independent cybersecurity researchers tasked with stress-testing the system before deployment.

- **Public Dashboards**: AI-powered visualizations of turnout, counting progress, and audit results accessible to citizens.

Transparent communication counters misinformation and builds legitimacy.

Anticipated Benefits

If implemented with safeguards, AI-driven transparent counting offers several benefits:

Increased trust in electoral outcomes.

Faster but more reliable result tabulation.

Reduced risk of contested elections and litigation.

Stronger international reputation for India as a leader in electoral innovation.

ARTIFICIAL INTELLIGENCE SERVICES IN ELECTORAL PROCESSES

Artificial intelligence can serve as both a facilitator of inclusivity and a guardian of integrity within the proposed Vote-from-Anywhere (VfA) system. Unlike purely mechanical processes, elections involve dynamic interactions among voters, administrators, and political stakeholders. AI tools can help monitor these interactions, anticipate problems, and optimize solutions in real time.

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Depreciation Accounting in India

Barkha Pareta* and Dr. Pratima Rawal**

INTRODUCTION

The term depreciation refers to an accounting method used to allocate the cost of a tangible or physical asset over its useful life. Depreciation represents how much of an assets value has been used. It allows companies to earn revenue from the assets they own by paying for them over a certain period of time.

Because companies don't have to account for them entirely in the year the assets are purchased, the immediate cost of ownership is significantly reduced. Not accounting for depreciation can greatly affect a company's profits. Companies can also depreciate long-term assets for both tax and accounting purposes.

Depreciation can be compared with amortization, which accounts for the change in value over time of intangible assets. Depreciation is a measure of the wearing out, consumption or other loss of value of a depreciable asset arising from use, passing of time or obsolescence through technology and market changes. It has a significant effect in arriving at the results of operations of an enterprise and determining its financial position. There are several methods of allocating depreciation over the useful life of assets. However, SLM and RDM (reducing balance method) are the methods most commonly employed in industrial and commercial undertakings. The depreciation method selected by the management of an enterprise should be consistently applied from year to year. A change in depreciation method is considered a change in accounting policy and its effect should be qualified and disclosed.

DEPRECIATION

For maintenance of capital, provision for depreciation is a must for enterprise. With the increase in complexities in production system, investment in capital assets increases enormously and the assets are used for a number of years. How should this cost be recovered is a burning question since long past. Various concepts have

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developed and a number of practices are followed across the world. They vary from person to person, firm to firm and industry to industry.

Accounting for depreciation involves accurate estimation of future uncertain: events like useful life of asset, replacement cost of the same, its residual value, expected flow of revenue out of the use of asset etc. These estimations require judgments, and consequently the scope for variation arises.

To avoid or at least to minimize such variations, academicians and professional bodies deliberated widely from time to time. It may be pointed out that academicians have been advocating for uniform accounting treatment of depreciation since long past. With the basic objective of harmonizing among accounting practices, standards have been formulated by various bodies. Study of the standards shows that various academic discussions, professional views and executive decisions are given concrete shape in the standards. They dwelt on the issues like: systematic and rational allocation of fixed assets, consistent use of depreciation method adopted, revision of useful life, disclosure of various aspects of depreciation accounting, depreciation on additions to or extension with fixed assets, adjustment of depreciation for change in historical cost of asset due to exchange fluctuation and change in duties, effect of revaluation on depreciation, identification of depreciable assets, treatment of residual value, depreciation on land and building, definition of depreciation etc. On major issues they agree with the standards while on some other issues they differ.

CURRENT SCENARIO OF DEPRECIATION ACCOUNTING

Revised 'Accounting Standards (AS 10 – Property, Plant and Equipment' is applicable for the accounting periods commencing on or after April 1, 2017 after considering Companies (Accounting Standards) Amendment Rules, 2016 (G.S.R. 364(E) dated 30.03.2016) read with ICAI Press Release dated 28.09.2016 titled "Amendment to AS 2, 4, 6, 10, 13, 14, 21 and 29 issued by the Institute of Chartered Accountants of India, pursuant to issuance of amendments to Accounting Standards by the MCA (September 2016)" Accounting Standard (AS) 10 Property, Plant and Equipment. Accounting Standard-6 i.e. Depreciation Accounting has been merged with the Accounting Standard-10 i.e. accounting on Property, Plant and Equipment. Depreciation has become the part of the AS-10. Earlier there was a separate standard for the depreciation. Now it has been merged but all the accounting has remained same.

CONCLUSION

It is clear that India is now all ready to accept and implement the IFRS. ICAI has prepared near final Indian Accounting Standards (Ind ASs) finalized by the Council of ICAI and sent to the National Advisory Committee on Accounting Standards (NACAS) on 14-01-2011. On January 22, 2010 the Ministry of Corporate Affairs issued the road map for transition to IFRS. Now recently on 25th February, 2011 Ministry of Corporate Affairs has notified Indian Accounting Standards Converged with IFRS. It is clear that India has deferred transition to IFRS by a year.

To summarize, convergence is inevitable. The timeline is tight. The need of the hour is coordination and continuous efforts by all concerned to make the process a grand success.

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बालकों में उभरती आपराधिक आदतें

डॉ. विजय नारायण तिवारी*

प्रस्तावना

सांस्कारिक शिक्षा एवं सांस्कारिक वातावरण ही समाज को स्वच्छ परिवेश दे सकते हैं । सामाजिक व्यवस्था को बनाये रखने के लिए तथा व्यक्ति को समाज में अपने को सम्यक रूप से समायोजित करने के लिए समाज द्वारा बनाए गये नियमों और मान्यताओं का पालन करना अनिवार्य हो जाता है। व्यक्ति जब समाज के नियमों और मान्यताओं के विपरीत कार्य करता है तो उसे दोषी या अपराधी कहा जाता है। अपराधों का वर्गीकरण आयु के आधार पर भी किया गया है। बालकों द्वारा किये गये समाज विरोधी कार्यों या अपराधो को बाल–अपराध या किशोर अपराध कहते हैं। बाल अपराधियों की आयु सीमा का निर्धारण करना कठिन है क्योंकि बाल विकास पर देश की जलवायु, सामाजिक तथा सांस्कृतिक परिवेश का प्रभाव पड़ता है, इसलिए बाल अपराधियों की आयु विभिन्न देशों के कानूनों में भिन्न–भिन्न पायी जाती है। मनोवैज्ञानिकों के अनुसार बाल अपराधी की निम्नतम आयु लगभग 7 या 8 वर्ष और उच्चतम आयु 18 वर्ष तक होती है। विद्यालयों में विभिन्न प्रकार के बालक आते हैं जिनमें कुछ बाल अपराधी भी होते हैं । समाज हित की दृष्टि से इनका सुधार करना अत्यन्त आवश्यक है। बाल अपराध क्या है? बाल अपराध के कारण, बाल अपराध के निवारण एवं बाल अपराध रोकने में शिक्षक की भूमिका आदि के विषय में जानकारी देना आवश्यक है।

बाल–अपराध में एक स्थान विशेष पर उस समय लागू कानून द्वारा निर्धारित एक निश्चित आयु के बालक या युवक व्यक्ति द्वारा किये गये अनुचित कार्य सम्मिलित हैं।––डॉ. सेथना

वह बालक जो समाज द्वारा स्वीकृत आचरण का पालन नहीं करता अपराधी कहा जाता है। ––हीली

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बाल अपराधों में आवारागर्दी भीख मांगना,, बुरे इरादे से शैतानी करना और उद्दण्डता की प्रवृत्ति को भी सम्मिलित किया गया है। जो समाज विरोधी व्यवहार व्यक्तिगत तथा समाजिक विघटन उत्पन्न करता है, वह बाल अपराधी कहा जा सकता है।

बाल अपराध से तात्पर्य है कि समाज एवं स्वयं से असन्तुष्ट बालक द्वारा किये गये समाज एवं कानून विरोधी कार्य बाल अपराध कहलाते हैं।

बालक का जो व्यवहार लोक कल्याण के लिए अहितकर हो वह बाल अपराध होता है।

जैसे प्यासे की प्यास पानी देखकर अथवा भूखे की भूख भोजन देखकर बेचौनी में बदल जाती है। उसे प्राप्त करने हेतु एक तीव्र इच्छा उसे व्याकुल कर देती है। इसी प्रकार बालकों में भी अनैच्छिक वस्तुओं के प्रति जिज्ञासा बढ़ जाती है जिसे प्राप्त करने हेतु वह अनैतिक कार्यों में लग जाता है।

भारतीय मनोवैज्ञानिक तथ्य है कि इच्छाओं को दबाया नहीं जा सकता है। जब किसी बच्चे के मस्तिष्क में किसी वस्तु को प्राप्त करने की तीव्र इच्छा के परिणाम स्वरूप बेचैनी पैदा हो जाती है तो या तो वह उस वस्तु को सामान्य उपायों से प्राप्त करके अपनी बेचैनी को दूर कर लेता है अथवा सामाजिक मान्यताओं के विरूद्ध आचरण करके उसे असमान्य उपायों से प्राप्त करना चाहता है। यदि वह उसे पाने में असमर्थ रहता है तो असफलता की प्रतिक्रिया स्वरूप वह समाज विरोधी गतिविधियों की ओर उन्मुख हो जाता है। यदि बच्चा बिस्कुट खाने की इच्छा से बेचैन है और बिस्कुट मांगने पर उसे डांट दिया जाता है तो बच्चा बिस्कुट की चोरी कर बैठता है। यह चोरी बाल अपराध का स्वरूप है।

परिवर्तन की विभिन्न प्रक्रियाओं ने नगरीय जीवन में जो विषम समस्याएं उत्पन्न हुई उसमें बाल अपराध एक प्रमुख समस्या है। औद्योगिक नगरीकरण तथा पश्चिमी संस्कृति ने जिन नये सामाजिक मूल्यों को जन्म दिया है उनके प्रभाव से बालको में अनेक परिवर्तन हुए जो समाज द्वारा मान्य नहीं हैं। बच्चों में अनुभव की कमी एवं चंचल प्रवृत्ति के कारण शरारत पूर्ण व्यवहार का होना एक सामान्य बात है, लेकिन शरारतें जब सीमा तक बढ़ जाती हो एवं सामाजिक कानूनों का उल्लघंन होता हो तब इस दशा को हम बाल अपराध कहेंगे।

साधारणतया ऐसे बालक आवारागर्दी, आज्ञा का उल्लघंन करना, भीख मांगना, दुर्व्यवहार करना, भरे इरादे से शैतानी करना, उद्दण्डता करना, चोरी करना, जुआ खेलना, मदिरापान करना, झूठ बोलना, लड़ाई–झगड़ा करना, सार्वजनिक वस्तुओं को नष्ट करना,

अधिकारियों की आज्ञा न मानना, स्कूल से भाग जाना, ये सभी कृत्य बाल अपराध के अन्तर्गत आते हैं।

बाल अपराध के कारण

बाल अपराध की समस्या को किसी एक कारण के आधार पर नहीं समझा जा सकता। विभिन्न विद्वानों ने बाल अपराध के कारणो पर प्रकाश डाला है और उन्हे कई वर्गो में विभाजित किया है व्यक्तिगत कारण, मनोवैज्ञानिक कारण, आर्थिक कारण और सामाजिक एंव परिवारिक कारण।

- व्यक्तिगत कारण– व्यक्तिगत कारणों के अन्तर्गत आनुवंशिक कारण और शारीरिक दोष आते हैं। शारीरिक दोष– शारीरिक दोष से आशय है अस्वस्थ्य शरीर , रोग एवं अंग भंगता इत्यादि।
- आनुवांशिक दोष – आनुवांशिक दोष से आशय है कि माता– पिता की पीढ़ीयों से आने वाली बिमारियां आदि ।
- मनोवैज्ञानिक कारण– बाल अपराध के सम्बन्ध में मनोवैज्ञानिक कारण निम्न हैं–– मानसिक हीनता या दुर्बलता, मानसिक रोग, संवेगात्मक संघर्ष और अस्थिरता इत्यादि।
- आर्थिक कारण– कुछ विचारकों का मत है कि आर्थिक परिस्थितियां अपराध के लिए उत्तरदायी होती हैं उनके मतानुसार– अपराधी विशेष रूप से निर्धन वर्ग से सम्बन्धित होते हैं। निर्धन परिवार के बच्चों की जब आवश्यकताएं पूरी नहीं हो पाती तो उन्हें अपनी सब प्रकार की इच्छाओं का दमन करना पड़ता है। दमन के फलस्वरूप उनका व्यक्तित्व असंतुलित हो जाता है और वह प्रत्यक्ष या अप्रत्यक्ष रूप से अपराधी प्रवृत्ति का सहारा लेकर अपनी इच्छाओं को पूरा करने का प्रयत्न करता है।

परिवारिक कारण

बाल अपराध के प्रमुख कारणों में परिवार के दूषित वातावरण के प्रभाव को सबसे अधिक महत्वपूर्ण माना गया है। निम्नलिखित पारिवारिक दशाएं बाल अपराध के लिए उत्तरदायी हैं ––

टूटे परिवार – जिन परिवारों का पर्यावरण दूषित होता है उन्हें हम टूटे परिवार कहते हैं। यदि माता–पिता के बीच तलाक हो चुका हो, परिवार के किसी सदस्य को जेल हो गयी हो अथवा परिवार में अनैतिक ढंग से जीविका उपार्जित की जा रही हो तो परिवार का भौतिक ढांचा टूट जाता है। परिवार के सदस्यों में हमेशा कलह बनी रहने से मानसिक स्तर पर परिवार टूटने लगता है। टूटे परिवारों में एक ओर बच्चे की अनिवार्य आवश्यकताएं पूरी नही हो पाती तथा दूसरी ओर परिवार के वातावरण से बच्चे में ऐसी उत्तेजनाएं पैदा होने लगती हैं जिनके प्रभाव से वह बचपन से समाज विरोधी कार्य करना आरम्भ कर देता है।

अर्ध–नष्ट परिवार– यह वे परिवार हैं जिनमें माता–पिता का बच्चों पर कोई नियंत्रण नहीं होता। परिवार के सदस्य बेरोजगार होते हैं। माता अथवा पिता की आय का अधिकांश हिस्सा शराब में समाप्त हो जाता है अथवा माता–पिता के पास इतना समय नहीं होता कि वे बच्चों को कोई स्नेह दे सकें। इस पर्यावरण में बच्चों की संगति बिगड़ने लगती है तथा वे अक्सर सामान्य अपराध करना आरम्भ कर देते हैं।

माता–पिता का दुर्व्यवहार– परिवार में यदि बच्चे को माता–पिता के दुर्व्यवहार का शिकार बनना पड़े तो उनमें आरम्भ से ही घृणा, क्रूरता और प्रतिशोध की भावना पैदा होने लगती है। परिवार में अक्सर सौतेली मां अथवा सौतेले पिता होने के कारण बच्चों के साथ भेद–भाव का व्यवहार किया जाने लगता है। अनेक माता–पिता स्वयं बच्चों को जेब काटने या छोटी–मोटी चोरी करने का प्रशिक्षण देते हैं। अत्यधिक निर्धन वर्गों में बच्चों को अक्सर भीख मांगने के लिए अथवा अपराधी गिरोहों के लिए बाध्य किया जाता है। यह दशा भी बच्चों को अपराधी बना देती है।

दोषपूर्ण अनुशासन– अत्यधिक कठोर अनुशासन अथवा बच्चों को दी जाने वाली आवश्यकता से अधिक स्वतन्त्रता भी ऐसी दशाएं हैं जो बच्चों को अपराध की ओर ले जाती हैं। छोटी–छोटी बात पर बच्चों को शारीरिक दण्ड देने से बच्चे स्वयं ही क्रूर व्यवहार के अभ्यस्त होने लगते हैं। यही प्रवृत्ति उन्हे साथियों से मारपीट करने और हिंसक व्यवहार करने की प्रेरणा देती है। अधिक लाड–प्यार से बच्चों में जुआ खेलने, शराब पीने तथा यौनिक अपराध करने की प्रवृत्ति बढ़ने लगती है।

पक्षपातपूर्ण व्यवहार– परिवार में यदि किसी बच्चे को अधिक प्यार दिया जाय तथा दूसरे बच्चे के साथ हमेशा कठोर व्यवहार किया जाय तो स्वाभाविक है कि ऐसे कठोर

व्यवहार से बच्चे के मन में ईर्ष्या और बदले की भावना उत्पन्न होने लगती है। घर से भागने वाले अधिकांश बच्चे पक्षपातपूर्ण व्यवहार के कारण ही अपराधी गिरोहों के संगत में पड़ जाते हैं। ऐसे बच्चों पर घर के वातावरण की अपेक्षा अपराधी प्रवृत्ति के बच्चों के साथ उठना–बैठना अधिक अच्छा लगता है।

दोषपूर्ण आवास– भारत के नगरों में मकानों की कमी के कारण निम्न आय वर्ग के अधिकांश लोग एक ही कमरे वाले मकान अथवा झुग्गी–झोपड़ियो में निवास करते है। इन मकान में बच्चों को सभी तरह की दशाओं को देखने और सुनने का अवसर मिलने के कारण उनमें उत्तेजना पैदा होने लगती है। बहुत से बच्चे इसी उत्तेजना के कारण अश्लील व्यवहार, यौनिक अपराधों, तथा मार–पीट जैसे अपराधों के शिकार हो जाते हैं। घर में स्थान की कमी से बच्चे गलियों में समाज विरोधी प्रवृत्ति के बच्चो के साथ खेलने लगते हैं।

बच्चों का तिरस्कार– जिन परिवारों में माता–पिता का जीवन बहुत व्यस्त होता है अथवा अपनी सुख–सुविधाओं में पड़े रहने के कारण वे बच्चों को अपनी स्वतन्त्रता में बाध ाक समझने लगते हैं वहां बच्चों का जीवन बहुत तिरस्कृत हो जाता है। इस दशा में बच्चों का मानसिक संतुलन बिगड़ने लगता है।

बुरा पड़ोस– बच्चों का जीवन अपने पड़ोस से बहुत अधिक प्रभावित होता है। औद्योगिक नगरों की घनी बस्तियों के अस्वस्थ्य वातावरण के प्रभाव से बहुत से बच्चे बाल अपराध ी बन जाते हैं। रेलवे स्टेशन, बस स्टेशन, सिनेमा हाल, शराब के ठेके जैसे सार्वजनिक जगहों पर अपराधियों की संख्या अधिक होती है।

माता–पिता का चरित्र व आचरण– बालक पर माता–पिता के अनैतिक चरित्र, आचरण और व्यवहार का बहुत बुरा प्रभाव पड़ता है। बालक उनकी सब बातों का अनुकरण करते हैं जिससे उन्हें भी अनैतिक व्यवहार करने की प्रेरणा मिलती है। इसके अतिरिक्त अन्य कारणों में अशिक्षित माता–पिता, विमाता या सौतेले पिता, सौतेले भाई–बहन, माता का नौकरी के कारण अधिकांश समय बाहर रहना, बच्चों का नौकरों के साथ रहना आदि परिवार का वातावरण दूषित करने में योगदान है।

सामाजिक कारण– सामाजिक कारण निम्नवत हैं

सामाजिक विघटन– सामाजिक विघटन भी बाल अपराध का एक प्रमुख कारण है। समाज व्यक्तियों को मिलाकर बना है। समाज के विघटित होने पर अपराधियों की संख्या

बढ़ जाती है। वर्तमान औद्योगिक युग में समाज के अन्दर समन्यव एंव समानता का अभाव है। गरीब और अमीर के बीच की खाई और भी चौड़ी होती जा रही है। इससे सामाजिक तनाव में वृद्धि होती है और व्यक्ति में आपराधिक प्रवृत्ति बढ़ती है।

विद्यालय की दोषपूर्ण परिस्थितियां–– विद्यालय के वातावरण का बालक के व्यक्तित्व पर बहुत प्रभाव पड़ता है। विद्यालय में अध्यापकों द्वारा कठोर दण्ड या अनुचित व्यवहार, अध्यापन विधि का अरुचिकर होना, सामर्थ्य से अधिक गृहकार्य देना, बालक का किसी बिषय में कमजोर होना, मनोरंजन के साधन का अभाव आदि कारण बालक को कक्षा छोड़कर भागने की प्रवृत्ति को बढ़ावा देते हैं। जिससे स्कूल के बाहर अपराधी गिरोह के साथ घूमते रहते हैं और अनेक प्रकार के अपराध करते हैं।

बाल अपराध निवारण या रोकने के उपाय

बाल अपराध के निवारण या रोकने में परिवार, विद्यालय, राज्य एवं समाज का उत्तरदायित्व बहुत अधिक है। ये संस्थाएं बाल अपराध की समस्या का समाधान के लिए कार्य या उपाय करती हैं। आज के प्रगतिशील देश में बाल अपराधियों को दण्ड देने पर अधिक बल न देकर उनका सुधार करने पर अधिक बल दिया जाता है।

बाल अपराध को रोकने और बाल अपराधियों को सुधारने के लिए कई प्रकार की सुविध ाएं और संस्थाएं होती हैं। इनमें से कुछ प्रमुख संस्थाएं और उनके कार्य निम्नलिखित हैं–

प्रवीक्षण

प्रवीक्षण एक ऐसी प्रक्रिया है जिसमें बाल अपराधियों को उनके अपराध के लिए दंडित करने के बजाय उन्हें सुधारने और समाज में पुनः एकीकृत करने के लिए प्रशिक्षित किया जाता है। इसका उद्देश्य बाल अपराधियों को सही रास्ते पर लाना और उन्हें समाज के लिए उपयोगी नागरिक बनाना है।

बाल बंदी गृह

बाल बंदी गृह एक ऐसी संस्था है जहां बाल अपराधियों को रखा जाता है और उन्हें सुधारने के लिए विभिन्न कार्यक्रमों और गतिविधियों में भाग लेने का अवसर प्रदान किया जाता है। इसका उद्देश्य बाल अपराधियों को सुधारना और उन्हें समाज में पुनः एकीकृत करना है।

रिफामेंट्री स्कूल

रिफामेंट्री स्कूल एक प्रकार का स्कूल है जहां बाल अपराधियों को शिक्षा और प्रशिक्षण प्रदान किया जाता है। इसका उद्देश्य बाल अपराधियों को सुधारना और उन्हें समाज के लिए उपयोगी नागरिक बनाना है।

बोर्डिंग स्कूल

बोर्डिंग स्कूल एक प्रकार का स्कूल है जहां छात्र रहते हैं और पढ़ाई करते हैं। यह स्कूल बाल अपराधियों के लिए नहीं है, लेकिन कुछ बोर्डिंग स्कूलों में बाल अपराधियों के लिए विशेष कार्यक्रम हो सकते हैं।

सैटीफाइड स्कूल

सैटीफाइड स्कूल एक प्रकार का स्कूल है जो विशेष रूप से बाल अपराधियों या विशेष आवश्यकताओं वाले बच्चों के लिए डिजाइन किया गया है। इसका उद्देश्य इन बच्चों को शिक्षा और प्रशिक्षण प्रदान करना है जो उन्हें समाज में पुनः एकीकृत करने में मदद कर सकता है।

बाल सलाह केंद्र

बाल सलाह केंद्र एक ऐसी संस्था है जो बच्चों और उनके परिवारों को सलाह और समर्थन प्रदान करती है। इसका उद्देश्य बच्चों के अधिकारों की रक्षा करना और उनके कल्याण को बढ़ावा देना है।

किशोर न्यायालय

किशोर न्यायालय एक विशेष प्रकार की अदालत है जो बाल अपराधियों के मामलों को सुनती है। इसका उद्देश्य बाल अपराधियों को सुधारना और उन्हें समाज में पुनः एकीकृत करना है, न कि उन्हें दंडित करना। किशोर न्यायालय में बाल अपराधियों के लिए विशेष कार्यक्रम और सुविधाएं होती हैं जो उन्हें सुधारने में मदद करती हैं।

बाल अपराध रोकने की मनोवैज्ञानिक विधियां निम्नलिखित हैं–

1. परामर्श और काउंसलिंग

   परामर्श और काउंसलिंग बाल अपराधियों को उनके विचारों और व्यवहार को बदलने में मदद कर सकती है। इससे उन्हें अपने अपराध के कारणों को समझने और उन्हें सुधारने में मदद मिल सकती है।

2. व्यवहार चिकित्सा

   व्यवहार चिकित्सा एक प्रकार की चिकित्सा है जो बाल अपराधियों को उनके व्यवहार को बदलने में मदद करती है। इससे उन्हें सकारात्मक व्यवहार को अपनाने और नकारात्मक व्यवहार को छोड़ने में मदद मिल सकती है।

3. परिवार चिकित्सा

   परिवार चिकित्सा एक प्रकार की चिकित्सा है जो बाल अपराधियों और उनके परिवारों को एक साथ काम करने में मदद करती है। इससे उन्हें अपने परिवार के संबंधों को सुधारने और एक दूसरे के साथ संवाद करने में मदद मिल सकती है।

4. सामाजिक कौशल प्रशिक्षण

   सामाजिक कौशल प्रशिक्षण बाल अपराधियों को सामाजिक कौशल सिखाने में मदद करता है, जैसे कि संवाद करना, समस्या समाधान करना, और संबंध बनाना। इससे उन्हें समाज में पुनः एकीकृत होने में मदद मिल सकती है।

5. शिक्षा और प्रशिक्षण

   शिक्षा और प्रशिक्षण बाल अपराधियों को नए कौशल सिखाने में मदद करता है, जैसे कि शैक्षिक कौशल, व्यावसायिक कौशल, और जीवन कौशल। इससे उन्हें समाज में पुनः एकीकृत होने और एक उपयोगी नागरिक बनने में मदद मिल सकती है।

6. समुदाय आधारित कार्यक्रम

   समुदाय आधारित कार्यक्रम बाल अपराधियों को समुदाय में पुनः एकीकृत करने में मदद करते हैं। इससे उन्हें समुदाय के साथ जुड़ने और एक उपयोगी नागरिक बनने में मदद मिल सकती है।

इन मनोवैज्ञानिक विधियों का उद्देश्य बाल अपराधियों को सुधारना और उन्हें समाज में पुनः एकीकृत करना है, न कि उन्हें दंडित करना।

परिवार के कारण बालक के विकास पर परिवार का महत्वपूर्ण प्रभाव पड़ता है। अतः परिवार के अभिभावकों को निम्न बातों का ध्यान देना उचित है––

1. परिवार के वातावरण का बालक पर बहुत अधिक प्रभाव पड़ता है। अतः अभिभावकों को घर का वातावरण स्वस्थ्य एंव आर्दशमय बनाने का प्रयास करना चाहिए।
2. बालकों के प्रति प्रेम और सहानुभूति पूर्ण व्यवहार करना चाहिए। अच्छी आदतों के निर्माण के लिए उचित दृष्टिकोण रखना चाहिए।
3. बालकों को अच्छे कार्यों के लिए सदा प्रोत्साहित करना चाहिए, और बुरे कार्यों को आरम्भ से ही मनोवैज्ञानिक ढ़ग से दबाने का प्रयास करना चाहिए।
4 बालक को शिक्षा तथा उसके मनोरंजन आदि के सम्बन्ध में उचित निर्देशन देते रहना चाहिए, और बालकों को उनके दैनिक व्यय के लिए उचित जेबखर्च देना चाहिए।
5. माता–पिता बालकों के प्रति अत्यधिक सुरक्षा की भावना न दिखायें, इससे बालको में आत्मनिर्भरता के गुणों का विकास नही हो पाता । बालकों को कुछ उत्तरदायित्व पूर्ण कार्य भी सौंपने चाहिए।

विद्यालय के कार्य

समाजशास्त्रियो एंव मनोवैज्ञानिको के अनुसार विद्यालयो का संगठन बाल अपराध को रोकने में अधिक सहायक होता है। विद्यालय में बालक के सर्वांगीण विकास के लिए सभी साधन उपलब्ध होते है जो कि उसे एक आदर्श नागरिक बनाने में सहायता देते है। इस सम्बन्ध में एक प्रसिद्ध विद्वान ह्यूगो का कथन है––यदि वह जो एक स्कूल खोलता है तो समझो एक जेल बन्द करता है। विद्यालय में बाल अपराध रोकने के निम्नलिखित कार्य करने चाहिए –

1. विद्यालय में शैक्षिक और सांस्कृतिक पर्यावरण को विकसित होने देना चाहिए। विद्यालय का परिवेश स्वच्छ होना चाहिए।
2. विद्यालय में सुप्रशिक्षित विद्वानो एंव बाल मनोविज्ञान के शिक्षकों की ही नियुक्ति की जानी चाहिए एंव वैयक्तिक विभिन्नता के अनुसार शिक्षा प्रदान की जानी चाहिए।
3. विद्यालय में नैतिक शिक्षा, व्यवसायिक शिक्षा एंव समय–समय पर पाठ्य सहगामी क्रियाओं का आयोजन करवाना चाहिए।

4. विद्यालय में बालकों के खाली समय के लिए स्वस्थ मनोंरजन का प्रबन्ध करना चाहिए, और अच्छी शिक्षण विधियों का प्रयोग करना चाहिए।
5. विद्यालय में उचित अनुशासन एव गृह कार्य प्रदान करना चाहिए और बालकों के प्रति प्रेम एंव सहानुभूति पूर्ण व्यवहार करना चाहिए।

बाल अपराध रोकने में शिक्षक की भूमिका

बाल अपराध रोकनें में शिक्षक की महत्वपूर्ण भूमिका है क्योकि शिक्षक उस माली की तरह है जो विद्यालय जैसे बगीचे में बच्चों जैसे पेड़–पौधों को को अपने ज्ञानरूपी जल से सींचता है। शिक्षक के आदर्श व्यक्तित्व एंव चरित्र का प्रभाव बालक को अत्याधिाक प्रभावित करता है। शिक्षक अपराधी बालकों के आचरण को देखकर उसका अध्ययन करके सुधारने का प्रयास करता है । शिक्षक समाज का एक अंग है। समाज में व्याप्त बुराईयों एंव अपराध से वह अवगत होता है और विद्यालय में शिक्षक उन बुराईयों एंव अपराध को समाप्त करने के लिए शोध और उसका निवारण करता है। शिक्षक का राष्ट्र निर्माता या भाग्य–विधाता कहा जाता है। क्योंकि शिक्षक के हाथों में देश के भविष्य को सुदृढ करने की जिम्मेदारी होती है। शिक्षक एक उन्नतशील राष्ट्र का निर्माण करता है एंव अपराध को रोकने या खत्म करने में महत्वपूर्ण भूमिका निभाता है। इसलिए हम कह सकते हैं कि बाल अपराध रोकनें में शिक्षक की महत्वपूर्ण भूमिका है।

निष्कर्ष

अपराध एक प्रकार का आत्मप्रकाशन तथा व्यवहार है। किशोर अवस्था के अपराध भी स्वाभाविक व्यवहार के ढंग हैं, केवल उनका परिणाम समाज तथा व्यक्ति के लिए अहितकर होता है। अतः समाज को इस अहितकर स्थिति से बचने के लिए मनोवैज्ञानिक की सहायता से अभिभावकों तथा अध्यापकों को यह देखना होगा कि बच्चे के अपराधी आचरण की कारणभूत कौन सी असंतोषजनक स्थितियाँ विद्यमान है। रोग के कारण को दूर कर दीजिए, रोग दूर हो जाएगा, यह चिकित्साशास्त्र का सिद्धांत है। अपराधी व्यवहार भी सामाजिक रोग है। इसके कारण असंतोषजनक स्थिति को दूर करने पर अपराधी व्यवहार स्वयं समाप्त हो जाएगा और अपराधी बालक बड़ा बनकर समाज का योग्य सदस्य तथा देश का उत्तरदायित्वपूर्ण नागरिक बन सकेगा।

उपर्युक्त विवेचना करने पर हम कह सकते हैं कि बाल अपराध हमारे समाज में एक अभिशाप है। जबतक हमारे देश और समाज में बाल अपराध रहेगा तब तक हमारा देश और समाज उन्नति नहीं कर सकता । बाल अपराध रोकना और समाप्त करना हम सभी का कर्त्तव्य एवं जिम्मेदारी है। नये सरकारी नियम लाने से बाल अपराध खत्म नहीं हो सकता। इसके लिए हम सभी को मिलकर काम करने और समाज की सोच बदलने की जरूरत है। समाज की सोच का बदलाव विद्यालय से और विद्यालय में शिक्षकों से होगा। समाज में परिवर्तन होगा तो बाल अपराध कम होगा।

सन्दर्भ सूची

1. डॉ. मालती सारस्वत, शिक्षा मनोविज्ञान की रूपरेखा
2. पी. डी. पाठक, शिक्षा मनोविज्ञान
3. डॉ. उषा श्रीवास्तव, भारतीय समाज के विचारणीय बिन्दु एवं समस्याएँ
4. मानव मूल्य, संस्कृति और साहित्य– नत्थू लाल गुप्ता
5. शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य– सत्यपाल एवं रूहेला
6. शिक्षा दर्शन –राम सकल पांडेय

On-the-Spot Corrections in Microteaching: A Film-Shot Approach to Teacher Skill Enhancement

Dr. Yoonas Saleem Kavanancheeri*

Abstract

This study explores an innovative approach to traditional microteaching by integrating on-the-spot corrections, where teacher educators or peers immediately intervene to guide trainee teachers, analogous to a film director reshooting a scene. Data collected over four academic years (2006-2010) demonstrate that this approach significantly enhances teaching competencies among pre-service teachers. Participants showed average score improvements of 20-25 points between pre- and post-test assessments, indicating the method's effectiveness in accelerating teacher skill development. Statistical analysis revealed these improvements were highly significant ($t(99) = 38.7$, $p < .001$, Cohen's $d = 3.87$), suggesting the film-shot model offers a powerful framework for closing the theory-practice gap in teacher education.

Keywords: microteaching, immediate feedback, teacher education, pre-service teachers, reflective practice, skill acquisition

INTRODUCTION

Teacher education faces the persistent challenge of bridging the theory-practice gap, where pre-service teachers struggle to translate pedagogical knowledge into effective classroom practice (Darling-Hammond, 2006). Microteaching, introduced by Dwight W. Allen and colleagues at Stanford University in the 1960s, addresses this challenge by creating scaled-down teaching environments that allow focused practice on specific instructional skills (Allen & Ryan, 1969). While valuable, traditional microteaching often separates practice from feedback, potentially limiting its effectiveness.

This paper proposes an innovative "film-shot" microteaching model that emphasises real-time feedback and corrections, inspired by the axiom of practice-based learning,

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which holds that performance improves most effectively when feedback is provided during the act itself (Hattie & Timperley, 2007). By integrating immediate interventions, this model aims to bridge the feedback gap, enhancing moment-to-moment learning outcomes through a process similar to directorial guidance in film production.

THEORETICAL BACKGROUND AND RELATED RESEARCH

Microteaching's theoretical foundations lie in behaviourist and social learning theories, emphasising modelling, practice, and reinforcement (Benton-Kupper, 2001). Its efficacy in developing specific teaching skills is well-established (Fernandez & Robinson, 2006; Passi, 1976), with its structured nature reducing cognitive load for novices (Sweller, 1988) by allowing focus on mastering one skill at a time.

Feedback represents the crucial component that transforms practice into expertise development. Hattie's (2008) meta-analysis identified feedback as among the most influential factors in learning (effect size = 0.79), particularly when it is timely, specific, and task-focused (Shute, 2008). Delayed feedback, while valuable for summative reflection, risks being forgotten, misunderstood, or disconnected from the mental framework used during performance (Wisniewski et al., 2020)

The proposed film-shot model draws from cognitive apprenticeship (Collins et al., 1991), where experts scaffold learning by providing cues during performance, and deliberate practice theory (Ericsson et al., 1993), which emphasises effortful practice with immediate feedback. While feedback importance is recognised, empirical studies specifically testing immediacy in microteaching remain scarce. This study addresses this gap by rigorously testing the feedback timing variable within the microteaching structure.

METHODOLOGY AND DESIGN

This study employed a longitudinal, single-group, pre-test/post-test design conducted over four academic years (2006–2010). A total of 100 pre-service teachers (25 in each annual cohort) enrolled in the B.Ed. Programs at Sullamussalam College of Teacher Education Areekode and the Calicut University Teacher Education Centre-Calicut participated. The investigator was affiliated with these institutions during the period of the research. Convenience sampling was employed using intact classes, with participants having a mean age of 23 years; 70% were female.

INSTRUMENT AND PROCEDURE

Teaching competency was measured using the B.K. Passi Microteaching Skill Scale (Passi, 1976), a validated instrument assessing key teaching skills (introduction, questioning, explanation, reinforcement, stimulus variation, blackboard writing, and closure) on a 100-point rubric. The scale demonstrated high reliability in this sample (Cronbach's α =. 88 pre-test;. 84 post-test).

The intervention followed a standardised five-stage protocol:

1. **Pre-test Assessment.** Each trainee delivered a 5-minute micro-lesson, which was video-recorded and independently scored by two raters (inter-rater reliability: ICC =. 92).
2. **Modeling and Orientation.** The "film-shot" process was explained and demonstrated, with the educator positioned as a director providing formative guidance.
3. **Intervention Phase.** During teaching sessions, the educator paused lessons at error points, delivered specific directive feedback, and required trainees to immediately re-teach the relevant segments.
4. **Collaborative Reflection.** Brief group discussions followed each session to consolidate key learning points.
5. **Post-test Assessment.** Trainees delivered new micro-lessons, which were evaluated by blinded raters using the same scoring rubric as in the pre-test.

DATA ANALYSIS AND RESULTS

Data were analysed using SPSS version 26. Descriptive statistics and a paired-samples t-test assessed pre- post differences, with Cohen's d calculating effect size and 95% confidence intervals. A repeated-measures ANOVA was conducted to examine skill development across the five intervention cycle

Preliminary analyses confirmed that data met assumptions for parametric testing. Shapiro-Wilk tests indicated normal distribution of both pre-test (W =. 981, p =. 127) and post-test (W =. 974, p =. 058) scores. Levene's test confirmed homogeneity of variance (F = 2.417, p =. 123).

Primary Analysis revealed substantial improvements in teaching competency following intervention. Pre- test scores (M = 43.5, SD = 5.2, 95% CI [42.5, 44.5]) indicated moderate baseline proficiency with considerable variation. Post-test scores showed marked improvement and reduced variability (M = 66.4, SD = 3.8, 95% CI [65.6, 67.2]).

The mean improvement of 22.9 points was statistically significant (t(99) = 38.7, p <. 001). The effect size was exceptionally large (Cohen's d = 3.87, 95% CI [3.36, 4.38]), far exceeding conventional thresholds for large effects (d = 0.80).

In Secondary Analysis A repeated-measures ANOVA examining scores across all five intervention cycles revealed a significant main effect of time, Wilks' Λ =. 315, F(4, 96) = 215.63, p <. 001, partial η^2 =. 685, indicating that 68.5% of the variance in teaching competency scores was accounted for by the intervention cycles. Post hoc analyses with Bonferroni correction showed significant improvement between each consecutive cycle (all p <. 001), with the largest gain occurring between cycles 1 and 2 (mean difference = 7.2 points).

SKILL-SPECIFIC IMPROVEMENTS

Analysis of individual teaching skills revealed significant improvement across all seven competencies measured by the Passi Scale (all p <. 001). The largest effects were observed for questioning techniques (d

= 4.12) and stimulus variation (d = 3.95), while the smallest (though still large) effect was found for closure techniques (d = 3.21).

Table 1: Pre-Test and Post-Test Teaching Competency Scores (N=100)

Assessment	M	SD	95% CI	t(99)	p	Cohen's d
Pre-Test	43.5	5.2	[42.5, 44.5]	38.7	<. 001	3.87
Post-Test	66.4	3.8	[65.6, 67.2]			

Table 2: Skill-Specific Competency Improvements

Teaching Skill	Pre-test M	Post-test M	Mean Difference	Cohen's d
Introduction	5.8	9.2	3.4	3.67
Questioning	6.1	9.7	3.6	4.12
Explanation	6.4	9.5	3.1	3.84
Reinforcement	5.9	9.1	3.2	3.78
Stimulus Variation	5.7	9.4	3.7	3.95
Blackboard Writing	6.3	9.3	3.0	3.45
Closure	6.3	9.2	2.9	3.21

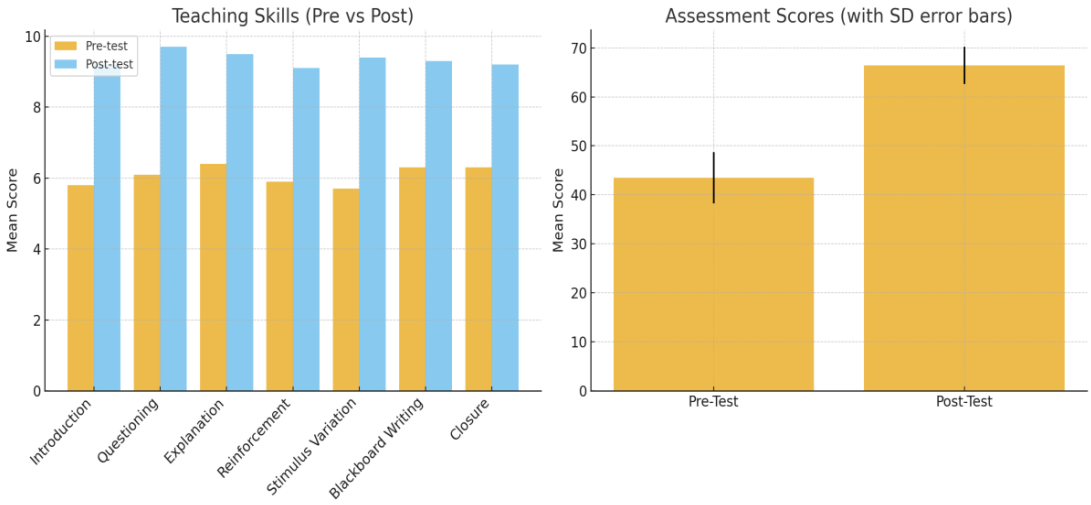

Figure 1: Comparison of Pre-test and Post-test Means for Teaching Skills and Assessment

This study provides robust evidence that the film-shot microteaching model significantly enhances teaching competency acquisition. The massive effect size (d = 3.87) underscores feedback immediacy as a critical variable in practice-based learning, supporting the application of deliberate practice theory (Ericsson et al., 1993) to teacher education.

The model facilitates Schön's (1987) "reflection-in-action" by requiring trainees to critique and adjust practice in real-time, while transforming the educator's role from evaluator to coach—a shift aligned with cognitive apprenticeship (Collins et al., 1991). Qualitative observations noted increased trainee metacognitive awareness and confidence, suggesting additional benefits beyond measured competency gains.

EDUCATIONAL PRAXIS OF THE STUDY

Findings strongly support the application of deliberate practice theory (Ericsson et al., 1993) to teacher education. The 'film-shot' model operationalises the key components of deliberate practice by providing (a) well-defined tasks, (b) focused effort, (c) immediate feedback, and (d) opportunities for repetition and refinement. The significant improvement observed between each consecutive cycle suggests a cumulative learning effect consistent with skill acquisition theories.

Furthermore, the results align with cognitive apprenticeship models (Collins et al., 1991) by transforming the teacher educator's role from evaluator to coach. This shift enables "thinking aloud" and modelling of expert reasoning precisely when novices most need guidance—during the act of teaching. The reduction in score variability from pre-test to post-test suggests that the intervention helped standardise teaching practices while still allowing for individual expression.

For teacher educators, the findings suggest that minimal adjustments to existing microteaching protocols— specifically, incorporating real-time feedback—can yield substantial improvements in outcomes. The 'film- shot' approach requires no additional resources beyond those typically available in teacher education programs, making it highly scalable and practical for widespread implementation.

For program designers, these results highlight the need to prioritise feedback timing in curriculum planning. Rather than treating feedback as a separate phase following teaching practice, the approach integrates it directly into the instructional moment. This may require reallocating time within methods courses to allow for more frequent, shorter practice sessions with immediate correction.

FUTURE RESEARCH

The single-group design cannot control all confounding variables. Future research should employ randomised controlled trials comparing immediate versus delayed feedback groups directly. Mixed- methods approaches incorporating interviews and stimulated recall would provide deeper insight into cognitive and affective experiences during real-time feedback. Investigation into long-term retention and transfer to classroom settings represents another valuable direction.

Future research should explore potential moderating factors, such as individual differences in receptivity to feedback, personality traits, or cultural background, that might influence the effectiveness of the 'film-shot' approach. Identifying for whom and under what conditions this method works best would enhance its targeted application.

CONCLUSION

The film-shot microteaching model effectively addresses the theory-practice gap in teacher education by closing the feedback loop. The findings suggest feedback timing is not merely logistical but fundamental to skill development, with immediate corrections dramatically accelerating competency acquisition. Teacher education

programs should consider integrating such immediate feedback models, training educators to provide effective in-the-moment corrections. By acting as directors providing real-time guidance, teacher educators can more efficiently develop competent, reflective teaching professionals.

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AUTHOR NOTE

This research was conducted as part of the standard teacher education curriculum at the participating institutions. The author declares no potential conflicts of interest. Correspondence concerning this article should be addressed to Dr. Yoonas Saleem Kavanancheeri, Sullamussalam Arabic College, Areacode, Malappuram, Kerala, India. Email: saleemavanoor@gmail.com

From Rote to Real: Examining How Innovative Curricula, Interactive Pedagogy, and Cultural Diversity Shape English Learning in Postcolonial Classrooms

Shiv Veer Singh* and Dr. Ankit Trivedi**

Abstract

This paper explores the urgent need to transform English Language Teaching (ELT) in postcolonial, multilingual contexts such as India, where traditional grammar-translation methods and exam-centric curricula have failed to equip students with real-world communicative competence. Despite years of formal instruction, students—particularly in rural and government schools—struggle to use English effectively due to rote-based teaching, lack of contextual relevance, and systemic inequities in access to digital tools and culturally responsive pedagogy. Drawing on constructivist and sociocultural theories, as well as postcolonial critiques, the paper proposes a comprehensive shift toward interactive, inclusive, and task-based approaches that align with learners' linguistic identities and lived experiences. It highlights the synergy between innovative curricula, interactive pedagogy, and cultural inclusivity as key to enhancing motivation, fluency, and equity in ELT. The discussion is grounded in global ELT research (e.g., Ellis, Hattie, Canagarajah, García and Wei) and contextualized through India's NEP 2020, offering practical implications for teachers, policymakers, curriculum designers, and researchers. The paper ultimately presents ELT not just as language instruction, but as a socio-political tool for empowerment and social justice in postcolonial education systems.

Keywords: English Language Teaching (ELT), communicative competence, task-based learning, postcolonial education, multilingual classrooms, grammar-translation method, NEP 2020, interactive pedagogy, translanguaging

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INTRODUCTION

Background Context

Despite years of formal English instruction in multilingual and postcolonial contexts like India, students continue to struggle with real-life communicative competence due to curricula that prioritize grammar, vocabulary, and exam preparation over practical language use (Canagarajah 113). Rooted in traditional, exam-driven approaches—particularly the grammar–translation method—this pedagogy emphasizes memorization and accuracy at the expense of fluency and engagement (Richards and Rodgers 45). The issue is more acute in rural and government schools, where students have limited exposure to authentic English, as highlighted by the ASER 2022 report showing many senior secondary students cannot comprehend basic English passages. Neglect of culturally responsive teaching and digital tools further worsens the gap, as uniform instruction overlooks learners' diverse cultural backgrounds and marginalizes underrepresented communities (Gay 21). Inadequate access to technology and data-driven methods in under-resourced classrooms compounds the problem, limiting opportunities for adaptive and interactive learning (Stockwell 88; Hattie 36). These systemic barriers—not students' abilities—are central to the communicative disconnect, demanding a shift toward inclusive, learner-centered, and contextually grounded pedagogies aligned with real-life and professional needs.

Dominance of Grammar-Translation and Rote Learning in Postcolonial, Multilingual Classrooms

In postcolonial regions like South Asia and Africa, English instruction continues to be dominated by the grammar-translation method (GTM), which emphasizes grammatical precision, vocabulary drills, and translation over practical language use (Richards and Rodgers 3). Although it supports theoretical understanding, GTM fails to cultivate communicative competence. Rooted in colonial legacies, this teacher-centered, exam-driven pedagogy reinforces rote memorization and suppresses interaction, creativity, and critical thinking (Kumaravadivelu 78). In multilingual classrooms, the neglect of students' diverse linguistic resources and rigid English-only policies discourage translanguaging practices that could otherwise enhance comprehension and engagement (Canagarajah 119). As a result, learners often pass exams yet lack the ability to communicate effectively or express

complex ideas in real-life contexts. The ASER 2022 report highlights this disconnect, showing that many secondary students in India cannot read or understand basic English texts. This gap between academic success and communicative ability perpetuates educational inequities, keeping English instruction disconnected from students' realities and aspirations. Addressing this calls for a pedagogical shift toward inclusive, interactive, and contextually relevant approaches that foster real engagement with English.

Disconnect between Exam-Oriented Curricula and Real-Life Communicative Needs

English instruction at the senior secondary level in postcolonial systems like India remains dominated by exam-oriented curricula that emphasize memorization, grammar drills, and predictable comprehension tasks over real-life communicative competence (Richards and Rodgers 67). This test-focused approach equates proficiency with written accuracy, compelling teachers to "teach to the test" and reinforcing rote learning over meaningful interaction (Kumaravadivelu 84). Consequently, students may succeed in written exams but lack the fluency, confidence, and collaborative skills required in academic or professional settings. The gap is especially pronounced among rural and marginalized learners, who often lack English exposure outside the classroom and are further disadvantaged by assessments that prioritize recall over understanding. ASER 2022 underscores this disconnect, showing many secondary students still struggle with basic English usage. This systemic misalignment reflects curricula designed around testability rather than practical utility, demanding a pedagogical shift toward task-based, experiential, and communicative assessments that better serve learners' real-world needs (Ellis 45).

Problem Statement

A central challenge in senior secondary English education is the disconnect between students' grammatical knowledge and their ability to use English fluently in academic and professional contexts. Despite years of learning rules—tenses, syntax, and parts of speech—students often lack communicative competence due to traditional pedagogies that prioritize grammar over fluency, treating the latter as secondary (Richards and Rodgers 54). In multilingual, postcolonial

classrooms, where English is tied to social mobility, this imbalance reinforces systemic inequities, leaving learners exam-ready but unprepared for real-life tasks like interviews, discussions, or teamwork (Canagarajah 117). Curricula focused on exam performance offer limited interactive opportunities, neglecting debates, role plays, or collaborative projects essential for developing fluency and critical thinking (Kumaravadivelu 91). Teacher-centered approaches further stifle communicative practice, replacing engagement with passive absorption. As Hattie highlights, active learning and constructive feedback are crucial for fluency, yet often absent in conventional classrooms (Hattie 36). The issue stems not from student ability but from pedagogical models that fail to connect grammatical accuracy with functional language use. Bridging this gap demands interactive, culturally responsive, and task-based instruction that prepares learners for real-world communication.

Rural and Government Schools Disproportionately Affected

English language learning challenges are more acute in rural and government schools, where students have little exposure to English outside textbook-based instruction. Unlike their urban or elite private school counterparts, these learners rarely engage with English in everyday contexts, making the classroom their sole point of contact. ASER 2022 reveals that many rural students struggle to read simple English sentences despite years of schooling, highlighting a significant gap between instructional content and practical proficiency. This stems from an exam-centric system that treats English as an academic subject rather than a communicative tool. Resource limitations further intensify the problem—most government schools lack language labs, digital tools, or mobile-assisted learning technologies essential for authentic language engagement (Stockwell 92). Instruction is typically teacher-centered and lecture-based, offering minimal scope for speaking, collaboration, or interactive learning (Kumaravadivelu 83). These disparities hinder communicative competence and mirror wider sociocultural divides, with English representing both aspiration and alienation for rural learners (Canagarajah 128). Addressing this imbalance calls for context-sensitive approaches such as task-based learning, translanguaging, and community-rooted pedagogy that align English education with students' realities and enable functional language use in academic and professional settings.

Purpose of the Paper

This paper explores how innovative curricular design, interactive pedagogy, and cultural inclusivity can transform English Language Teaching (ELT) at the senior secondary level in multilingual, postcolonial contexts. Traditional methods like the grammar–translation approach, with their focus on accuracy and memorization, have left students ill-equipped for real-life communication (Richards and Rodgers 55). To address this, the paper proposes pedagogical reforms emphasizing fluency, learner engagement, and contextual relevance. It examines task-based, project-based, and experiential learning as curricular models that promote meaningful language use and problem-solving (Ellis 47); highlights interactive pedagogy centered on participation, dialogue, and feedback to improve outcomes in passive classrooms (Hattie 40); and advocates culturally inclusive teaching that values multilingual identities and translanguaging to ensure equity and engagement (Gay 22; Canagarajah 132). Together, these strategies offer a framework to bridge the gap between instruction and communicative competence, aligning with educational reforms like India's National Education Policy 2020 (Ministry of Education 2020).

To Provide a Theoretical Lens Connecting Global ELT Research with Postcolonial Realities

This paper seeks to connect global English Language Teaching (ELT) research with the lived realities of postcolonial, multilingual classrooms. While international ELT emphasizes communicative competence, learner autonomy, and experiential learning (Richards and Rodgers 60), its practical application in contexts like India remains limited due to entrenched colonial pedagogies, rigid curricula, overcrowded classrooms, and resource scarcity. Despite the proven benefits of models like Ellis's task-based learning and Hattie's feedback-centered instruction (Ellis 49; Hattie 41), implementation gaps persist. The paper situates itself within this global-local dialogue by adapting global ELT insights—task-based methods, interactive teaching, and cultural inclusivity—to address the sociolinguistic and structural challenges of postcolonial education. Echoing Canagarajah's view that ELT must navigate multilingualism, inequality, and the dual role of English as both empowerment and exclusion (Canagarajah 135), the paper offers a hybrid framework that merges global best practices with

local needs, aiming for pedagogical relevance, inclusivity, and sustainability in diverse, multilingual classrooms.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Rote Learning vs. Communicative Competence

Critiques of Teacher-Centered, Grammar–Translation Approaches

The grammar–translation method (GTM), rooted in classical European instruction, continues to dominate postcolonial, multilingual classrooms, emphasizing grammar rules, vocabulary memorization, and translation rather than real-world language use (Richards and Rodgers 5). Although GTM promotes structural accuracy, it often results in "knowledge about language" rather than communicative ability (Richards and Rodgers 7). Its teacher-centered format discourages learner autonomy, critical thinking, and engagement—especially problematic in linguistically diverse settings where interaction could enhance learning (Kumaravadivelu 82). In contrast, second language acquisition research, notably Hymes's theory of communicative competence, advocates for pedagogies that prioritize meaningful language use, leading to methods like communicative language teaching (CLT), task-based learning, and interactive approaches (Ellis 44). However, despite such advances, GTM and rote learning persist in exam-focused systems where curricula and assessments still privilege memorization over fluency. As a result, students often succeed in written exams but struggle with authentic communication, reinforcing the disconnect between classroom instruction and real-world application.

Canagarajah's Perspective on Postcolonial Challenges in English Learning

Canagarajah (2005) explores the structural and cultural barriers shaping English learning in postcolonial contexts, asserting that English is a socially loaded medium—linked to colonial histories and power hierarchies. While it offers access to education, employment, and mobility, it also marginalizes learners without proficiency or exposure (Canagarajah 118). A key challenge lies in the gap between English's global prestige and its limited, grammar-heavy use in local classrooms, restricting learners to theoretical knowledge without functional fluency (Canagarajah 120). He critiques English-only instruction in multilingual settings for disregarding students' native languages, arguing that translanguaging and code-switching can enhance both learning and identity (Canagarajah 124). Moreover, he underscores the resource

disparities between elite urban schools and under-resourced rural institutions, where lack of access to English media deepens class-based inequities (Canagarajah 127). His perspective calls for ELT reforms that go beyond language skills to address the socio-political dimensions of learning, advocating inclusive, equitable, and context-sensitive pedagogies.

Innovative Curricula in ELT

Task-Based Learning (Ellis, 2003)

Task-Based Learning (TBL) is a key ELT innovation that prioritizes real-world communication over rote grammar memorization. Defined by Ellis as an approach where learners use the target language to complete authentic, goal-oriented tasks—such as planning, problem-solving, or interviewing—TBL naturally develops communicative competence through use (Ellis 3, 9, 17). Grounded in Hymes's communicative competence framework, it builds grammatical, sociolinguistic, discourse, and strategic skills by fostering negotiation, clarification, and peer collaboration. In postcolonial, multilingual classrooms dominated by exam-oriented teaching, TBL offers an inclusive, engaging alternative by incorporating culturally relevant, community-based activities aligned with students' real-life contexts (Ellis 21). It supports differentiated instruction and learner participation at multiple levels, while integrating grammar instruction within meaningful communication (Ellis 38). TBL thus provides a balanced, learner-centered model that effectively bridges formal instruction with functional English use, making it especially impactful in transforming ELT in exam-driven systems.

Technology-Enhanced Language Learning (Stockwell, 2012)

Technology-Enhanced Language Learning (TELL) is a transformative ELT innovation that uses digital tools—such as mobile apps, multimedia content, and online platforms—to facilitate interactive, multimodal, and context-rich language acquisition (Stockwell 4). Unlike textbook-based methods, TELL offers extended access to authentic English input via podcasts, videos, and online communities, which is especially valuable in rural or postcolonial settings with limited English exposure (Stockwell 12). It supports personalized learning through adaptive technologies that provide instant feedback and accommodate diverse proficiency levels (Stockwell 24). TELL also fosters multimodal literacy, combining text, audio, and visuals to develop both linguistic and sociocultural competence. Teachers can use tools like discussion forums, video calls, and collaborative writing platforms to boost autonomy and

motivation (Stockwell 31). However, Stockwell cautions that without sound pedagogy, technology risks becoming superficial or reinforcing rote practices (Stockwell 44). In exam-driven, resource-constrained systems, TELL provides a viable, equitable pathway to enhance real-world communication and learner engagement.

NEP 2020 Reforms Emphasizing Learner-Centered Pedagogy

India's National Education Policy (NEP) 2020 signals a paradigm shift in English Language Teaching (ELT), moving from teacher-centered instruction to learner-centered pedagogy. It promotes curricula that cultivate critical thinking, creativity, collaboration, and communication—core elements of communicative competence (Ministry of Education 2020). Rejecting rote learning and exam-centric models, NEP encourages experiential, inquiry-driven methods like task-based learning and communicative language teaching, enabling students to engage with English through real-world tasks and interactive projects. Emphasizing multilingualism and inclusion, it recognizes India's linguistic diversity as an asset, aligning with Canagarajah's advocacy for translanguaging and culturally responsive pedagogy (Canagarajah 124). NEP also supports digital integration and blended learning to address resource disparities, echoing Stockwell's vision for technology-enhanced language instruction (Stockwell 27). With its emphasis on formative, feedback-rich assessment, the policy aligns with Hattie's research on effective learning environments (Hattie 42). Overall, NEP 2020 provides a context-aware, future-ready framework for reforming ELT in ways that meet contemporary communicative and social demands.

Interactive Pedagogy

Collaborative and Experiential Learning

Interactive pedagogy in English Language Teaching (ELT) prioritizes collaborative and experiential learning, replacing passive, teacher-led instruction with active, student-centered engagement. These methods promote knowledge construction through interaction and real-world application. Collaborative learning, as outlined by Johnson et al., fosters shared responsibility and interpersonal skills through group-based tasks like debates, role plays, and presentations, encouraging authentic language use and social development (Johnson et al. 20). Experiential learning, based on Kolb's model of learning through doing, connects language acquisition with practical tasks such as interviews, projects, and simulations, enhancing fluency, confidence, and cultural awareness (Kolb 41). Reinforced by Hattie's evidence on

active learning effectiveness (Hattie 41), these approaches are especially impactful in postcolonial, exam-driven systems. They also promote inclusion by enabling differentiated participation, allowing all learners to engage meaningfully regardless of proficiency (Tomlinson 89). Collectively, these strategies make ELT classrooms more dynamic, communicative, and learner-responsive.

Role of Engagement and Motivation

Engagement and motivation are central to effective interactive pedagogy in English Language Teaching (ELT). Hattie's meta-analysis highlights engagement as a key predictor of academic success, with motivated learners demonstrating higher participation, resilience, and achievement (Hattie 46). In ELT, motivation drives learners to communicate, take risks, and overcome challenges. Interactive methods—peer collaboration, experiential tasks, and problem-solving—foster active involvement and emotional investment, contrasting with passive, lecture-based instruction (Johnson et al. 25). Dörnyei's L2 Motivational Self System emphasizes that learners' vision of their ideal English-speaking selves fuels sustained effort, and interactive pedagogy strengthens this by connecting language learning to real-life aspirations through tasks like interviews or debates (Dörnyei 32). Feedback loops from peers, teachers, and self-assessment further enhance intrinsic motivation by making progress visible (Hattie 173). In postcolonial, exam-driven settings, especially rural ones where disengagement is widespread, interactive pedagogy empowers learners, building confidence and fluency through meaningful participation—making engagement and motivation vital to developing communicative competence.

Differentiated Instruction for Diverse Proficiency Levels

A key challenge in English Language Teaching (ELT), particularly in postcolonial, multilingual classrooms, is managing the broad spectrum of student proficiency levels. Learners vary significantly in English exposure, with urban or private school students often outperforming those from rural, under-resourced settings. Uniform teaching methods frequently neglect these differences, disengaging weaker learners and failing to challenge stronger ones. Tomlinson (2014) advocates differentiated instruction as a solution—adapting tasks, materials, and assessments to students' readiness, interests, and learning styles (Tomlinson 11). In ELT, this may include varied reading levels, tiered speaking tasks, or flexible writing prompts to enable meaningful participation for all. It also promotes peer collaboration through mixed-proficiency

groups (Tomlinson 37), and in multilingual settings, incorporates translanguaging and culturally relevant content aligned with Gay's culturally responsive pedagogy (Gay 22). Supported by Hattie's research on formative assessment and flexible grouping (Hattie 86), differentiated instruction is essential for fostering equity and communicative competence in structurally unequal, exam-driven classrooms.

Cultural and Linguistic Diversity in Classrooms

Translanguaging as a Pedagogical Strategy

Translanguaging—the dynamic use of multiple languages by multilingual learners—is a powerful pedagogical approach for embracing linguistic diversity in ELT classrooms. It acknowledges that students draw on their entire linguistic repertoires to construct meaning, challenging rigid language separation norms (Canagarajah 124). By incorporating practices like brainstorming in home languages, bilingual glossaries, and peer translation, translanguaging validates students' identities while scaffolding English learning and enhancing comprehension and critical thinking (García and Wei 15). In postcolonial and rural settings, where English often feels distant, translanguaging connects classroom instruction with students' lived realities, fostering engagement, reducing anxiety, and supporting real-world communicative competence (Canagarajah 126). Though some view it as limiting immersion, research affirms that purposeful use improves access to content without compromising English exposure (García and Wei 22). It ultimately fosters inclusive, student-centered environments where multilingualism is a strength, not a hindrance, to meaningful language development.

Gay's Culturally Responsive Teaching Framework

Gay (2010) outlines culturally responsive teaching (CRT) as a method that embraces students' cultural and linguistic diversity to create inclusive, engaging instruction. In ELT, CRT involves incorporating culturally relevant texts, examples, and storytelling to validate learners' identities and make language learning more relatable (Gay 31). By treating diversity as an asset, CRT enhances motivation and participation. It also supports culturally appropriate communication by integrating students' discourse norms into interactive strategies like debates, role plays, and group work (Gay 45). In postcolonial, multilingual settings—where English often feels elite or exclusionary—CRT bridges cultural gaps through local languages and contexts, promoting equity and reducing alienation. Aligned with inclusive policies like

India's NEP 2020, Gay's framework redefines ELT classrooms as equitable spaces where cultural diversity enhances engagement and communicative competence.

Diversity as Both a Challenge and Opportunity for Inclusivity

Cultural and linguistic diversity in English classrooms, especially in multilingual postcolonial contexts, presents both challenges and opportunities. Students differ widely in English proficiency, exposure, and cultural norms, making lesson planning complex—particularly in large, under-resourced settings where rural-urban disparities are pronounced (Kumaravadivelu 93). Without adaptive approaches, such diversity can reinforce inequities, with advanced learners dominating while others disengage. Standardized teaching methods often fail to address this range of needs. However, when embraced, diversity becomes a catalyst for inclusivity—bringing varied perspectives, fostering intercultural understanding, and enhancing peer learning (Gay 32). Strategies like translanguaging (Canagarajah 124) and differentiated instruction (Tomlinson 37) enable equitable participation and identity affirmation. These approaches not only support inclusion but also align with global citizenship education by preparing students for intercultural communication (Hattie 88). Ultimately, it is not diversity but rigid pedagogy that limits inclusion—responsive teaching transforms diverse classrooms into dynamic, inclusive learning communities.

Theoretical Framework

Constructivist Learning Theory

The Constructivist Learning Theory provides a robust foundation for reimagining English Language Teaching (ELT) in postcolonial, multilingual contexts. Drawing on Piaget and Vygotsky, it sees learners as active participants who build knowledge through experience, interaction, and reflection (Piaget 12; Vygotsky 86). This perspective aligns with learner-centered approaches like Communicative Language Teaching (CLT) and task-based learning, which emphasize authentic communication over rote grammar instruction (Richards and Rodgers 73). Teachers serve as facilitators, guiding students through collaborative tasks and dialogue. Vygotsky's Zone of Proximal Development (ZPD) supports scaffolding through peer and teacher interaction, reinforcing strategies like feedback, modeling, and guided practice (Vygotsky 90). Constructivism also values experiential learning—through debates, projects, and presentations—that situates language in meaningful contexts (Kolb 41). By recognizing learners' prior experiences, it supports practices like translanguaging and culturally

responsive teaching, making it especially suited for diverse classrooms (Gay 33; Canagarajah 126). Ultimately, constructivist pedagogy promotes communicative competence while addressing the linguistic and socio-cultural realities of postcolonial ELT environments.

Sociocultural Theory (Vygotsky)

Vygotsky's Sociocultural Theory (SCT) provides a vital lens for English Language Teaching (ELT) in multilingual, postcolonial classrooms by framing learning as a socially mediated process shaped by cultural tools and interaction (Vygotsky 86). Central to SCT is the Zone of Proximal Development (ZPD), where learners progress from dependence to independence through scaffolding via peer collaboration, teacher modeling, and guided feedback (Vygotsky 90). SCT views language as a cognitive tool, validating translanguaging as a bridge to both content mastery and English proficiency (Canagarajah 125). It underscores the role of cultural context, aligning with culturally responsive teaching that incorporates students' lived experiences (Gay 31; Vygotsky 95). Unlike rigid grammar-translation methods, SCT supports interactive, experiential strategies such as project-based learning and cooperative tasks. Particularly relevant in postcolonial contexts marked by linguistic diversity and inequity, SCT offers an inclusive, holistic foundation for linking theoretical knowledge with real-world communicative competence in ELT.

Postcolonial Perspectives on Language Education

Postcolonial perspectives critique English Language Teaching (ELT) in formerly colonized societies, viewing English as a language tied to colonial power, social inequality, and identity politics. Pennycook argues that English both empowers and marginalizes, granting access while reinforcing hierarchies (Pennycook 78). Colonial legacies persist through unequal conditions—urban private schools offer immersive English, while rural and government schools face limited exposure and resources (Canagarajah 118). These perspectives also highlight cultural alienation caused by Western-centric instruction, with scholars like Ngũgĩ wa Thiong'o describing English's dominance as "linguistic imperialism" that displaces indigenous languages and identities (Ngũgĩ 29). Traditional, top-down pedagogy inherited from colonial systems further marginalizes learners (Kumaravadivelu 92). In response, postcolonial frameworks advocate inclusive practices like translanguaging, task-based learning, and culturally responsive teaching to reclaim linguistic diversity and learner agency

(Canagarajah 124). Aligned with policies like India's NEP 2020, which promote linguistic plurality and indigenous knowledge, these perspectives position ELT as both a cultural and political project aimed at empowerment over exclusion.

RESEARCH GAPS AND RATIONALE

Limited Empirical Studies Assessing Task-Based or Interactive ELT Methods in Indian/Postcolonial Classrooms

Although global ELT literature widely supports task-based learning (TBL) and interactive pedagogy, empirical research on their effectiveness in Indian and other postcolonial classrooms is limited. While Ellis defines TBL as fostering "language learning through language use" (Ellis 17), and studies highlight its benefits for fluency and autonomy, Indian classrooms remain dominated by grammar-translation and exam-oriented methods (Richards and Rodgers 73). The gap between theory and classroom practice persists, with few studies examining how methods like peer teaching or translanguaging function in these settings (Kumaravadivelu 91). Existing research often focuses on curriculum or policy critique, offering little insight into the implementation or outcomes of learner-centered reforms like those proposed by NEP 2020 (Ministry of Education 2020). Marginalized groups, particularly rural and government school students, remain underrepresented in this discourse, despite postcolonial critiques emphasizing structural inequities (Canagarajah 118). Addressing this gap, the current study aims to empirically evaluate innovative, inclusive pedagogies in real classrooms, contributing context-specific evidence to both global ELT research and local educational policy.

Underexplored Role of Cultural and Linguistic Diversity in Shaping ELT Effectiveness

A significant gap in ELT research in Indian and postcolonial contexts is the limited focus on how cultural and linguistic diversity shapes pedagogical effectiveness. Despite classrooms being inherently multilingual, most ELT methods still treat English in isolation, neglecting students' full linguistic repertoires. This monolingual bias perpetuates colonial hierarchies, alienates learners, and weakens both engagement and communicative competence (Canagarajah 120). Although global research supports culturally responsive teaching and translanguaging (Gay 31; García and Wei 15), few empirical studies examine their application and outcomes in Indian classrooms. The

potential of linguistic diversity to enhance comprehension, inclusion, and learning remains largely untapped. While India's NEP 2020 promotes multilingual, culturally grounded pedagogy, evidence of its real-world implementation across varied school contexts is sparse (Ministry of Education 2020). Addressing this gap is essential for designing ELT practices that foster not only language proficiency but also equity, cultural relevance, and learner identity affirmation.

Lack of Systematic Evaluation of Innovative Approaches in Mainstream Secondary Education

Despite global interest in pedagogies like task-based learning (TBL), technology-enhanced instruction, and culturally responsive teaching, their systematic evaluation in mainstream secondary education—particularly in Indian and postcolonial contexts—remains sparse. Most existing research is limited to small-scale or elite settings, offering little insight into their effectiveness in public or government schools where the majority of learners are enrolled (Ellis 28; Stockwell 35). Exam-driven curricula and institutional pressures discourage interactive teaching, sustaining reliance on rote methods despite evidence supporting communicative approaches (Richards and Rodgers 75). Large-scale, longitudinal studies across diverse school types—rural vs. urban, first-generation vs. experienced learners—are notably lacking. While global research, such as Hattie's meta-analyses, highlights the importance of feedback and peer interaction (Hattie 42), these insights are rarely contextualized for Indian classrooms. Although NEP 2020 promotes inclusive, experiential learning (Ministry of Education 2020), its implementation remains under-researched. Sociocultural and infrastructural factors—overcrowded classes, limited tech access, and linguistic diversity—are often ignored. Without empirical, context-sensitive evaluation, these innovations risk remaining theoretical and disconnected from the realities of ELT in postcolonial systems (Canagarajah 123).

DISCUSSION: FROM ROTE TO REAL

Curricular Shifts – Moving Beyond Rigid, Exam-Driven Syllabi

A key reform in postcolonial ELT involves shifting from rigid, exam-driven syllabi to flexible, learner-centered curricula. In contexts like India, standardized exams emphasize memorization and grammar drills, prioritizing "testability over teachability" and leaving students communicatively unprepared (Kumaravadivelu 89;

Richards and Rodgers 74). This rigidity also constrains teachers, reinforcing rote and grammar–translation methods. To address this, curricula must incorporate real-life, communicative tasks—such as email writing or debates—through task-based (Ellis 18) and experiential learning approaches (Kolb 41). These methods foster practical skills and align assessments with authentic use. Formative evaluation, supported by Hattie's research, improves feedback and reduces exam pressure (Hattie 43). Integrating cultural and linguistic inclusivity via local content, bilingual materials, and translanguaging personalizes learning and affirms student identities (Canagarajah 126; Gay 31). Ultimately, reimagined ELT curricula can transform English from an exam subject into a tool for communication, critical thinking, and global engagement.

Incorporating Project-Based, Experiential, and Authentic Tasks

Transforming English Language Teaching (ELT) from rote memorization to meaningful engagement requires integrating project-based, experiential, and authentic tasks into the curriculum. These learner-centered methods foster purposeful language use in real-world contexts. Project-Based Learning (PBL), as defined by Thomas, engages students in extended inquiry through collaborative tasks like class magazines or interviews (Thomas 3). Experiential learning, based on Kolb's cycle, uses activities like debates and role plays to build fluency, critical thinking, and confidence (Kolb 41). Authentic tasks—such as resume writing or mock pitches—enhance motivation and real-life relevance (Ellis 17), while Hattie emphasizes that task relevance improves engagement and persistence (Hattie 47). Culturally responsive projects like storytelling or bilingual campaigns further empower learners by validating their identities (Canagarajah 127). These strategies also accommodate diverse proficiency levels through differentiated instruction (Tomlinson 37), positioning ELT as a space for both communicative competence and 21st-century skill development.

Pedagogical Transformation

Teacher as Facilitator Rather than Sole Authority

A key shift in English Language Teaching (ELT) is reimagining the teacher's role from sole authority to facilitator. In many postcolonial classrooms, especially in India, instruction remains teacher-centered—focused on lectures, grammar rules, and rote learning—restricting student autonomy and interaction (Kumaravadivelu 85). A facilitative model, aligned with communicative approaches, positions teachers as

designers of interactive tasks that support meaning-making through participation and inquiry (Richards and Rodgers 76). Grounded in Vygotsky's Sociocultural Theory, this approach uses scaffolding within the Zone of Proximal Development to build learner independence (Vygotsky 90). It promotes peer collaboration and feedback, both identified by Hattie as key to improved outcomes (Hattie 41), and enables culturally responsive instruction that validates learners' identities (Gay 34). This pedagogical transformation—from authority to facilitator—empowers students, fosters real-world communication skills, and aligns ELT with inclusive, lifelong learning goals.

Integration of Peer Learning, Digital Platforms, and Real-World Contexts

Transforming English Language Teaching (ELT) involves integrating peer learning, digital tools, and real-world contexts into everyday instruction to foster collaboration, autonomy, and meaningful engagement. Peer learning—through group tasks, debates, and feedback—encourages shared responsibility and authentic communication, with strong evidence of its impact on achievement (Johnson et al. 25; Hattie 41). Digital platforms provide immediate feedback and authentic input, expanding access and engagement, especially in under-resourced settings (Stockwell 27). Real-world tasks like job applications or interviews make language learning purposeful and relevant (Ellis 19). Aligned with India's NEP 2020, these strategies support inclusive, application-oriented pedagogy (Ministry of Education 2020). Collectively, they shift ELT from passive, grammar-focused teaching to dynamic, communicative learning that prepares students for academic, professional, and global success.

Cultural Inclusivity

Recognizing Multilingual Realities Instead of Suppressing Them

Transforming English Language Teaching (ELT) requires recognizing and leveraging multilingual realities rather than suppressing them. In linguistically diverse, postcolonial classrooms like those in India, English-only policies often alienate learners and detach language learning from their lived experiences (Canagarajah 120). Home languages should be treated as assets, not obstacles. Translanguaging practices—such as native language brainstorming or bilingual glossaries—enhance accessibility, reduce anxiety, and affirm identity (García and Wei 16). This aligns with Gay's culturally responsive teaching framework, which emphasizes integrating students' cultural and linguistic knowledge into instruction (Gay 32). Using local literature and oral traditions further bridges cultural gaps and promotes engagement.

For rural and marginalized learners with limited English exposure, this inclusive approach fosters equity. Supported by India's NEP 2020, embracing multilingualism strengthens communicative competence and cultural pride, positioning English as a tool for empowerment, not exclusion.

Encouraging Translanguaging and Culturally Relevant Examples

An inclusive English Language Teaching (ELT) approach must promote translanguaging and integrate culturally relevant content into classroom practice. Translanguaging, as defined by García and Wei, enables learners to fluidly draw on multiple languages to build meaning and deepen understanding (García and Wei 15). Rather than enforcing English-only norms, it supports strategies like drafting in home languages, bilingual group discussions, and side-by-side translations, which aid comprehension and affirm identity. Canagarajah highlights how such practices challenge colonial legacies and foster equity in multilingual classrooms (Canagarajah 123). Equally important is embedding culturally relevant material—using local folktales, community issues, or bilingual projects—which connects learning to students' lived experiences (Gay 32). These methods, supported by Hattie's research on relevance and motivation (Hattie 47), transform English into a meaningful and empowering tool. Together, translanguaging and culturally grounded pedagogy enhance language skills, cultural pride, and intercultural competence, making ELT both contextually responsive and globally relevant.

Impact on Learning Outcomes

Improved Communicative Competence

Shifting from rote-based instruction to interactive, inclusive, and task-oriented pedagogies significantly strengthens learners' communicative competence. Traditional grammar-translation methods prioritize memorization over practical use, limiting real-world communication (Richards and Rodgers 74). In contrast, experiential and communicative approaches treat language as a tool for authentic interaction, guided by Hymes' framework of communicative competence—including grammatical, sociolinguistic, discourse, and strategic skills (Ellis 22). Task-based learning and collaborative projects promote these abilities by encouraging contextualized language use and meaning negotiation. Such methods also boost fluency, confidence, and motivation—particularly in postcolonial settings where English can feel alienating. Hattie's research underscores the impact of peer interaction and feedback on learning

outcomes (Hattie 42), while translanguaging allows students to draw on home languages, fostering equity and deeper engagement (García and Wei 17). These approaches enhance both classroom performance and real-world readiness, with communicative competence emerging as a crucial driver of mobility and inclusion in postcolonial societies (Canagarajah 129).

Greater Student Engagement and Motivation

Transitioning from rote, exam-driven instruction to interactive and inclusive pedagogy greatly enhances student engagement and motivation. Traditional teacher-centered methods often disconnect English from students' realities, making it feel abstract and inaccessible (Kumaravadivelu 92). In contrast, interactive approaches—like group projects, role plays, and experiential tasks—promote active learning, accountability, and collaboration (Johnson et al. 28), helping students experience English as a functional, real-world tool. Culturally relevant and goal-oriented tasks, such as interviews or presentations, increase motivation by highlighting English's practical value (Hattie 44). Inclusive strategies like culturally responsive teaching and translanguaging validate learners' identities, especially among marginalized groups, boosting participation and reducing anxiety (Gay 35; García and Wei 16). Dörnyei's L2 Motivational Self System confirms that motivation strengthens when learners envision themselves as successful English users (Dörnyei 32). Collectively, these methods make engagement and motivation central to sustained learning and communicative competence in ELT.

Reduced Inequities Across Rural/Urban and Socio-Economic Divides

Inclusive, interactive English Language Teaching (ELT) can significantly reduce entrenched rural-urban and socio-economic disparities in postcolonial settings like India. While elite urban schools offer English-rich environments, rural and government schools often lack resources, deepening educational inequality (ASER 2022; Canagarajah 118). Learner-centered approaches—such as project-based tasks, translanguaging, and collaborative learning—enable meaningful participation across diverse backgrounds by validating students' home languages and cultural knowledge (García and Wei 17). Digital tools further bridge gaps by expanding access to authentic English input, aligning with NEP 2020's vision of democratizing education through technology (Stockwell 29; Ministry of Education 2020). Replacing exam-centric evaluation with formative, performance-based assessments also supports

equity, particularly for those without access to private coaching (Kumaravadivelu 94). As Pennycook emphasizes, English education is inherently political—shaping identity and access (Pennycook 81). Inclusive ELT not only builds communicative competence but also fosters social justice by empowering marginalized learners toward greater mobility and opportunity.

IMPLICATIONS

For Teachers: Need for Training in Interactive and Inclusive Pedagogy

Transitioning from rote-based instruction to communicative, inclusive English Language Teaching (ELT) requires a major shift in teacher training. Many educators in Indian and postcolonial contexts are products of exam-focused, grammar-translation systems and often lack exposure to interactive methods (Richards and Rodgers 76). Without targeted professional development, they default to teacher-centered approaches that restrict real language use. Training must equip teachers with practical tools for task-based, project-based, and experiential learning (Ellis 29), alongside inclusive strategies like translanguaging, culturally relevant content, and differentiated instruction to reach diverse learners (Gay 33). Emphasis on formative assessment, feedback (Hattie 42), and digital integration (Stockwell 27) is also crucial. Empowering teachers in these areas enables them to become facilitators of equitable, communicative, and contextually responsive classrooms.

For Policy Makers: Alignment with NEP 2020 and Global ELT Reforms

Policymakers must align English Language Teaching (ELT) with India's NEP 2020 and global reforms to shift classrooms from grammar-heavy, exam-driven instruction to communicative, learner-centered environments. While NEP 2020 advocates experiential and inclusive pedagogy, its classroom implementation remains limited (Kumaravadivelu 92). Its emphasis on activity-based, discovery-oriented learning mirrors global ELT models like CLT and TBL, which prioritize real-world language use over rote learning (Ellis 18; Richards and Rodgers 74). To actualize these aims, policies must address rigid curricula, exam-focused assessments, and rural-urban disparities. This includes revising syllabi to embed task-based and culturally responsive content (Gay 34), integrating digital tools for broader access (Stockwell 29), and promoting assessment reforms focused on communication and

formative feedback (Hattie 42). True alignment with NEP 2020 and international trends requires systemic changes that ensure inclusive, practical, and future-ready English education.

For Curriculum Designers: Incorporation of Flexibility, Real-Life Communication, and Digital Integration

Curriculum designers are key to transforming English Language Teaching (ELT) from rote-based instruction to communicative, meaningful learning by embedding flexibility, real-life communication, and digital integration. Rigid, exam-focused syllabi in postcolonial contexts often reinforce memorization and teacher-centered methods (Richards and Rodgers 75). To counter this, curricula must be adaptable to learners' needs and contexts, with differentiated materials promoting equity (Tomlinson 37) and modular designs reducing overload to allow time for interactive, project-based tasks. Real-life communication should be central, with authentic tasks—like job applications and interviews—boosting fluency and motivation (Ellis 22; Hattie 44). Digital integration must also be prioritized to enhance access and collaboration, especially in underserved schools (Stockwell 29). Incorporating scalable digital tools aligns with NEP 2020's emphasis on experiential, inclusive, and tech-enabled education, while supporting global ELT trends that prioritize communicative competence and lifelong learning.

For Researchers: Future Scope for Longitudinal, Experimental Studies in Multilingual Contexts

Researchers must prioritize longitudinal and experimental studies to evaluate innovative English Language Teaching (ELT) approaches in multilingual, postcolonial settings. Most existing research is descriptive or small-scale, often limited to policy critiques or teacher insights, which lack the empirical depth needed for systemic reform (Kumaravadivelu 94). Longitudinal studies are crucial for tracking sustained growth in communicative competence, confidence, and motivation, as short-term gains may not ensure lasting improvement (Hattie 46). Future research should include controlled comparisons between traditional grammar-based instruction and task-based, project-based, or translanguaging methods across diverse school contexts (Ellis 28). Investigating how linguistic and cultural diversity shapes outcomes—especially the equity-enhancing role of translanguaging—is also vital (Canagarajah

125). Moreover, studies should assess the impact of digital tools in under-resourced classrooms, with mobile-assisted learning identified as a promising strategy (Stockwell 30). These context-sensitive investigations will yield actionable evidence to guide ELT reforms in curriculum, pedagogy, and policy.

CONCLUSION

Summarizing the Theoretical Case for Shifting from Rote Memorization to Real Communicative Competence

This paper presents a strong theoretical case for shifting English Language Teaching (ELT) in postcolonial contexts from rote memorization to genuine communicative competence. Traditional grammar-translation and exam-focused methods have yielded learners with rule-based knowledge but limited real-world communication skills (Richards and Rodgers 74). Drawing on constructivist learning, sociocultural theory, and postcolonial perspectives, the proposed shift emphasizes interaction, collaboration, and inclusivity (Piaget 14; Vygotsky 90; Canagarajah 124; Gay 33), aligning ELT with learners' cultural and linguistic contexts. Reforms such as task-based learning (Ellis 19), digital integration (Stockwell 28), and NEP 2020's learner-centered vision provide actionable pathways. Culturally responsive and interactive pedagogies foster language acquisition, motivation, equity, and identity affirmation (Hattie 44; García and Wei 16). The resulting gains—enhanced competence, engagement, and reduced disparities—highlight ELT's role as both an educational and social project (Pennycook 81). Achieving this vision requires systemic support: empowered teachers, adaptable curricula, inclusive policies, and sustained, context-sensitive research to reframe ELT as a tool for equitable and transformative learning in a globalized world.

Emphasizing the Synergy of Innovative Curricula, Interactive Pedagogy, and Cultural Inclusivity

Transforming English Language Teaching (ELT) from rote memorization to communicative competence requires the synergy of innovative curricula, interactive pedagogy, and cultural inclusivity. Curricula like task-based learning (Ellis 19), digital integration (Stockwell 27), and learner-centered frameworks from NEP 2020 (Ministry of Education 2020) establish structural reform; pedagogy enacts these through collaboration, feedback, and experiential methods (Hattie 42; Vygotsky 90); and

inclusivity ensures alignment with students' linguistic and cultural contexts, fostering engagement and equity (García and Wei 17; Gay 33). This integrated model enhances communicative competence, motivation, and inclusion, addressing rural-urban and socio-economic disparities. As Canagarajah argues, ELT in postcolonial contexts must be holistic, locally grounded, and globally informed (Canagarajah 126). The combined power of curriculum, pedagogy, and inclusivity offers the most effective path toward preparing learners for real-world communication and lifelong success.

Reaffirming the Urgency of Transforming ELT in Postcolonial Classrooms

This paper reaffirms the urgent need to shift English Language Teaching (ELT) in postcolonial classrooms from rote memorization to communicative competence. Despite years of formal instruction, many students graduate without the ability to use English effectively in real-life contexts due to exam-focused curricula, teacher-centered methods, and culturally narrow content (Richards and Rodgers 74; Kumaravadivelu 92). In these contexts, English is more than a subject—it is a gateway to mobility and global participation (Canagarajah 129; Pennycook 83). Bridging rural-urban and socio-economic divides demands the integration of innovative curricula (Ellis 20; Kolb 42), interactive pedagogy (Hattie 45), and cultural inclusivity (García and Wei 16; Gay 34). Together, they create a holistic model that strengthens communication skills, motivation, and learner agency. As Pennycook argues, language education in postcolonial societies is inherently political—ignoring reform perpetuates inequality (Pennycook 87). The time for systemic, collaborative action is now—to make ELT a force for empowerment, not exclusion.

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Effectiveness of Cooperative Learning Strategy on Social Skills and High Achievers in Economics Among Higher Secondary Students

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Abstract

Education in the twenty-first century seeks to balance academic excellence with holistic development, including social and interpersonal skills. At the higher secondary level, Economics demands analytical ability, critical thinking, and problem-solving, yet traditional teacher-centered approaches often emphasize rote learning and individual performance. This study explored the effectiveness of cooperative learning strategies on the achievement and social skills of high-achieving students in Economics. The experimental method with a pre-test–post-test control group design was employed, involving 100 students equally divided into control and experimental groups. The control group was taught using conventional methods, while the experimental group engaged in cooperative learning techniques such as Jigsaw, Group Investigation, and Think-Pair-Share over three months. Data were collected using a validated Economics achievement test and a social skills questionnaire, and analyzed with the t-test. Findings revealed significant differences in academic achievement, with experimental group high achievers outperforming their control group counterparts, both overall and across gender. However, no significant differences were found in social skills between groups, nor across gender. The results suggest that while cooperative learning effectively enhances academic achievement among high achievers in Economics, its impact on social skills is less pronounced within the study period. The discussion highlights the sharper conceptual grasp and mastery developed through cooperative strategies, especially for high achievers. The study underscores the importance of adopting student-centered approaches

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to improve academic outcomes and recommends further research into long-term impacts, teacher facilitation, and technology integration in cooperative learning.

Keywords: Cooperative learning, social skills, high achievers, economics education, higher secondary students

INTRODUCTION

Education in the twenty–first century emphasizes not only academic excellence but also the holistic development of learners. Economics, as a subject at the higher secondary level, requires critical thinking, problem–solving, and interaction with real–life socio-economic issues. However, traditional teaching methods often focus on individual performance and rote learning, which may not sufficiently engage students or promote higher-order skills. Cooperative learning is a pedagogical strategy that structures classroom activities so that students work together in small groups, share responsibilities, and support one another in achieving both individual and group goals. This method fosters positive interdependence, accountability, and communication, making it particularly suitable for enhancing social skills and academic outcomes in subjects like Economics.

SIGNIFICANCE OF THE STUDY

The need for this study arises from the observed gap between students' academic achievements and their interpersonal skills. High achievers in Economics often excel in examinations but may lack collaborative abilities and social adaptability, which are essential in higher education and future careers. By employing cooperative learning, teachers can create an environment where peer interaction enhances conceptual clarity, critical analysis, and teamwork. The significance of this study lies in its potential to demonstrate how cooperative learning strategies not only raise achievement levels but also develop vital social skills such as leadership, empathy, negotiation, and conflict resolution. In the context of higher secondary education, such dual outcomes are invaluable in preparing students for both academic progression and responsible citizenship.

OBJECTIVES OF THE STUDY

1. To find out the significant difference between the post-test mean scores of the control and experimental group high achieving students in their Achievement in Economics.
2. To find out the significant difference between the post-test mean scores of the control and experimental group high achieving students in their Achievement in Economics with regard to gender.
3. To find out the significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills.
4. To find out the significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills with regard to gender.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the post-test mean scores of the control and experimental group high achieving students in their Achievement in Economics.
2. There is no significant difference between the post-test mean scores of the control and experimental group high achieving students in their Achievement in Economics with regard to gender.
3. There is no significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills.
4. There is no significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills with regard to gender.

METHODOLOGY OF THE STUDY

The present study adopted the experimental method with a pre-test–post-test control group design to examine the effect of cooperative learning strategies on the academic achievement and social skills of higher secondary students in Economics. Two groups—control and experimental—were formed with equal distribution of low, average, and high achievers. Each group comprised 50 students (boys and girls) selected randomly. The control group was taught using traditional teacher-centered

methods, while the experimental group was exposed to cooperative learning strategies, namely Jigsaw, Group Investigation, and Think-Pair-Share, over a period of three months. To measure outcomes, two tools were developed: (1) an achievement test in Economics prepared and validated with the help of subject experts, and (2) a social skills questionnaire consisting of 40 items on communication, teamwork, empathy, and leadership. Both tools were subjected to validity and reliability checks using item difficulty and discriminability indices. Data were collected through pre-tests and post-tests administered to both groups. The data were analysed with the help of 't' test.

DATA ANALYSIS OF THE STUDY

Null Hypothesis 1

There is no significant difference between the post-test mean scores of the control and experimental group high achieving students in their Achievement in Economics.

Table 1: Difference between the post-test means scores of Control and Experimental Group High Achieving Students in their Achievement in Economics

Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Control	16	42.50	2.31	3.67	1.96	S
Experimental	16	45.50	2.31			

From the above table, it is inferred that the calculated 't' value (3.67) is greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their achievement in Economics. The experimental group high achieving students are found better in their achievement in Economics.

Null Hypothesis 2

There is no significant difference between the post-test mean scores of the control and experimental group high achieving students in their achievement in Economics with regard to gender.

Table 2: Difference between the post-test means scores of Control and Experimental Group High Achieving Students in their Achievement in Economics with regard to Gender

Gender	Group	N	Mean	SD	Calculated 't' value	Table value	Remark
Male	Control	8	42.13	3.137	1.993	1.96	S
	Experimental	8	45.13	3.137			
Female	Control	8	42.88	1.126	5.329	1.96	S
	Experimental	8	45.88	1.126			

From the above table, it is inferred that the calculated 't' values (male - 1.996; female - 5.329) are greater than the table value at 5% level of significance, the null hypothesis is rejected. Hence, significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their achievement in Economics with regard to gender. In both male and female categories of students, the experimental group high achieving students are found better in their achievement in Economics.

Null Hypothesis 3

There is no significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills.

Table 3: Difference between the post-test means scores of Control and Experimental Group High Achieving Students in their Social Skills

Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Control	16	73.63	12.12	0.294	1.96	NS
Experimental	16	72.56	7.90			

From the above table, it is inferred that the calculated 't' value (0.294) is lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their social skills.

Null Hypothesis 4

There is no significant difference between the post-test mean scores of control and experimental group high achieving students in their social skills with regard to gender.

Table 4: Difference between the post-test means scores of Control and Experimental Group High Achieving Students in their Social Skills with regard to gender

Gender	Group	N	Mean	SD	Calculated 't' value	Table Value	Remark
Male	Control	8	67.75	12.395	0.095	1.96	NS
	Experimental	8	68.25	8.242			
Female	Control	8	79.50	9.055	0.724	1.96	NS
	Experimental	8	79.88	4.824			

From the above table, it is inferred that the calculated 't' values (male - 0.095; female - 0.724) are lesser than the table value at 5% level of significance, the null hypothesis is accepted. Hence, no significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their social skills with regard to gender.

FINDINGS OF THE STUDY

1. Significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their achievement in Economics. The experimental group high achieving students are found better in their achievement in Economics.
2. Significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their achievement in Economics with regard to gender. In both male and female categories of students, the experimental group high achieving students are found better in their achievement in Economics.
3. No significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their social skills.
4. No significant difference is found between the post-test mean scores of the control group and experimental group high achieving students in their social skills with regard to gender.

DISCUSSION OF THE STUDY

The post-test mean scores of high achieving control group students is significantly different from the high achieving experimental group students in their achievement

in Economics. The high achieving students of experimental group are found better in their achievement in Economics. The gender-wise analysis also revealed the same significant difference. Further both male and female categories of students of high achieving experimental group students are found superior in their achievement in Economics to their counterparts in control group. This may be due to the reason that generally high achievers are very sharper in grasping the subject matter and they recall the learnt concepts at the time of examinations in an easy going manner. When they are getting into the experimentation, i.e., learning through cooperative learning strategies like jigsaw, group investigation and think-pair-share, the students learnt and equipped conceptually very well. They can understand the subject matter very deeper and they are very well versed and attain mastery over the subject. It is clearly understood that the chosen experimental variable showed a concrete impact on the determination of achievement of the students of experimental group and hence they are found to fall under a higher level performance in Economics.

SUGGESTIONS FOR FURTHER STUDY

1. Future research may examine the long-term effects of cooperative learning strategies on students' academic achievement and social skills beyond higher secondary school, particularly in college or professional courses.
2. Comparative research between cooperative learning and other innovative teaching strategies (e.g., problem-based learning, flipped classroom) could provide deeper insights into their relative effectiveness in Economics education.
3. Studies can explore how cooperative learning impacts students of different ability levels (low achievers, average achievers) and whether the benefits vary across gender, socio-economic background, or learning styles.
4. Further research could investigate how teacher facilitation, classroom management, and professional development influence the success of cooperative learning strategies in Economics.
5. With digital learning platforms on the rise, future studies may examine how cooperative learning strategies can be enhanced through technology, such as online collaborative tools, virtual simulations, or gamified learning in Economics.

CONCLUSION

The study concludes that cooperative learning strategies can be highly effective in improving both social skills and academic performance among higher secondary

students, particularly high achievers in Economics. When students actively engage in group tasks, they become more responsible for their learning while also valuing peer contributions. This collaborative environment enhances understanding of complex economic concepts, reduces competition, and builds mutual respect. The findings underline the importance of shifting from teacher-centered instruction to student-centered approaches. Thus, cooperative learning emerges as a meaningful strategy to nurture intellectual growth alongside social competence, equipping learners to succeed academically and socially in an interconnected world.

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भारत में राजनीतिक दल

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राजनीतिक दल वह संगठित समूह है जिसके सदस्य समान विचारधारा और उद्देश्य रखते हैं तथा चुनाव के माध्यम से सत्ता प्राप्त कर देश की शासन व्यवस्था को अपने कार्यक्रमों और नीतियों के अनुसार संचालित करना चाहते हैं।

भारत में राजनीतिक दलों का इतिहास

भारत एक लोकतांत्रिक देश है। लोकतंत्र में राजनीतिक दल बहुत महत्वपूर्ण भूमिका निभाते हैं। यह भी कह सकते हैं कि बिना राजनीतिक दलों के लोकतंत्र की कल्पना नहीं की जा सकती। भारत के इतिहास में आधुनिक राजनीतिक दलों की स्थापना 1885 में भारतीय राष्ट्रीय कांग्रेस से मानी जाती है। भारतीय राष्ट्रीय कांग्रेस की स्थापना का प्रारंभिक उद्देश्य भारतीयों को ब्रिटिश सत्ता में भागीदारी दिलाना और प्रशासनिक सुधार कराना था। कांग्रेस की स्थापना से कुछ पहले अन्य संगठन भी बने जैसे– मद्रास महाजन सभा (1884), पुणे सार्वजनिक सभा (1870) आदि। 1905 ई० के बंग –भंग के बाद कांग्रेस नरम दल और गरम दल में विभाजित हो गई। गरम दल के नेता बाल गंगाधर तिलक, लाला लाजपत राय व विपिन चंद्र पाल तथा नरम दल के नेता गोपाल कृष्ण गोखले, फिरोज शाह मेहता आदि थे। 1906 में ढाका में मुस्लिम लीग की स्थापना मुस्लिम लोगों के हितों की रक्षा के लिए हुई।

भारतीय राष्ट्रीय कांग्रेस ने गांधी के नेतृत्व में अनेक आंदोलन चलाए जैसे– असहयोग आंदोलन, नमक सत्याग्रह, भारत छोड़ो आंदोलन आदि। कांग्रेस ने धीरे–धीरे जनता का विश्वास प्राप्त किया और स्वतंत्रता आंदोलन में प्रमुख भूमिका निभाने लगी। इसी समय कुछ अन्य संगठन भी सक्रिय हुए जैसे – कम्युनिस्ट पार्टी (1925), हिंदू महासभा आदि। मुस्लिम लीग ने धीरे–धीरे अलग राष्ट्र की मांग प्रारंभ की। जो 1947 में विभाजन का प्रमुख कारण बनी। स्वतंत्रता के बाद कांग्रेस सबसे बड़ा राजनीतिक दल बन गया तथा जवाहरलाल नेहरू, लाल बहादुर शास्त्री, इंदिरा गांधी आदि सभी के नेतृत्व में कांग्रेस ने

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केंद्र तथा राज्यों में शासन किया। यहां पर जनसंघ, प्रजा सोशलिस्ट पार्टी और स्वतंत्र पार्टी जैसे राजनीतिक दलों ने विपक्ष की भूमिका निभाई। 1967 में भारतीय जनता में कांग्रेस से विश्वास कम हुआ और अनेक राज्यों में दूसरे राजनीतिक दलों की सरकार बन गयी। 1975 में कांग्रेस शासन द्वारा आपातकाल लगा दिया गया जिसके बाद जनता पार्टी का उदय हुआ और 1977 में जनता पार्टी ने कांग्रेस को सत्ता से बाहर कर दिया।

1990 के दशक में भारतीय अंतर्राष्ट्रीय राजनीति में नया दौर उदारीकरण का प्रारंभ हुआ। इसी दौरान मंडल आयोग आया तथा क्षेत्रीय दलों का उदय हुआ। भारतीय जनता पार्टी ने हिंदू को एकत्र करना प्रारंभ किया तथा हिंदुत्व की राजनीति के सहारे आगे बढ़ाना प्रारंभ किया। केंद्र में गठबंधन सरकार का दौर आरंभ हुआ तथा 1999 तक केंद्र में अस्थिर गठबंधन सरकारी रही। 1999 अटल बिहारी वाजपेई के नेतृत्व में राष्ट्रीय जनतांत्रिक गठबंधन की अपेक्षाकृत स्थिर सरकार बनी। 2004 से 2014 तक मनमोहन के नेतृत्व में संयुक्त प्रगतिशील गठबंधन की सरकार रही। 2014 के बाद भारतीय राजनीति में भारतीय जनता पार्टी ने दबदबा बनाया जो वर्तमान तक कायम है।

राजनीतिक दल के आवश्यक तत्व

राजनीतिक दलों के बिना लोकतंत्र स्थापित नहीं हो सकता। राजनीतिक दल लोकतंत्र के अतिरिक्त किसी अन्य प्रकार की शासन प्रणाली में भी आवश्यक माने जाते हैं। राजनीतिक दलों की स्थापना में अनेक तत्वों का योगदान होता है। किसी राजनीतिक दल के गठन की प्रथम महत्वपूर्ण आवश्यकता संगठन होता है। संगठन में शक्ति होती है, अतः राजनीतिक दल की शक्ति उसके संगठन पर ही निर्भर होती है। संगठन की मजबूती के लिए आवश्यक है कि उसके सदस्यों में वैचारिक समानता हो अर्थात राजनीतिक दल तभी तक संगठित रूप से कार्य कर सकते हैं जब तक राजनीतिक दल के सभी सदस्यों में सामान्य सिद्धांतों पर सहमति हो। किसी भी राजनीतिक दल के लिए आवश्यक है कि वह संवैधानिक सिद्धांतों में विश्वास करते हो। यदि कोई संगठन असंवैधानिक उपाय का प्रयोग करता है तो उसे राजनीतिक दल नहीं कहेंगे। सत्ता प्राप्त करने की इच्छा राजनीतिक दल का अनिवार्य तत्व है, सत्ता प्राप्त कर राजनीतिक दल अपने विचारों और नीतियों को कार्य रूप दे सकते हैं। राजनीतिक दल के जनता की समस्याओं के प्रति जो नीतियां व कार्यक्रम होते हैं उन्हीं के आधार पर राजनीतिक दल जनता का समर्थन प्राप्त करते

हैं। प्रतीक राजनीतिक दल का अपना संविधान या नियमावली होती है। जिसमें दल की कार्यप्रणाली, सदस्यता की शर्तें, आचार संहिता तथा आंतरिक लोकतंत्र का उल्लेख रहता है। चुनाव में सहभागिता की राजनीतिक दलों का मुख्य तत्व है। चुनाव के माध्यम से राजनीतिक सत्ता प्राप्त करते हैं तथा अपनी नीतियों व कार्यक्रमों को लागू करने का प्रयास करते हैं। प्रत्येक राजनीतिक दल के लिए लोकप्रिय व चतुर नेतृत्व होना आवश्यक है जो अपने सदस्यों को दिशा दे सके तथा जनता में दल के प्रभाव को बढ़ाने का कार्य करें।

राजनीतिक दलों के कार्य

राजनीतिक दल लोकतंत्रात्मक शासन व्यवस्था के प्राण हैं। आम लोग कामकाज के जटिल कार्यों को समझने में असमर्थ रहते हैं। अतः राजनीतिक दल सार्वजनिक समस्याओं को जनता के सामने इस तरह से प्रस्तुत करते हैं जिससे आम लोग उसे आसानी से समझ सके, जिससे लोकमत का निर्माण होता है। राजनीतिक दलों का प्रमुख कार्य है चुनाव का संचालन। राजनीतिक दल चुनाव में अपने प्रत्याशी खड़ा करते हैं उनके लिए प्रचार करते हैं चुनाव में होने वाले खर्च का वहन करते हैं चुनाव के संचालन का कार्य मुख्य रूप से राजनीतिक दलों द्वारा ही किया जाता है। चुनाव के बाद जिस राजनीतिक दल का जनता का समर्थन अर्थात बहुमत प्राप्त होता है वह सरकार का गठन करते हैं। शासन व्यवस्था चाहे संसदात्मक हो या अध्यक्षात्मक दोनों में ही सरकार का गठन व संचालन राजनीतिक दलों द्वारा ही किया जाता है। शासन सत्ता को मर्यादित रखने के लिए भी राजनीतिक दल आवश्यक है क्योंकि सत्ताधारी दल पर अंकुश रखने के लिए विरोधी दल या विपक्षी दल का होना बहुत आवश्यक है। विपक्षी दल सत्ताधारी दल को निरंकुश होने से रोकता है तथा उसे जनता के हित में कार्य करने को मजबूर कर देता है।

राजनीतिक दल सार्वजनिक समस्याओं के संबंध में वाद–विवाद या प्रचार–प्रसार करके जनता को उसके प्रति जागरुक करते हैं। जिससे उनकी लोकप्रियता बढ़े तथा चुनाव में उनका इसका फायदा मिले। राजनीतिक दालों के अनेक कार्य ऐसे हैं जो लोगों को राजनीति में शिक्षित करते हैं तथा उनमें राजनीतिक चेतना उत्पन्न करते हैं। राजनीतिक दल सरकार के विभिन्न अंगों में समन्वय स्थापित करने का कार्य करते हैं, उदाहरण के लिए संसदात्मक शासन व्यवस्था में कार्यपालिका और व्यवस्थापिका में घनिष्ठ संबंध होता है। अतः इनके कार्य एक दूसरे के विपरीत नहीं हो सकते क्योंकि दोनों में एक ही

राजनीतिक दल का प्रभुत्व होता है और दलीय अनुशासन उनमें आपसी विरोध में कार्य नहीं करने देता। सत्ताधारी राजनीतिक दल जनता के बीच जाकर सरकार द्वारा किए गए जनकल्याणकारी कार्यों का प्रचार प्रसार करते हैं तथा विपक्ष सरकार के देशों को जनता के सामने रखता है। विपक्षी दल आमजन की समस्याओं व आवश्यकताओं को भी सरकार के समक्ष रखता है। इस प्रकार राजनीतिक जनता व शासन के बीच सकारात्मक संबंध स्थापित करता है। राजनीतिक दलों द्वारा अनेक सामाजिक कार्य भी किए जाते हैं जैसे कहीं पर बाढ़ आ जाती है या भूकंप या सुनामी या कोई अन्य प्रकार की आपदा तो राजनीतिक दल इसमें बढ़–चढ़कर हिस्सा लेते हैं तथा पीड़ितों की सहायता करते हैं।

राजनीतिक दल लोकतंत्र की आत्मा होते हैं। उम्मीदवारों को चुनाव लड़वाते हैं अपने चुनाव प्रचार में घोषणा पत्र के माध्यम से जनता को अपने पक्ष में मतदान के लिए प्रेरित करते हैं। चुनाव जीतकर सरकार बनाते हैं राजनीतिक दल जनता के प्रतिनिधि होते हैं जो जनता की समस्याओं और आवश्यकताओं को सांसद तथा विधानसभा में उठाते हैं। राजनीतिक दल समाज के गरीब व किसानों को राजनीति में आगे बढ़ने का अवसर प्रदान करते हैं। भारत जैसे विविधता युक्त समाज में राजनीतिक दल जातीय, धार्मिक, भाषाएं और क्षेत्रीय अस्मिताओं को संगठित करते हैं, तथा इन विभिन्न समूह को लोकतांत्रिक व्यवस्था में शामिल कर राष्ट्रीय एकता को मजबूती प्रदान करते हैं।

राजनीतिक दलों की चुनौतियां

भारत में राजनीतिक दल लोकतंत्र के सफल संचालन की धूरी है, परंतु वर्तमान में राजनीतिक दलों की कार्यप्रणाली तथा व्यवहार में अनेक चुनौतियां हैं। यह चुनौतियां लोकतांत्रिक मूल्यों को ही कमजोर नहीं करती बल्कि शासन की गुणवत्ता और जनता के विश्वास को भी प्रभावित करती है। इन चुनौतियों में एक चुनौती वंशवादी राजनीति है अर्थात कई राजनीतिक दल परिवारवादी हो गए हैं, जहां नेतृत्व उत्तराधिकारी यानी वंशवादी आधार पर तय होता है न कि व्यक्ति की योग्यता पर जैसे कांग्रेस, समाजवादी पार्टी, राष्ट्रीय जनता दल, द्रविड़ पार्टियां आदि में वंशवाद स्पष्ट रूप से देखा जा सकता है। चुनाव धनबल और बाहुबल का प्रयोग बढ़ता जा रहा है। वर्तमान में सांसद और विधानसभाओं में आपराधिक मामले वाले प्रतिनिधियों की संख्या बढ़ रही है भारतीय राजनीति में दल बदल और अवसरवादिता का तत्व बढ़ता जा रहा है। जो राजनीतिक अस्थिरता

को जन्म देता है तथा जनता के विश्वास को कम करता है। अधिकतर राजनीतिक दलों में विचारधारात्मक शिथिलता आ गई है, चुनाव के समय जाति, धर्म, क्षेत्रीयता, भाषा आदि भावनात्मक मुद्दों पर बात की जाती है, वैचारिक बहस समाप्त हो गई है।

भारत की राजनीति में सक्रिय राजनीतिक दलों में आंतरिक लोकतंत्र का अभाव पाया जाता है।दलों में नेतृत्व ऊपर से थोपने के कारण संगठनात्मक चुनाव मात्र औपचारिक बनकर रह गए हैं। इस प्रकार की व्यवस्था से लोकतांत्रिक मूल्यों का ह्रास होता है। भारत में सैकड़ो क्षेत्रीय व धार्मिक आधार पर संगठित राजनीतिक दल बन गए हैं। जो क्षेत्रीय या धार्मिक आधार पर राजनीति कर राष्ट्रीय एकता और अखंडता को चुनौती देते हैं। राजनीतिक दलों द्वारा चुनाव में किए जाने वाले खर्च का कोई हिसाब नहीं है, तथा दलों को मिलने वाले फंड के स्रोत पारदर्शी नहीं होते। चुनाव जीतने वाले सांसदों व विधायकों को चुनाव में चंदा देने वाले घरानों के हित में कार्य करना पड़ता है। जब चुनाव नजदीक आते हैं तो राजनीतिक दल छोटी–छोटी समस्याओं के लिए आम जनता के पास जाते हैं लेकिन चुनाव जीतने के बाद लापता हो जाते हैं। उपरोक्त सभी चुनौतियों लोकतांत्रिक व्यवस्था की जड़ों को कमजोर करती है।

राजनीतिक दलों में सुधारो की आवश्यकता

भारत के लोकतंत्र को मजबूत बनाने के लिए राजनीतिक दलों के कार्य प्रणाली में सुधार आवश्यक है। राजनीतिक दलों में आंतरिक लोकतंत्र को सुदृढ़ बनाना होगा अर्थात राजनीतिक दलों में संघटनात्मक चुनाव निष्पक्ष रूप से हो तथा टिकट वितरण वंशवाद या व्यक्तिगत प्रभाव से न होकर योग्यता के आधार पर हो। राजनीतिक दलों को मिलने वाले चुनावी चंदा देने वाला का नाम सार्वजनिक हो तथा राजनीतिक दलों की आय और व्यय सार्वजनिक किया जाए। अपराधिक प्रवृत्ति के लोगों पर चुनाव लड़ने पर पाबंदी लगाया जाए तथा उनके ऊपर लंबित मामलों का निपटारा विशेष अदालतों द्वारा कराया जाए। दल बदल विरोधी कानून को और सुदृढ़ किया जाए तथा वर्तमान कानून में दो–तिहाई बहुमत से दल–बदल की छूट को समाप्त कर दिया जाए। जो कोई सदस्य किसी दल से निर्वाचित होकर अन्य दल में जाता है तो उसकी सदस्यता स्वतः ही समाप्त हो जानी चाहिए।

वर्तमान में देखा जाता है कि राजनीतिक दल लोक लुभावन की अनेक घोषणाएं अपने घोषणा पत्र में कर देता है लेकिन चुनाव जीतने के बाद उन्हें जुमले या अन्य कुछ भी कह

देते हैं। अतः राजनीतिक दलों के घोषणा पत्र को कानूनी रूप से बाध्यकारी बनाया जाए तथा चुनाव बाद राजनीतिक दलों के घोषणा पत्र की सार्वजनिक समीक्षा की जानी चाहिए। राजनीतिक दलों का चरित्र दोहरा होता जा रहा है जिसमे दिखाने का प्रयास कुछ और रहता है और करने का कुछ ओर। राजनीतिक दलों को धर्म, जाति, क्षेत्र आदि के आधार पर राजनीति करने के बजाय विचारधारा को प्राथमिकता देनी चाहिए। राजनीतिक दलों को सक्रिय राजनीति में महिलाओं तथा युवाओं को अधिक अवसर देने चाहिए। राजनीति में युवाओं के आने से राजनीति में नई ऊर्जा का संचार होगा। सांप्रदायिक और क्षेत्रीय राजनीतिक समाप्त होनी चाहिए अर्थात जाति, धर्म, भाषा, क्षेत्र आदि आधारों पर मत मांगने पर कठोर कार्यवाही होनी चाहिए। क्षेत्रीय राजनीतिक दल भी अपनी क्षेत्रीयता की सोच को छोड़कर राष्ट्रीय एकता और अखंडता को बढ़ाने के लिए कार्य करना चाहिए। चुनाव आयोग को और अधिक शक्तियां दी जाए जिससे वह चुनावो की निगरानी और अच्छे से कर सके। आदर्श आचार संहिता के उल्लंघन करने पर कठोर और त्वरित कार्यवाही की जाए। राजनीतिक दल अपनी कार्यप्रणाली में सुधार कर भारतीय लोकतंत्र को और अधिक मजबूत कर सकते हैं। राजनीतिक दलों को सत्ता लोलुपता छोड़कर राष्ट्रहित में कार्य करना चाहिए। इन सुधारो से राजनीतिक दल जनता का विश्वास जीत सकते हैं।

निष्कर्ष

भारतीय लोकतंत्र का आधार राजनीतिक दल है। स्वतंत्रता प्राप्ति के बाद से वर्तमान तक राजनीतिक दलों ने जनता की आवाज को शासन तक पहुंचाने, लोकतंत्र को सुदृढ़ करने में और विकास कार्यों को आगे बढ़ाने में महत्वपूर्ण योगदान दिया। राजनीतिक दलों ने किसानों, महिलाओं, पिछड़ों और अल्पसंख्यकों को राजनीति की मुख्य धारा से जोड़ा। परंतु वर्तमान में राजनीतिक दल अनेक चुनौतियां झेल रहे है। व्यक्तिवाद, वंशवाद, धन, बल जातीय और धार्मिक जैसी प्रवृत्तियां जनता के विश्वास को कम करती है। इसके परिणाम स्वरुप लोकतंत्र का मूल रूप ही बदल जाता है और राजनीति जनता की सेवा करने के बजाय सत्ता प्राप्ति का साधन बन जाती है। इसलिए आवश्यक है कि राजनीतिक दल अपने अंदर झांके और समय के साथ खुद को सुधारे। राजनीतिक दलों को उत्तरदायित्व पारदर्शिता और वैचारिक राजनीति की ओर लौटना होगा। संगठन में लोकतंत्र, चुनावी सुधार, अपराध और भ्रष्टाचार से दूरी तथा महिलाओं और युवाओं की अधिक सहभागिता

समय की मांग है। यह स्पष्ट है कि भारत में राजनीतिक दलों का भविष्य उनके सुधारो और जनता की आकांक्षाओं के प्रति उनकी संवेदनशीलता पर निर्भर करेगा। राजनीतिक दलों को नैतिक रूप से दृढ़ रहना चाहिए इससे लोकतंत्र मजबूत होगा और विश्व में एक आदर्श बनेगा।

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